



A very Happy  
Birthday to Dewan,  
Aydin and Rahil

## Staff Award Winners

On Friday 27th May we celebrated yet another staff award ceremony. At Rooftop Nursery, we like to acknowledge and appreciate our staff team's hard work, commitment, and dedication. The award is based on votes from parents, staff, and volunteers. The staff award winners will be rewarded one week of paid holiday to take alongside the summer holiday during the month of August. We would like to thank everyone that took the time to vote. The winners for 2022 are:

**Our Staff Award winner at Brook site goes to Miss Leandra Rodrigues!**

**Our Staff Award winner at Ottaway site goes to Mrs. Shamima Ahmed!**

A special congratulations to Leandra (Lilly) and Shamima, the two staff award winners from each nursery! Lilly is the senior staff member in Rainbow Room at our Brook site and Shamima has progressed over the years from Room Leader and Assistant Manager through her hard work and dedication to Sunshine room at our Ottaway site. They are both dedicated staff members who go the extra mile for all the children and deserve this special recognition.

**Thank you to Hafiza** for treating all the staff with a token of appreciation gifts as part of the Staff award and taking the staff team out for a lovely meal after the ceremony, she really appreciates and values her staff team



*Congratulations*





### Parents afternoon

We would like to thank all the parents that attended their parent's meeting via Zoom this month and hope that you all had the opportunity to discuss your child's progress and development with their key person and provide input

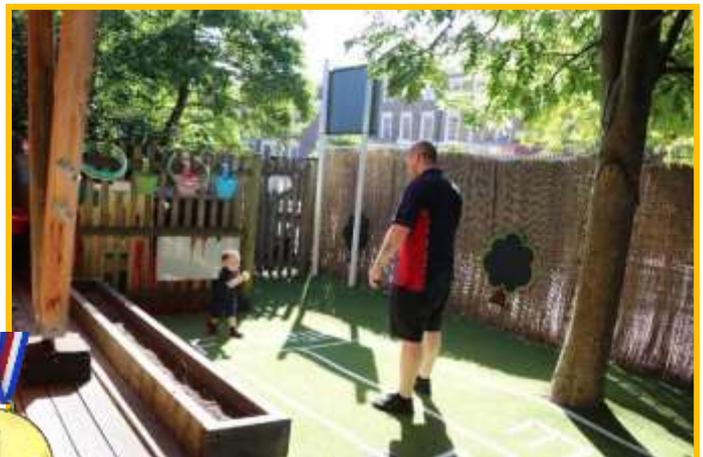


### 27- month review with Health Visitor

We are delighted to announce that our onsite visit from the health visitor has resumed at Rooftop Nursery @ Brook. We had Paula who is our new health visitor join the meetings carried out. The meeting is a great opportunity for the child's health check once they have turned 27 months whilst getting input on their progress at home from parents and their key person at the nursery.



*Celebrating male carer's week – Working in partnership with parents*





## Parent Notices

- Please call the office by 9.30 am or 1:30 pm to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter the nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, and hats.
- Please store buggies in an orderly fashion, do not obstruct the pathways. Please support us by **folding your buggies**.
- Please ensure your child does not bring toys to the nursery, we will not be responsible for any toys that are lost
- Please ensure your child does not bring coins/money into the nursery in their pockets.
- Please provide extra clothes and nappies for your child's sessions throughout the week
- Please ensure you apply sun cream to your child before coming to the nursery during the warm weather
- Please ensure you collect your child on time to avoid our late payment fine.
- **Parent e-mails:** We send out e-mails regularly to parents to notify everyone of events and updates.
- If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- **Tapestry:** If you need support accessing Tapestry, please contact admin at; [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.

### Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone. Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973  
<https://henry.org.uk/freesupport>

## A reminder of the Bonus programmes offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 11:15am
Football	Star Room	Tuesdays (fortnightly) alternating between 9am & 1pm
Forest Play	Star Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Star	Weekly
Yoga/ Tai chi	Rainbow & Star	Weekly
Tiny Mites	Rainbow & Star	Monday 9:15-10-15

# Rainbow Room

## Gardening project/Phonics

The children continued to take part in our gardening project and planted different vegetables and flowers. The practitioner was able to put in place activities for children to enjoy playing with the soil as they continued to play with the mud kitchen during outdoor play.



