

Aspire Day Nursery Newsletter



June 2021

Manager - Christine Moxon
Deputy Manager - Hayley Hooper

Welcome to the June Newsletter. I hope you find it useful and enjoy reading it.

LANGUAGE OF THE MONTH – French

Our policy this month is **'The role of the key person and settling-in'**

At the end of the newsletter, you will find each rooms activity plan for the month

Chicken pox and Hand, foot, and mouth:

We have received confirmation that a child in Pioneers has chicken pox and another with hand foot and mouth, please be on the lookout for signs and follow the link for more information.

<https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/chickenpox>

<https://www.nhs.uk/conditions/hand-foot-mouth-disease/>

Last week was 'SuperVeg week', all the children across the nursery had a great time dressing up, joining in with the 11 o'clock superhero dance in the garden, cooking, food tasting and eating vegetables at meals times to strengthen superpowers. We would really like to thank you all for your continued support and all the feedback we have received.



We are currently in the process of arranging preschool graduation; this will be held on July 2nd, once we have more information, we will let school leavers parents know.



Covid rapid testing - for nursery families

If you are a family member or in a support bubble for someone with a child at nursery, you are able to receive free rapid covid tests to do at home. We ask everyone that can do these tests, please do, as this is a great for early detection. Please click the link to order or collect yours.

<https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests>

CULTURAL CAPITAL FOR EYFS

Cultural capital in early years comes with its own set of rules and interpretations.

Whilst the general idea is still the same, of course implementing a certain level and quality of curriculum for children under five is bound to look quite different.

Ofsted outlines its expectations for EYFS setting by saying:

- Children are starting EYFS with a range of gaps in their skills and knowledge
- Ofsted wants to see that schools are fully aware of these gaps and have carefully considered what learning opportunities and experiences their curriculum needs to include to support all children to achieve.

Ofsted's Deputy Director for Early Years Education, Gill Jones, said: "Inspectors will consider how well an early years setting uses the EYFS curriculum to enhance the experience and opportunities available to children, so that they gain the essential knowledge that they need to prepare for future success."

By using their knowledge of the children to plan activities and learning opportunities across the EYFS curriculum carefully, and being prepared to share this information, this will support teachers' discussions with inspectors.



According to the **Early Years Alliance**, there is "[no need to over-think cultural capital](#) – it is the exciting and stimulating activities that you do with children every day".

These may include:

- finding books on a child's favourite topic
- creating role-play activities that further their interest in a particular idea
- taking trips to the park
- or organising visits from community figures such as the police.

What is important is that teachers feel confident explaining why they have chosen a particular activity and how it will benefit the child's learning and development.

In an early years setting, cultural capital means that each child arrives with a number of experiences and ideas based on their own personal circumstances.

Michael Freeston, Quality and Standards Director at the Early Years Alliance, also talks about the importance of supporting children's personal and social development. In an early years setting, 'cultural capital' means that each child arrives with a number of experiences and ideas based on their own personal circumstances.

"Explaining how you improve cultural capital can be considered similar to demonstrating how your setting 'promotes British values'," he says.

"We soon came to realise that if we were supporting children's personal, social and emotional development then we were in effect promoting British values."

As a nursery, we have a wide range of activities and learning opportunities on offer for the children, from going to fishponds on adventure sessions to Spanish and French language classes, to music and sports classes. Children also daily have stories read to them, exposed to arts and crafts, social interactions etc.

If there is anything in particular you feel would help enrich your child's childhood, that is possible we can include at nursery, please do highlight this to us. It could be anything to struggling to read to your child, taking them to parks, exposing them to a variety of music, or simply being able to play with friends, as this is something as we all know has not been possible outside of the nursery setting currently. The staff may ask you, so please do have a think if there is a particular cultural capital your child has missed out on recently or its just simply something that you cannot provide - for example hearing foreign languages.

30-hour funding

If your child is born between **1st April and 31st August 2018** then you can see if you are eligible for the 30 hours funding. To do this please click on the link. <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

If you are eligible, we need this code NOW.

All parents that currently receive this 30-hour funding you need to reconfirm eligibility in the next few weeks in order to receive funding for the April term, please log onto your account to check your reconfirmation date. Failure to do this will result in a loss of funding. If you require further information, please contact us. Please look out for emails from us regarding the funding as we continuously email updates during the term.

