

# Aspire Day Nursery Newsletter



June 2022

Manager - Christine

Deputy Manager - Hayley

Learning and development deputy managers:

Lauren: Explorers, Pioneers, Creators, Inventors

Manna: Discoverers, Imaginers, Adventurers, Investigators

LANGUAGE OF THE MONTH – Spanish

Our policy this month is whistle blowing

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

## Tapestry

You can download the tapestry apps, i have put links below, hopefully they work, if not just search tapestry online journal in your app store.

<https://apps.apple.com/gb/app/tapestry-journal/id1442916401>

[https://play.google.com/store/apps/details?id=com.fsf.tapestryandroid&hl=en\\_GB&gl=US](https://play.google.com/store/apps/details?id=com.fsf.tapestryandroid&hl=en_GB&gl=US)

**From now on, we will use Tapestry MEMO to keep parents updated, so please do read this, as this will be our main way to communicate with you all.**

## Scarlet fever

As you will be aware we have had a few scarlet fever cases. We reported this to HPA and there is a memo on tapestry with details. Please make sure you have read these, as we want to ensure it does not spread further and we can resume a normal nursery day with activities etc. Thank you.

## Fire visit

We were very lucky to be visited by Surbiton fire station and the children got to sit in the fire engine, whilst they were at the nursery they were called to an emergency, and had to rush off, but they came back to see the rest of the children afterwards, we were very lucky. We are in the middle of arranging a few dates in which we can take the children to the station, where they will let the children use the hose! Check tapestry for more photos of the children inside the truck (most of them went in, a few were happier to watch from the side).



*Special visit.  
Thank you Surbiton fire fighters, see you soon*

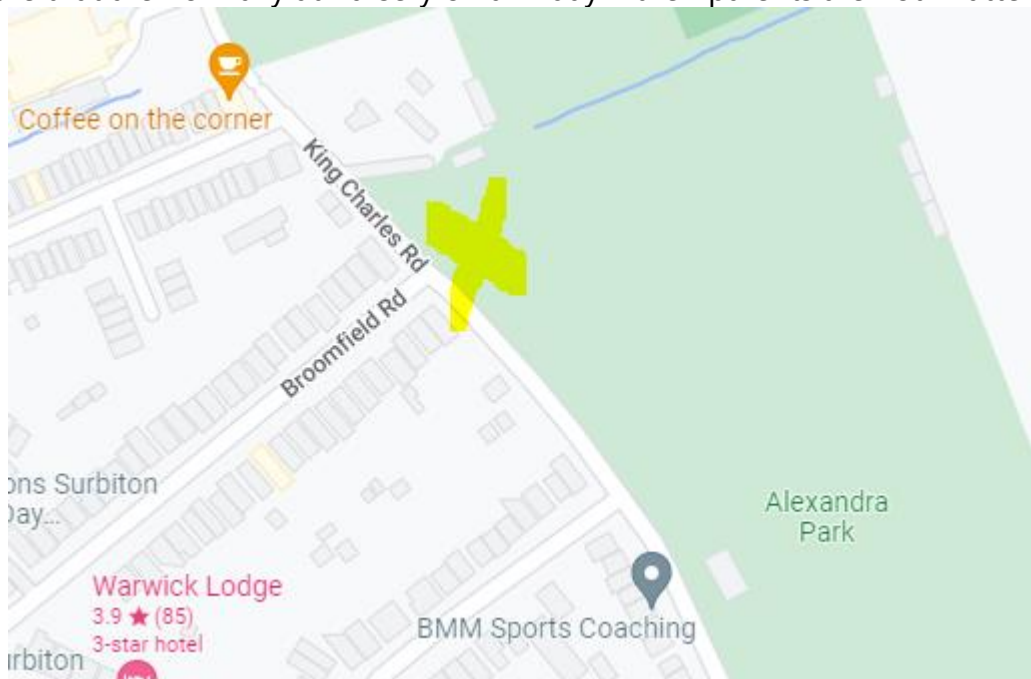


## Jubilee party

At the end of last month we celebrated the Queens Jubilee, the garden looked amazing and about 130 children enjoyed their lunch altogether, it was so lovely to be able to do these events again as a nursery, and we look forward to more like it! If you haven't seen the photos please check out tapestry.