### Planting vegetables/flowers - Understanding the world: The world

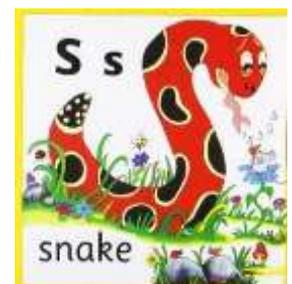
The children took part in planting as the practitioner first made sure that the children had some soil, seeds, pots, and spades. The practitioner first spoke to the children about the steps of planting and the process as she first demonstrated such as placing a bit of soil into a pot using a spade, selecting a seed of choice, sprinkling the seeds in the soil, and then filling their individual plant pot with soil again. The children were given a choice of whether they would like to plant some vegetables or flowers. Chiara responded, “flowers”, as the practitioner then showed the children the packet of seeds and allowed them to choose which flowers they would



like to plant. Krystal said, “I want to plant a sunflower”, as the children first planted a sunflower. The children also planted other flowers of their choice such as carmine red, tulips, primrose, crocus, hyacinth, and many more. This gave the children the opportunity to [develop an understanding of growth and changes over time](#) as they were asked to water their plants and watch them grow. The children took turns in planting together and were able to wait patiently for their turn. Idris found an earthworm inside the soil and said, “look, what is that?”, to his peers. The children showed fascination with the worm as the practitioner picked it out of the soil and placed it on the mat for the children to see. After the activity came to an end, the practitioner explained to the children that their flowers will start growing and that we will have to take care of them in order for them to grow as they need sunlight and water.

### Phonics session - Letter (Ss)

We have also introduced simple phonics to the children as most children in Rainbow room are turning three or have turned three years old. We have introduced the first phonics book which is book one and has the letters, ‘Ss’, ‘Aa’, ‘Tt’, ‘li’, ‘Pp’, & ‘Nn’. We have started off with the first letter which is ‘Ss’ and we will continue to provide activities for the children to learn and recognise the sounds of letters by exploring through messy play, and taking



part in 'what's in the bag' by placing items, toys and objects into a bag and allowing the children to take turns to pull out and link the sound of the letter we are concentrating on, to the object they pull out.

### Literacy: Reading



The children in the morning and afternoon took part in their first phonics session with the support of the practitioner. In the morning the activity consisted of Olivia, Safwan, Idris, kymani, Meklit and Chiara. During the afternoon Aydin, Rahil, Blessing, and Exauciane took part. The practitioner added some objects into a bag that begin with the letter 's' as we concentrated on 's' as our first sound. Before the children took part in 'what's in the bag', the practitioner introduced a song of the letter 's' as each letter contains a song for the children to learn the sound it makes. The children enjoyed singing to the song as it contains a snake, and the children were making a hisss sound to link to the sound of the letter 'S' and imitating actions as each song also contains actions with the song. After learning the song, the children then took turns in pulling out an item from inside the bag and linking it to the letter 'S'. For example, inside the bag contained toys and objects such as a

spider, snake, stone, sunglasses, scissors, and a strawberry. This allowed the children to widen their vocabulary and also think about what begins with the letter 'S' as they were able to **hear and say the initial sound in words**. The practitioner also told the children things that begin with an 'S' which was not in the bag such as 'sun', 'sand' 'sky', 'soil', and words that begin with an 's' such as 'strong', 'sensitive' and 'sit'.

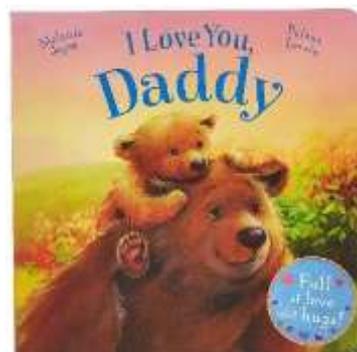
You can find the jolly phonics songs on YouTube if you like to practice at home with your song.

Please find the Link below to practice the sound of the letter with your child at home:

[Jolly phonics s song - YouTube](#)

### Male carer's week

The children took part in activities relating to 'Male Carers Day', as we had an event where some of the dads or male carers came into the nursery and took part in a range of activities with their child/children. Throughout the week the children took part in some activities and we also discussed our loved ones and family members. Although fathers day was approaching, we didn't only talk about our dads, we also talked about any male carers such as brothers, grandads, uncles, cousins, and any other family members who are important to the children.



The parents were invited to come in and spend some quality time with their children and we had a variety of activities set up between both rooms such as making shakers, cards, medals, slime, sandwiches, and planting. The dads and carers enjoyed spending time with their children whilst doing the creative activities and engaging in their child's play where we had different areas set up for indoor and outdoor play. Some of the children's parents couldn't attend but the staff made sure that those children still participated in the activities and made something special. For those children whose dads couldn't attend, their mothers and uncles came instead. The parents also participated in some competitive sports games in our garden such as egg and spoon race, sack race, and aiming their bean bag in a bucket, the children also joined in with their parents and had a turn. The parents had some delicious food after all the fun and games and were given a father's day gift from the manager to take home.