Parents using tax free childcare or 30 hour funding please remember to reconfirm your eligibility with HMRC, without doing it approx. 3 monthly you will lose your right to funding and account

Reminders:

Please note we operate a **NO MOBILE PHONE** policy whilst you are onsite. We ask that all parents respect this rule and do not use phones for any reason while onsite. This is in the best interests of your child.

Please can you provide us with labelled sun cream and sunhats ready for when the sun makes an appearance!

Woodland adventures:

It is particularly important that if your child is attending woodland adventures they are appropriately dressed. When entering the woods, they need to have long sleeved top and long trousers on even when the weather gets warmer. This is to protect them from stings, nettles, brambles, insect and so forth.

We often make mud creatures or sculptures too so even on a dry day your little ones could get wet and mucky so please make sure to bring spare clothes that we can change them in to after.

Please help us to develop this program further by dressing them appropriately.

Reminders

Sickness

If your child has had pain relief medication within 8 hours of nursery it is our policy that they do not come into nursery that day. (COVID SIGNS HAVE A SEPARATE POLICY)

Collecting your child: When collecting your children from nursery please ensure you are here by 6.10pm if you would like to receive a detailed handover, after this time, basic information will be given. Please bear in mind we close at 6.30pm and this is when staff shifts end, they are keen to go home after a long day. If you are going to be late picking up your child, please let us know as soon as possible so that we are aware. If you are late you will be charged the late pickup fee as staff has to stay after their shift. The late fee goes directly to the staff.

Security: If you greet a parent at the door when entering or exiting, please do not let that person in or out, they must use the finger print system. Please ensure you make sure the gate is fully closed behind you.

Allergies: I would like to remind parents that we request children do not enter the nursery eating any outside food. This is due to having children with serious allergies. Please respect that we are doing it for the best interests of the children.

No mobile phones: Please note, we ask that parents do not use mobile phones while onsite.

Fees: Fees are due on the 25th of each month for the following month.

Nursery Opening: The nursery opens at 7:30am, although the staff do come in earlier than this each morning. Please be reminded that the staff are very busy setting up the room, making necessary checks of resources and making sure that everything is ready for the day ahead. Please can you therefore now wait outside the building until 7.30am.

Buggy shed: Could we remind all parents that your buggies need to be folded if they are left in the buggy shed so that there is enough space for everyone's buggies. It also makes moving around in the small shed much easier as well.

Clothing: Please make sure that any belongings you send to nursery are clearly labelled with your child's name as this will help staff to know who it belongs to and will also highlight to other parents who the item belongs to, meaning less items going home with the wrong people.

Policy of the month

4.1 The role of the key person and settling-in

Policy statement

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, our staff are committed and the setting is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

Procedures

- We allocate a key person before the child starts.
- The key person is responsible for:
 - Providing an induction for the family and for settling the child into our setting.
 - Completing relevant forms with parents, including consent forms.
 - Explaining [our/my] policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty.
 - Offering unconditional regard for the child and being non-judgemental.
 - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
 - Acting as the key contact for the parents.
 - Developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
 - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
 - Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.
 - Completing termly assessments, updating learning journeys on tapestry.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

Settling-in

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our parents handbook with key information and booklet on how we educate and care for the children using the EYFS), displays about activities available within the setting, and individual meetings with parents when children move rooms and termly before children leave for school.

- The key person welcomes and looks after the child and his/her parents at the child's first settling and during the settling-in process.
- We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- Within the first four to six weeks of starting, we discuss and work with the child's parents to begin to create their child's record of achievement.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*.
- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the setting and will support parents to understand the child's needs in order to enhance their development at home.