## Graduation for RECEPTION school leavers only

On Friday 8<sup>th</sup> July we invite reception leavers to join us at Alexandra Park opposite the Broomfield road entrance. Please bring along a picnic for your family to enjoy, and if any children are not able to have their parents attend, please can you let us know, as we will then ensure they have food. It will be a mini sports day and the children will then graduate! Timings are 2.30 to 4pm. Please note whilst at the event you are responsible for your own children. We will only be able to look after the children in our care that are normally at nursery on a Friday if their parents are not in attendance.



## A day at the farm

On Monday 25<sup>th</sup> July we have arranged for a farm to come to the nursery! Its going to be a very exciting day for all. If your child does not normally attend nursery on a Monday, we will be organising a time in which you can come along and bring you children, so nobody misses out. This time is likely to be about 11.30 to 12.30 ish, when our children at nursery will be eating lunch and sleeping. However, I will be confirming the time and more details closer to the day, but keep it free!

The farm animals will include "sheep, pigs, goats, chickens, ducks, turkeys, guinea pigs, rabbits, donkey & our dog".

If your children have any allergies or particular worries with certain animals please make us aware of these before the day.

## 30-hour funding

If your child is born between **1<sup>st</sup> April and 31<sup>st</sup> August 2019** 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

#### 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.

**Fees:** Fees are due on the 25<sup>th</sup> 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.

Please bring sun cream and sun hats to nursery.

#### **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.

#### 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, ticks 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.

## Policy of the month Whistleblowing Policy

### Statement of intent

Aspire Day Nursery is committed to ensuring an environment of openness and accountability. We expect all employees, students and any other adult associated with Aspire Day Nursery who has any serious concerns, to come and voice them to either the owners or any member of the management team without any fear of reprisal.

This policy has been written to support staff in coming forward with concerns; we recognise that some of the issues raised will have to be dealt with on a confidential basis.

This policy takes into account the provisions of the Public Interest Disclosure Act 1998 which will protect staff that raise concerns and feel they have been unlawfully treated as a result of 'whistleblowing'. Issues covered in this policy include:

- Unlawful behaviour
- fraud or dishonesty
- breaches of policies and procedures
- improper conduct
- Endangering the health and safety of staff or any other user.

This policy was written in line with the anti-fraud and corruption strategy section 17 of the Crime and Disorder Act 1998.

### **Aims**

The aim of this policy is to create safe and confidential avenues for staff and users of Aspire Day Nursery to raise concerns and receive feedback and will result in:

- enhanced awareness of how to express concerns on any suspicions of bad practise
- recognition that a system is in place to protect the 'whistle-blowers' from victimisation/intimidation
- an environment that enables adults to raise serious concerns

An understanding that the whistle-blowers may take the concerns further if they are not happy with the response they receive.

## Safeguards

### **Harassment and victimisation**

Aspire Day Nursery recognises that reporting a concern can be a difficult decision. The owners and management will not tolerate the harassment or victimisation of anyone who has acted in good faith, however if the whistle-blower is already undergoing a disciplinary, the procedures will not be halted as result of reporting a concern.

### **Confidentiality**

We recognise that some staff may wish to raise an issue in confidence therefore we will when possible, gain prior consent before revealing the identity of the whistle blower. However staff must also appreciate that in some situations an investigation cannot be concluded without a statement from the whistle-blower as evidence.