### **Making biscuits - Communication and language**

The children in the morning and afternoon took part in making biscuits for their loved ones. In the morning the activity consisted of Olivia, Meklit, Leo, Safwan, Krystal, Idris, and in the afternoon, Saryiah, Nora, Lamia, Aydin, Rahil, Dewan, Exauciane, and Kai'ron took part.

First, the practitioner showed the children the ingredients which were being used such as eggs, butter, flour, and raisins. The children used raisins to sweeten their biscuits instead of sugar as we are providing a healthier choice for the children and for them to [eat a healthy range of foodstuff and understand the need for variety in food.](#)



Each child was given the opportunity to pour an ingredient inside the bowl and mix it using a hand whisk. The children enjoy taking part in cooking and baking activities therefore, we try and provide this as much as possible. We also plan cooking activities as it covers a wide range of learning such as developing the children's gross motor skills when mixing ingredients and using tools that require hand and eye coordination.

The children are given the opportunity to learn about math as they measure

concepts when pouring ingredients and exploring different textures using their senses to touch, feel, taste and smell.

After pouring all our ingredients, the children were given a small piece to pat down their biscuits before placing them on a tray. Whilst making out biscuits, the children [look closely and observe similarities, differences, patterns, and change](#) when the biscuits are put in the oven and are baked as it changes in size, colour, and texture, showing the children before and after.



## Summer activities

The children took part in the topic of summer as our season of summer has already commenced. As the weather has become warmer, the children enjoyed spending most of their time outdoors and having water play. The practitioner planned different activities for the children such as exploring summer fruits such as watermelon, drawing their favourite fruits, making smoothies, and having a splash in the paddling pool. All these activities supported and allowed the children to have a better understanding of their surroundings and explore the season as they change.



### Exploring a watermelon - Understanding the world

The children took part in exploring watermelon as part of our summer fruits activity, Chiara, Idris, Olivia, Krystal, Meklit and Safwan all took part. Before the practitioner gave out some watermelon for the children to explore,



she spoke about where watermelon comes from and where they grow. She spoke to the children that watermelons grow on the ground and that they can grow quite big. We also spoke about colour as the children responded by saying it's 'green' and 'red'. The practitioner explained to the children that watermelons have little black seeds as they all observed the watermelon closely.

Each child was given a slice, and the children had a choice to whether explore the watermelon through play or taste. All children started eating the watermelon and asked for more, which shows they really enjoyed the taste. The practitioner explained to the children that they can take out the seeds however, there is no harm in eating them. The children were given the opportunity to use their senses to explore the watermelon by touching, smelling, and tasting it. When the practitioner asked the children, 'what does the watermelon taste like?', the children responded, "sweet" and "nice". The children were able to talk about and show **their own likes and dislike of food and were willing to try new food textures and tastes**. Whilst the children were tasting the watermelon, they were using a range of language to talk and describe the watermelon, Chiara said, "it's red and yummy". Krystal said, "it has some seeds on it", Olivia said it's pink". Overall, it was a great activity for the children as they had fun



### Exploring Ice cubes

#### Physical Development: Health and self-care

Rainbow room children had the opportunity to explore ice cubes and describe the texture to the practitioner. This activity allowed the children to use their senses whilst observing simple changes and **talk about why things happen and how things work** as they observed the ice cubes melt in their hands. This activity also prompted the children to **develop an understanding of growth, decay and changes over time** and form conversations with each other. Sariyah, Chiara, Meklit, Olivia, Leo, Safwan, Kymani A and Idris were all sitting down nicely waiting for the practitioner to demonstrate what they were going to do with the ice as the



practitioner allowed them to touch and taste the ice and watch it melt down. The practitioner asked the children, "what does it feel like?", most of the children replied it's cold", the practitioner then said wow, well-done everyone. Exploring ice also [allowed the children to develop their own likes and dislikes in food and drink, willing to try new food textures and tastes](#). A few children were able to give a good description of the ice to the practitioner. Chiara, Idris, Olivia, and Safwan said, "it tastes like water" and "it's cold" the rest of the children were just enjoying the activity and remained engrossed. Olivia said, "ice cream", as the texture and feel of the ice were as cold as ice cream. Overall, the children enjoyed taking part in this activity and remained engrossed.