Explorers Room (Lauren)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> ☐ Attempts to use spoon, can guide towards mouth but food often falls off. 8-20 ☐ Takes first few steps independently. 8-20 ☐ Picks up small objects between thumb and fingers. 8-20 ☐ Anticipates food routines with interest. 0-11 	<ul style="list-style-type: none"> ☐ Builds relationships with special people. 8-20 ☐ Co-operates its care giving experience. 8-20 ☐ Growing ability to soothe themselves and may like to use a comfort object. 8-20 ☐ Calms from being upset when held, rocked or spoken to. 0-11 	<ul style="list-style-type: none"> ☐ Moves whole bodies to sounds they enjoy such as music or a regular beat. 8-20 ☐ Has a strong exploratory impulse. 8-20 ☐ Concentrates intently on an object or activity of own choosing for short periods. 8-20 ☐ Stops and looks when hears own name. 8-20 	<p>This month in Explorers our topic will be Nursery Rhymes. We will be focusing on number rhymes and practicing actions and using lots of different instruments to express ourselves. We will be making lots of colourful art to decorate our room and exploring different textures and materials. We will spend time looking at nursery rhyme books and explore themed small world toys. This month we will also be making some special things for Father's Day. We will be welcoming our new friends joining our room this month and spend time helping them settle in and get used to our room.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> ☐ Handles books and printed materials with interest. 8-20 	<ul style="list-style-type: none"> ☐ Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experiences. ☐ Has some understanding that things exist even when out of sight. 8-20 ☐ Gets to know and enjoy daily routines. 8-20 	<ul style="list-style-type: none"> ☐ Imitates and improvises actions they have observed. E.g clapping or waving. ☐ Move their whole bodies to sounds they enjoy such as music or a regular beat. 8-20 ☐ Explores and experiments with a range of media through sensory exploration and using whole body. 8-20 	<ul style="list-style-type: none"> ☐ Repeats actions that have an effect e.g., kicking or hitting a mobile. 8-20 ☐ Closely observes what animals people and vehicles do. 8-20 ☐ Looks for dropped objects. 8-20

.Please could you send in lots of changes of clothes in the children's bags, we are doing more water play as the weather is warming up, which the children all really enjoying.

Discoverers Room (Hana)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Holds pen/ crayon using whole hand grasp</p> <p>Enjoys sensory experience of making marks in damp sand,paste or paint</p> <p>Takes first few steps independently</p>	<p>Growing ability to self soothe,may use a comforter or you</p> <p>Responds to a few appropriate boundaries with encouragement and support</p>	<p>Uses single words</p> <p>Enjoys babbling,experiments using sounds in play</p> <p>Uses sounds in play</p> <p>Frequently imitates sounds and words</p>	<p>This month in Discoverers our theme will be mini beasts and wildlife. We will be looking at different mini beasts and wildlife in the garden and out on our woodland adventures walk. We will be making different mini beasts and wildlife crafts to decorate our display boards and exploring a messy sensory tray using different materials such as soil, spades, containers and magnifying glasses.</p> <p>We will also be making some surprises for Father's day.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Handles books and printed material with interest</p>	<p>Has some understanding that things exist when out of sight</p> <p>Attempts to sometimes successfully shapes into boards or jigsaw puzzles</p>	<p>Explores and experiments with a range of media using sensory exploration using whole body</p> <p>Imitates and improvises actions they have observed such as clapping,waving.</p>	<p>UTW:</p> <p>Closely observed what animals,people and vehicles do</p> <p>Knows that things are used in different ways</p>

Imaginers Room (Alannah)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> •Making connections between movements and marks we make 	<ul style="list-style-type: none"> •plays alongside others •explores new objects and environments but 'checks in' regularly for support if needed by a familiar adult •begins to learn that some things are theirs, some are shared and some belong to others 	<ul style="list-style-type: none"> •listens to and enjoys rhythmic patterns in rhymes and stories •selects familiar object by name and will find when asked •uses different types of everyday words 	<p>This month our theme will be Music, we will be exploring sounds by using musical instruments as well as everyday objects to make lots of sound! We will be making our own musical instruments in the room using a variety of objects to make different sounds.</p> <p>We will be as always making arts and crafts for our display boards and some to send home!</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> •interested in books and rhymes and may have favourites 	<ul style="list-style-type: none"> •says some counting words regularly •knows things exist when out of sight •enjoys filling and emptying containers 	<ul style="list-style-type: none"> •explores and experiments with a range of media through sensory exploration •moves their bodies to sounds they enjoy such as music or a regular beat •imitates and improvises actions they have observed •expresses self through physical action and sound 	<ul style="list-style-type: none"> •explores objects by linking together different approaches •anticipates repeated sights sounds and actions