### **Anonymous Allegations**

These will only be considered at the management's discretion. We actively encourage anyone who would like to express a concern to put their names to it as anonymous concerns are much less powerful. When exercising our discretion we would take into account:

- the seriousness of the issue
- the credibility of the issue
- how likely we would be in confirming the allegation from other credible sources

### **Untrue Allegations**

If allegations are made but after investigation are found to be untrue we will take no action against the whistle-blower providing they were:

- we're acting in good faith
- believed the information they were disclosing to be substantially true
- did not act for personal gain

**Disciplinary action will be considered for anyone who raises a false or malicious allegation.**

## Guidelines

### **Raising a concern**

Any minor concerns should be, in the first instance, raised with either the Deputy Managers, however issues that are felt to be of a serious or more sensitive nature **MUST** be raised directly with the Manager.

Whoever you raise your concerns with the Owner will be notified as she has the overall responsibility for this policy and its implementation.

- If possible concerns should be made in writing outlining the background of the concern, dates, names, places and the reason why the whistleblower is concerned.
- Concerns should be made expressed as soon as the whistleblower becomes aware of a breach.
- Whistleblowers will be expected to demonstrate sufficient grounds for the concern, although they will not be expected to prove truth.
- Whistleblowers will be kept up to date on the progress of their concern
- Whistleblowers may ask for a representative to accompany them and support them whilst they voice their concern. This will be welcomed by the Owner and Management.

### **Dealing with the allegation**

Any action taken by the Owner/Manager will depend on the concern, it may involve:

- An internal investigation, taking into account confidentiality
- A referral to the police
- A referral to OFSTED
- A referral to children's social services
- A referral to any other external agency
- Disciplinary action
- Suspension from work
- Form the subject of an independent inquiry by the Ombudsman
- Action agreed without need for investigation

To protect staff and the Nursery initial enquiries will be made to determine whether investigations are needed, and if so, in which form. Any concerns that are raised which fall into the scope of our other existing policies, for example 'safeguarding policy' will be referred for consideration under those procedures.

Aspire Day Nursery will ensure that the complainant receives within 10 working days of raising the concern:

- acknowledgement that the concern has been received
- an indication of how we are going to deal with the concern
- an estimation of how long it will take to conclude the matter and provide a final response
- details of any initial enquiries
- information on any further enquiries, or why we feel there is no need for any further enquiries

### **In some high risk situations interim action may have already taken place, i.e. child protection concerns**

Contact between ourselves and the whistleblower will be dependent on the concern raised, the potential difficulties involved and the clarity of information provided.

There may be a need for the whistleblower to provide further information.

At all arranged meetings the whistleblower has the right to be accompanied by a workplace representative, colleague or personal supporter, who is not involved with any matters raised in the concern.

Aspire Day Nursery will endeavour to be as supportive as possible to the whistleblower and minimise any potential difficulties associated with raising the concern. We accept that the whistleblower needs to be assured that the concern is being dealt with properly and thoroughly. Subject to any legal constraints we will inform the whistleblower of the outcome of all investigations.

### **Alternative methods of raising a concern**

This policy is attended to give staff appropriate avenues to raise concerns, however if it is felt necessary that the concern should be dealt with externally

- OFSTED can be contacted on – Tel: 0300 123 1231 (see complaints policy)
- The police

- Public Concern at Work – (a charity which provides free and confidential legal advice to anyone who is concerned about malpractice which threatens the public interest) Tel: 0207 404 6609 or [whistle@pcaw.demons.co.uk](mailto:whistle@pcaw.demons.co.uk)
- The Health and Safety Executive
- Any other relevant inspectorate or regulatory body.

Anyone wishing to raise a concern outside the Nursery must ensure they do this in a reasonable and responsible way. Concerns are protected, even if unfounded, if they are made in good faith.