### Summer theme continued

The children continued with their summer theme and as it's nearly the end of term, the children have been taking part in a lot of waterplay. Rainbow room children have continued to explore summer fruits by creating some artwork using arts and craft resources to make individual pineapples. The children also made their very own fresh fruit ice cream and washed some baby dolls in the garden.



### Washing babies - **Physical development - Health and self-care**

The children in the morning and afternoon took part in washing baby dolls, this activity consisted of Chiara, Sariyah, Krystal, Meklit, Olivia, and Leo, and in the afternoon, Blessing, Exauciane, and Sariyah participated.

The children are always given a choice if they would like to take part in activities or continue with their free play. Most of the children took part in washing the babies as they enjoy playing with water. In the morning, the practitioner divided the children into two groups of three's and each child was given a sponge to wash their babies. In each tray, there were two babies and the practitioners encouraged the children to share as one child washed the head and the other child washed the baby's feet. The practitioner poured the children some warm soapy water and they enjoyed forming bubbles.



Whilst the children were washing their babies, The practitioner spoke to the children about bath time and Chiara said, "my mummy washes me at home". Krystal mentioned 'shampoo' and that her hair smells nice. Some of the children were able to understand and [develop some independence in self-care and show an awareness of routines such as handwashing, teeth cleaning or bath times but still need adult support](#). Meklit enjoyed playing with the sponge as she was squeezing the sponge in her hand every time she soaked it inside the water. The practitioner also named parts of the body with the children such as the head, elbow, shoulders, hands, legs, belly, bottom, knees, and feet. The practitioner then sang a song called 'little turtle in a bath' and played the song on the IPAD for the children to listen to whilst washing their babies. The children listened to the cocomelon bath

song and also sang along. The children that attended the afternoon session decided to wash their babies in the sink area as they showed interest in directly using the tap where they could turn it on and off.

## Painting a pineapple –

### Expressive arts and design

The children in the morning and afternoon took part in making a pineapple. In the morning, the activity consisted of Olivia, Chiara, Meklit, Krystal, Safwaan, and Leo, and in the afternoon, Dewan, Aayden, Exauciane, and Sariah took part. They were first shown a picture of a pineapple and had a discussion about how it looks.

We also spoke about when pineapples grow and the practitioner explained to the children that pineapples are propagated year round however, the best time to buy pineapples is between March – June

The practitioner explained to the children that pineapples grow on trees and that they grow in hot countries. We also spoke about the colour and first described the outside of the pineapple, as it has a thick brownish skin and the spike is green. When the practitioner asked the children, ‘what colour is the pineapple inside?’ The children shouted out, “yellow”. When the practitioner asked the children, ‘how does it taste?’ Krystal responded, “sweet”, and the practitioner also described it as ‘juicy’, [introducing more describing words to the children to extend their vocabulary.](#)

The practitioner asked the children, ‘who likes pineapples?’ and some children shouted out, “mee”. The practitioner explained to the children that pineapples are very healthy as it’s extremely high in manganese and vitamin C. Each child was given an A4 piece of paper and some yellow paint as the children were supported to dip their fingers inside the paint and form dots on their paper. Some children required guidance and had to be shown what to do, and some children were confident. After making dots on their paper, the practitioner painted the palm of the children’s hands with green paint and allowed the children to stamp their hands onto the paper to form the pineapple spike. Meklit enjoyed having paint on her hands as she shows interest in exploring sensory textures and getting involved in messy play and instead of forming dots, she dipped her whole hand inside the paint pot and placed her hand on the paper to create handprints.



## Bonus sessions

### Yoga

#### Physical Development: Moving and handling

The children in the afternoon took part in Yoga and some of Star room children also participated. The children first practiced breathing for a few seconds as this supports decreasing anxiety, helps to manage pain and discomfort, and balances unpleasant thoughts and emotions. After the children practiced their breathing, the practitioner showed the children a few poses to imitate as this improves balance, alignment, and coordination and helps children develop sensory awareness. This also helped the children to have [better body control in the way they pose and stretch their bodies and it improves their motor skills.](#)



The practitioner sat the children in a circle and as she took her shoes off, the children also wanted to take their shoes off and began doing some stretches. The children were really engaged whilst practicing their yoga moves, learned new poses, and focused on their breathing as it brought a bit of calmness to their day.