Pioneers Room (Olivia)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> - I will be learning to be more independent in directing myself e.g put shoes and coat on for the garden - I will be beginning to tell my teachers when I have a wet or soiled nappy - I will be learning to hold my pen with a tripod grip 	<ul style="list-style-type: none"> - I will be practicing my sharing and turn taking with others - I will be beginning to join in with others play - I will be following our new visual timetable and joining in to nursery boundaries and routines 	<ul style="list-style-type: none"> - I will be learning the names of colours and shapes - I will be beginning to recognise action words - I will be beginning to ask simple questions 	<p>This month in Pioneers our theme will be shapes and colors, we will be learning all the different names of shapes and colours a little bit better and becoming more confident with them. We will be doing lots of different messy play to explore colours and what happens when we mix them we will also be creating pictures using different shapes and exploring the patterns that we can make.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> - I will be beginning to distinguish between the different marks that I am making - I will be beginning to fill in the missing words and phrases from familiar stories and rhymes 	<ul style="list-style-type: none"> - I will be beginning to fit different shapes into spaces and learn about new shapes - I will be learning to recite some number names in sequence 	<ul style="list-style-type: none"> - I will be learning to experiment with different colours and marks - I will be learning how we can mix colours to make other colours 	<ul style="list-style-type: none"> - I will be engaging in pretend play and beginning to imitate actions from everyday life - I will be observing detailed features of the world around me and the different colours that I can see - Fathers day : 20th

Creators Room (Heidi)

Physical	Mathematics	Communication and language	Overview and special events
<ul style="list-style-type: none"> . I will learn how to hold my pencil between my finger and thumb, no longer using a whole hand grip. . I will be helping with clothing. Eg. Putting on my hat and shoes . I will be learning how to kick and catch a large ball 	<ul style="list-style-type: none"> . I will be learning that a group of things changes in quantity when something is added or taken away . Beginning to use the language of size . I will be learning to recognise numbers by playing the ladybird counting game and the farm animals number matching game . I will be learning some taking about immediate past and future. Eg . "Before", "later" and "soon" 	<ul style="list-style-type: none"> I will be able to listen with interest to the noises adults make when they read stories . I will be learning new words and will be able to use them in communicating . I will be using my language to widen contacts, share feelings and thought. 	<p>This month in creators our theme is 'On the farm' and 'What the ladybird heard'. The children will be learning about lots of different farm animals and their habitats and taking part in lots of fun arts and crafts. They will also be reading and learning the story of 'What the ladybird heard' and will complete fun acting games around this story. We will also be looking at two special events this month, world ocean day (8th June) and Father's Day (20th of June). The children will take part in many fun activities and create lots of artwork to take home</p>
Literacy	Personal, social, & emotional	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> . I will be reading 'what the ladybird heard' and will be able to repeat words and phrases . I will be talking about my favourite stories and songs . I will be learning songs about farm animals. Eg. 'Old MacDonald had a farm' . I will be learning to distinguish between the different marks I make 	<ul style="list-style-type: none"> . I will be learning about how my actions can but others . I will be introduced to the positive behaviour rainbow and learn how to get onto it and achieve goals . I will be seeking out others to share experiences with . I will be learning how I can comfort others when they are distressed 	<ul style="list-style-type: none"> . I will be completing lots of arts and crafts about the farm. I will be experimenting with blocks, colours and marks . I will be using a range of instruments and talking about the way they sound . Beginning to make believe by pretending . I will be learning how to build stories around toys. Eg. Farm animals needing rescues from a chair "cliff" 	<ul style="list-style-type: none"> . I will be learning basic skills in turning on and operating equipment . I will be playing with small world toys. eg. A farm and animals . I will be learning about similarities and differences that distinguish me from others . Beginning to have my own friend

Adventurers Room (Zoe)