## Explorers Room (Amy)

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<p>Starts to throw and release objects over arm.</p> <p>Starts walking independently first on a firm surface then on an uneven one.</p> <p>Walking around furniture lifting one foot at a time.</p>	<p>Draws others into social interaction through calling, crying, babbling, smiling laughing and moving their bodies and limbs.</p> <p>Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations.</p> <p>Activity: Set up sensory play such as bubbles where children can interact with each other and the adult in a group situation.</p>	<p>Develops the ability to follow others body language including pointing and gesture.</p> <p>Responds to simple questions when in a familiar context with a special person e.g. 'where's your nose?' and the understanding of single words in context for example 'milk' before sleep times and 'lunch'.</p>	<p>This month there are a few days we will be celebrating, On the 8th we will be doing lots of sharing and group activities as its national friends day, after that on the 17th we have eat your veg day where we will be doing some veggie printing activities. The final day we will be celebrating is fathers day which is on the 19th but we will be doing activities all week in preparation.</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<p>Enjoys looking at and feeling the pages of the books, stays focused while sharing a book with a familiar adult.</p> <p>Activity: put the book on a table and set out props from stories onto the tables so children can physically engage with parts of the book.</p>	<p>Spatial awareness- exploring the space around them, engaging in position and direction e.g. Pointing to where they want to go.</p> <p>Activity: play games such as hiding and covering toys under materials then revealing them. Playing peek a boo.</p>	<p>Experiments with a range of media- tools, materials, sand and whole body movement through multi sensory exploration.</p>	<p>Starts to realise that they can influence people e.g. when they start to smile or laugh so the the people around them.</p> <p>Recognises key people in their own lives, parents, carers and other family members.</p> <p>Activity: Using different types of mirrors encourage children to look into them to see their own facial expressions.</p>

**Discoverers Room (Michelle)**

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<ul style="list-style-type: none"> <li>* Enjoys sensory experience of making marks in damp sand and food, paste or paint.</li> <li>* Enjoys finger and toes rhymes and games</li> <li>* Starts to throw and release objects over arm</li> </ul>	<ul style="list-style-type: none"> <li>* Cooperates with carrying experiences brush as dressing.</li> <li>* Shows an interest in their reflection in a mirror although may not yet realise that the reflection is them.</li> <li>* Explores the boundaries of behaviour that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>* Understanding of single words in context is developing</li> <li>* Moves whole body to sounds they enjoy such as music or a regular beat.</li> <li>* Frequently imitates words and sounds</li> </ul>	<p>This month in Discoverers we have lots of fun things planned and are looking forward to welcoming two new children to our room. We will making lots of art work using a range of media to decorate our room and some art work to take home. We will be doing bubble and foam printing, different texture collage pictures, exploring with natural paint brushes made of all different materials and making our own edible paint. We will work on single words and animal noises at circle times and learn some new nursery rhymes. We will be exploring different small world trays filled with food, natural materials and messy play items and practicing using a spoon to fill containers. We are excited to make some funny cress heads to grow in our room and will be planting some herbs. We will explore the garden and the outside and be doing some fun physical activities out there with balls and large foam shapes.</p> <p>Special events * Fathers day</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<ul style="list-style-type: none"> <li>* Handles books printed and digital reading materials with interest.</li> <li>* Responds to sounds in the environment such as cars and sirens and birds.</li> </ul>	<ul style="list-style-type: none"> <li>* Be aware of number names through their enjoyment of actions rhymes and songs that relate to number.</li> <li>* Responds to change of shape.</li> <li>* Explores capacity by selecting filling and emptying containers.</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with a range of media tools materials sounds and while body movements through multi sensory exploration.</li> <li>* Mirrors and improvises actions they have observed e.g.Clapping or waving.</li> <li>* Responds to and engages with the world that surrounds them e.g.Sounds, movements, people, objects, sensations and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>* Shows interest in stories about people animals or objects that they are familiar with.</li> <li>* Combining objects e.g.Banging two objects or placing objects into containers.</li> </ul>



### Imaginers Room (Oriana)

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<ul style="list-style-type: none"> <li>• Shows interest, dances and sings to music, rhymes and songs imitating the movements of others</li> <li>•Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel that need</li> <li>•Help with dressings and undressing</li> </ul>	<ul style="list-style-type: none"> <li>• Becomes more able to adapt their behaviour and increases their participation and cooperation as they become familiar with and anticipate routine.</li> <li>•Show wider variety of</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisation</li> <li>•Uses gestures sometimes with limited talk e.g. Reaches towards a toy saying "want it"</li> </ul>	<p>This month we are focusing on the children's development and we have loads of exiting activities for the children to enjoy while learning.</p>

<p>Activities:</p> <ul style="list-style-type: none"> <li>-Establish a routine that enables the children to look after themselves e.g. Shoes on after nap time or helping to wipe their own face after meal times</li> <li>-Encourage hand actions while singing</li> </ul>	<p>feelings using crying, gestures and vocalisations freely to express their needs.</p> <p>Activities:</p> <ul style="list-style-type: none"> <li>-Hug Jar</li> <li>-Making our kindness tree</li> <li>-Emotions flash cards at circle time</li> </ul>	<ul style="list-style-type: none"> <li>•Pays attention to own choose of activity, may move more quickly from activity to activity</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>-Instruments at circle time</li> <li>-Learning how to make decisions e.g., what colour bun they want or what cereal in the morning they prefer</li> </ul>	<p>We also will celebrate the following dates this month:</p> <ul style="list-style-type: none"> <li>-2nd to 5th Queens Jubilee</li> <li>-19th June Father's Day</li> <li>-21st June Giraffe day</li> </ul>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<ul style="list-style-type: none"> <li>• Responds to sounds in the environment such as cars, sirens and birds</li> <li>• Is interested in and explores the sounds made by banging and tapping familiar objects and simple instruments</li> <li>-Read animal books at story time and encourage the children to join in with sounds and actions</li> <li>-Animals messy tray (oats and flour to feed the animals)</li> </ul>	<p>Responds to chances of shape</p> <ul style="list-style-type: none"> <li>•Attempts, sometimes successfully to match shapes with spaces on inset puzzles</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>-playing with play dough to allow the children to experiment with different shapes and work on their fine motor skills</li> <li>-Inset puzzles as part of our daily routine</li> </ul>	<ul style="list-style-type: none"> <li>• Notices and becomes interested in the transformative effect of their action on materials and resources</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>-make Father's Day crafts and activities</li> <li>-giraffe day crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys stories about people and nature (Birds, bees, snails, cats, dogs) and is interested in photographs of themselves</li> <li>•Explore objects by linking together different approaches, shaking, hitting, looking, feeling, tasting, pulling, tracing and poking</li> <li>•Repeated sounds, sights and actions e.g. When an adult demonstrates an action toy several times</li> </ul> <p>Activities:</p> <ul style="list-style-type: none"> <li>-Flash cards of different animals and objects for the children to name and learn new words</li> <li>-exploring different textures of plants and flowers at forest school</li> </ul>

**Pioneers Room (Marta)**

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<ul style="list-style-type: none"> <li>*Begins to use fine and gross motor skills independently</li> <li>*Begins to operate or use both hands</li> </ul>	<ul style="list-style-type: none"> <li>*Enjoys playing alone and alongside others and is also interested in being together and playing with other children</li> <li>*Shows their growing sense</li> </ul>	<ul style="list-style-type: none"> <li>*Selects familiar objects by name and will go and find objects when asked or identify objects from group</li> <li>*Listens to and enjoys rhythmic patterns in rhymes</li> </ul>	<p>This month in Pioneer's we are going to concentrate on children's development and their targets . We will read lots of books , encourage children to join in with actions when singing a nursery rhymes , make marks and explore the senses</p>

independently during activity	of self through asserting their likes and dislikes , choices, decisions and ideas.	and stories, trying to join in with actions or vocalisations	through messy play experience. We are going to use the language of capacity when children playing with sand , water when filling the containers  Special Events *Fathers Day *World Ocean Day
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
*Begins to join with actions and sounds in familiar song and book sharing experience *Knows that the marks they make are of value	*Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles *Shows an interest in size and weight *Explores capacity	*Experiments with increasing range of media , tools and materials through multi sensory explorations, expression *Enables them to listen to and enjoy a range of different sounds and music . Developing their thinking and communication	*Is curious about people and shows interest in stories about people , animals or objects that they are familiar with or which fascinate them *Matches parts of objects that fit together eg.puts lid on tea pot