Physical	Personal, social, and emotional	Communication and language	Overview and special events
We will be using different tools and equipment for our science experiments so we will have to learn how to use the tools and equipment safely and correctly with support from our teachers and by following some instructions. We will learn about growth and how a baby grows into a toddler (3 years old) by observing the changes and finding the differences and similarities.	We will be exploring and experimenting stem activities, we are going to take on roles in different experiments and help prepare them. We will be helping the teachers to make technological toys work and learn how to operate different equipment.	We will be practising our speech and the use of certain technological objects and toys. We will begin to use more "why" and "how" questions and with help from our teachers we will learn more prepositional language from completing different science experiments.	This month we will be exploring and experimenting with technological toys and scientific activities. We will learn how to use different tools and resources to help us with our activities and the safety of using them. We will also be making crafts for father's day!
Literacy	Mathematics	Expressive arts and design	Understanding the world
We are going to learn how to research information from a science book and sometimes a computer to help learn how to complete our experiments correctly and safely. We're going to learn how to hold a book and look at it independently, also we're going to learn in English we read books from the left to the right.	We are going to practise reciting number to 10 and maybe to 20 so we can learn to count how many objects and tools we are using for our stem activities. We will represent numbers in with our fingers and learn how to identify a small group and big group by counting and using our fingers.	We will be exploring how sounds can be changed with different musical instruments and how they can sound different when inside a big room, a small room and in the garden. We will also experiment with paint colours and how we can make new colours when mixing different paint colours together.	We will be learning how to use some technological equipments and tools, we will learn how to turn on an iPad and a Bluetooth speaker independently and how to connect the iPad to the speaker so we can listen to music and dance.

Inventors Room (Cheyenne)

Physical	Personal, social, and emotional	Communication & language	Overview and special events
<ul style="list-style-type: none"> * I will be able to stand momentarily on one foot when shown * I will be able to use one handed tools and equipment * I will be able to hold a pencil near the point between my first two fingers and thumb * I will begin to form recognisable letters 	<ul style="list-style-type: none"> * I will be able to play in a group, extending and elaborating play ideas * I will be to demonstrate friendly behaviour, initiating conversations and forming good relationships * I will show confidence in asking adults for help * I will be confident to speak to others about my own needs, wants and interests 	<ul style="list-style-type: none"> * I will be able to maintain attention, concentrate and sit quietly for a period of time * I will be able to listen to stories with increasing attention and recall * I will identify action words by pointing to the right picture 	<p>This month our theme is The jungle! We will be focusing on the rumble in the jungle book and the topic of jungle animals, we will also look at other stories related to the jungle or jungle animals.</p> <p>Some activities we will be doing this month are:</p> <ul style="list-style-type: none"> ~ Jungle themed arts and crafts ~ Rainsticks ~ Snake patterns ~ Jungle themed yoga ~ Jungle themed stories ~ Listening and learning the different Jungle sounds
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> * I will be able to show interest in illustrations and print in books and in the environment. * I will enjoy rhyming and rhythmic activities * I will be able to suggest how a story might end * I will show awareness of rhyme and alliteration 	<ul style="list-style-type: none"> * I will be able to use familiar objects and common shapes to create and recreate patterns and build models * I will show interests in number problems * I will be able to show interest in representing numbers 	<ul style="list-style-type: none"> * I will be able to understand that different media can be combined to create new effects * I will be able to begin to understand 'why' and 'how' questions * I will use available resources to support role play * I will use simple tools and techniques competently and appropriately 	<ul style="list-style-type: none"> * I will be able to talk about some of the things I have observed such as plants, nature and animals. * I will know that information can be retrieved from computers

Investigators Room (Anju)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> * I will travel with confidence and skill around, under, over and through balancing and climbing equipment. * I will show understanding of the need of safety when tackling new challenges, and consider and manage some risks 	<ul style="list-style-type: none"> * I will confidently speak to others about my own needs, wants, interests and opinions. * I will begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. * I will initiate conversations, attends to and and takes account of what others say 	<ul style="list-style-type: none"> * I will have a two-channelled attention - I will listen and do for a short span. * I will listen and respond to ideas expressed by others in conversation or discussion. * I will introduce a storyline or narrative into my play 	<p>This month Investigators will enjoy a range of fun activities from Ice/Smoothie lollies to exciting obstacles courses. We will have an ice cream shop for the Role Play Area and a photo booth for the children to enjoy taking pictures of each other. We are also hoping sunnier days ahead and will enjoy water play outdoors, so please remember to send change of clothes. This month, we will also be busy making a range of arts and crafts and dressing up to blend in with the theme of the month</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> * I will know that information can be retrieved from books and computers. * I will write my own name and other things such as labels, captions. 	<ul style="list-style-type: none"> * I will begin to identify my own mathematical problems based on my own interests and fascinations. * I will measure short periods of time in simple ways. 	<ul style="list-style-type: none"> * I will explore the different sounds of instruments. * I will create simple representations of events, people and objects. 	<ul style="list-style-type: none"> * I will remember and talk about significant events for family or friends. * I will look at similarities, differences, patterns and change. * I will show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.