### Creators Room (Iliana)

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
*Use large and small motor skills to do things independently. *Manage zips and buttons. *Sit on a push along	*Talk about why healthy eating is important. *Engage children to discuss their likes and dislikes in favourite food and why. *Engage children to talk to	*Be able to get children to describe what food and vegetables they like by using sentences or words. *Allow children to role play in home corner with real	This month in Creators we are focusing on the children's development and any areas or topics we feel that we need to focus on the month.  Our special days of the month will be: 5th June- World environment day

wheeled toy, use scooter, car, bicycle.	teachers and peers about their emotions through play.	cooking utensils and ingredients and explore different kinds of food/vegetables. *Engage children in role modelling why we have to learn about dental hygiene.	8th June- World Ocean day 19th June- Fathers day  For Garden times, the children will enjoy water play and fishing games, learn new sports and do obstacle courses.
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
*Children to enjoy sharing books with adults and engage in extended conversations about themselves. *Children to learn new vocabulary. *Pay attention and respond to the pictures, words and phrases.	*Compare sizes, weight by using gestures or language. *Complete inset puzzles.	*Children move and dance to music. *Explore children's voices and enjoy making sounds. *Explore different materials freely and develop their ideas about how to use them and what to make.	*Explore different materials indoors and outdoors. *Shows interest in different occupations. *Plant seeds and care for growing plants.

#### Adventurers Room (Lauren and Emma)

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
- Shows increasing control in holding and using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.	- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do.	- Use language to share feeling, experiences and thoughts. - Beginning to understand more complex sentences.	<b>SPECIAL EVENTS</b> - Fathers Day

<ul style="list-style-type: none"> <li>- Develops increasing understanding of and control of bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</li> <li>- Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy, and starts to catch a large ball by using two hands and their chest to trap it.</li> </ul>	<ul style="list-style-type: none"> <li>- Seek out others to share experiences with and may choose to play with a familiar friend or child who has a similar interest.</li> <li>- Is developing and understanding of and interest in difference of gender, ethnicity and ability.</li> </ul>	<ul style="list-style-type: none"> <li>- Listens to others in one-to-one or small groups (when conversations interest them)</li> </ul>	
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<ul style="list-style-type: none"> <li>- Repeats and uses action, words or phrases from familiar stories.</li> <li>- Enjoys drawing and writing on paper, screen and in sand or playdough and through using technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores differences in size, length, weight and capacity.</li> <li>- Beginning to count on fingers and using objects.</li> <li>- Making simple constructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Joins in songs and rhymes with actions and repeated phrases.</li> <li>- Uses everyday material to explore, understand and represent their world - their own ideas, interest and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>- In pretend play, imitates everyday actions and events from own family and cultural background, eg making and drinking tea, going to the barbers, being a cat, dog or bird.</li> <li>- Beginning to have their own friends.</li> <li>- Enjoys playing with small world reconstructions and buildings on first hand experiences, eg visiting farms, garages, train tracks, walking by the river or lake.</li> </ul>

**Inventors Room (Cheyenne)**

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<ul style="list-style-type: none"> <li>- I will manipulate a range of tools and equipment in one hand.</li> <li>- I will explain why safety is an important factor in handling tools, equipment and materials and</li> </ul>	<ul style="list-style-type: none"> <li>- I will attempt to repair relationships or situations where i have caused upset and understand how my actions impact others.</li> </ul>	<ul style="list-style-type: none"> <li>- I will listen to others in one-one or small groups when conversation interests them.</li> <li>- I will use longer,</li> </ul>	<p>This month in inventors we are focusing on the children's development and any areas or topics we feel need to be focused on for the month.</p>

<p>have a sensible rules for everybody to follow.</p> <ul style="list-style-type: none"> <li>- I will show my confidence though being outgoing towards others and new situations.</li> <li>- I will be able to work towards a consistent daily routine.</li> </ul>	<ul style="list-style-type: none"> <li>- I will explore situations from different points. e.g. talk together about others feelings.</li> <li>- I will enjoy a sense of belonging through being involved in daily tasks.</li> <li>- I will become more aware of the similarities and differences between themselves and others.</li> </ul>	<p>sentences to communicate with peers and teachers in a range of situations.</p> <ul style="list-style-type: none"> <li>- I will use talk in pretending that objects for something else in play.</li> <li>- I will use talk in explaining what is happening and anticipate what might happen next.</li> </ul>	<p>We will be focusing and looking at fathers day and the queens jubilee and also world environment day!</p> <p>2nd-5th June- Queens jubilee</p> <p>5th June- World environment day</p> <p>19th June- Fathers day</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<p>( Phonics is done daily with sam and we touch on literacy with our key person)</p> <ul style="list-style-type: none"> <li>- I will learn about letters and the sound that represents them.</li> <li>- I will hear and say the initial sounds in words.</li> <li>- I will develop phonological awareness: Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sounds.</li> </ul> <p>We will be looking at this month are: 'i' 'n' 'p' and 'g'</p>	<p>(We do active maths daily and with our key persons through the month.)</p> <ul style="list-style-type: none"> <li>- I will use some number names and number language.</li> <li>- I will link numerals to amounts, compare quantities, solve real life mathematical problems.</li> <li>- I will use positional language</li> <li>- I will describer a familiar route I will discuss routes and locations using words like "in front of".</li> <li>- I will understand position through words alone.</li> </ul>	<ul style="list-style-type: none"> <li>- I will use various construction materials.</li> <li>- I will explore colour and how colours can be changed.</li> <li>- I will tap out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>- I will begin to understand the effect my behaviour can have on the environment.</li> <li>- I will talk about the past and present events in my own life and in the lives of my family.</li> <li>- I will show care and concern for living things and the environment.</li> <li>- I will begin to understand the effect my behaviour can have on the environment.</li> </ul>

### Investigators Room (Anju)

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<p>* I will choose to move in a range of ways, moving freely and with confidence making changes to my body shape, position and</p>	<p>* I will represent and recreate what I have learnt about social interactions from my relationships with close adults, in my play and relationships with others.</p>	<p>* I will show variability in listening behaviour; I may move around and fiddle but still be listening or sit still but not absorbed by activity</p>	<p>Special events</p> <ul style="list-style-type: none"> <li>* Cupcake day</li> <li>* Father's day</li> </ul>

<p>pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>* I will establish a consistent daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.</p>	<p>* I will be becoming more aware of the similarities and differences between myself and others in more detailed ways and identifies myself in relation to social groups and to my peers.</p> <p>* I will understand my own and other people's feelings, offering empathy and comfort.</p>	<p>* I will understand a range of complex sentence structures including negatives, plurals and tense markers.</p> <p>* I will extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	
<p><b>Literacy</b></p>	<p><b>Mathematics</b></p>	<p><b>Expressive arts and design</b></p>	<p><b>Understanding the world</b></p>
<p>* I will begin to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p> <p>* I will begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together.</p>	<p>* I will begin to explore and work out mathematical problems, using signs and strategies of my own choice, including(when appropriate) standard numerals, tallies and "+" "-".</p> <p>* I will enjoy composing and decomposing shapes, learning which shapes combine to make other shapes.</p> <p>* I will spot patterns in the environment beginning to identify the pattern "rule".</p> <p>* I will enjoy talking problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.</p>	<p>* I will develop my own ideas through experimentation with diverse materials.</p> <p>* I will introduce a story line or narrative into my play.</p>	<p>* I will know that other children do not always enjoy the same things, and is sensitive to this.</p> <p>* I will know about similarities and differences in relation to places, objects, materials and living things.</p> <p>* I will create content such as a video recording, stories, and/or draw a picture on a screen.</p>