### Tiny mites

#### Communication & Language – Listening and attention

The children took part in another 'Tiny Mites' music session which consisted of Safwan, Kymani A, Meklit, Leo, and Sariyah. The children really enjoy this session as they were engaged and were able [to listen to simple instructions.](#)

Janine (the tiny mite's teacher) first introduced the puppets to the children as they all took part in a song and shouted out their names when asked. During this session, the children focused on colours as they were shown four colours which were 'green', 'yellow', 'red', and 'blue'. Janine asked the children to look around the room and see if they can find the same colour to match. Sariyah and Kymani A did well as they were able to recognize their colours and point to the colours on their own.



The children were also introduced to some songs where puppets were used and one of them was a 'pussycat' who went to London to visit the Queen. After singing the song, the children had the opportunity to feel the texture of the cat and say hello as it was soft and furry. Towards the end of the session, the children had to pop the bubbles that flowed from the bubble machines as they sang the goodbye song, they enjoyed [singing, dancing, and imitating movements to action songs.](#)

# Star Room

## Welcome to Star Room

**Book Bags:** If parents could return their child's book bag for the end of term

If parents can ensure children are not bringing in personal toys from home, we will not take responsibility for any missing items

## Pirates

The children concentrated on the theme 'pirates' as this was linked to the children's recent interest in treasure hunting, digging for treasure, and role-playing in the garden. To extend their learning the children took part in role-playing as they pretended the slide was the ship, whilst they were looking through binoculars. The children also took part in 'tug of war, hooking the hoop, treasure hunt, and making sensory bottles. These activities helped to support their teamwork and self-confidence.



### Hook the hoop

#### Communication and language – Understanding

Chloe, Mohammed Saif, Nahya, Aymen, Uriel, Murat, Theo, Iqra, and Hidaya took part in 'Hook the hoop'. The practitioner asked the children, 'where do you see hands like these?' whilst pointing to the cups, that eeee hooks attached, Aymen and Uriel responded, "on pirates". Uriel and Aymen were able to **understand questions such as who; why; when; where and how**, as they were able to recognise that they resembled pirate hands.



Before they commenced the game the practitioner gave the children a set of simple instructions to follow and demonstrated what they had to do during this game. The practitioner asked the children, "who would like to have a go...? if you would like a turn you have to form a line. Star room children stood up and made a line, whilst they were making a line Liam was talking to his peer and said, 'I'm going to stand close to it so I can get it on'. Chloe and Murat were **listening and responding to ideas expressed by others in conversation or discussion**, as Murat responded, "no that's cheating". The children took turns, throwing the paper plate onto the hook which was attached to the cup. The practitioner explained to the children that they need to be in a line and have three turns each and then pass it to the next person, most Star room children were able to **respond to instructions with more elements**.





Hidaya had three attempts to hook the paper plate on the hook and during the third time she successfully caught it and was proud of her accomplishment. Aymen had multiple attempts and then managed to get it on the hook. Uriel took two attempts and managed to hook his hoop. Chloe also took two attempts to place the hoop on the hook and she was very happy with the outcome. Theo managed to hook his hoop on the 5<sup>th</sup> attempt and was smiling after each try. Nahya was able to accomplish it on her 3<sup>rd</sup> attempt. Iqra, Murat, Liam, and Mohammed Saif were all able to do it on their 3<sup>rd</sup> attempt. The practitioner put the cup on their hand and said, 'argghhh' like a pirate, and Star room children all laughed, [beginning to understand humour, e.g. nonsense rhymes, and jokes.](#)

## Jewellery treasure hunt

### Communication and language - Speaking

Keerath, Theo, Michaeah, Francis, Aymen, Chloe, Murat, Mohammed Saif, Nahya, and Hidaya took part in our treasure hunt activity. The practitioner explained that Pirates tend to sail the sea on a mission to discover new treasures which they look forward to. She then explained to the children that they will be carrying out their very own treasure hunt in the garden where some treasure and jewellery has been hidden in different locations. The practitioner hid some bangles in different areas within the garden for the children to find and some golden coins.



Theo, Keerath, Hidaya, Chloe, Nahya, Michaeah, Francis, Saif, Murat and Aymen were happy to begin their treasure hunt and showed a lot of excitement in finding the hidden



items. Nahya was showing the practitioner the green bangles she found and said, "look it is green". Hidaya found the sparkly bangles on the tree and said to the practitioner, "look there is a very shiny bangle hanging on the tree", [beginning to use a range of tenses](#)

The children began role-playing pirates as they came after the practitioners. Aymen used his hands as binoculars [creating representations of both imaginary and real-life ideas, events, people, and objects.](#) The children climbed on the slide which they pretended was their pirate ship and were very excited that they got away with the bangles on the ship. [The children chose particular movements, instruments/sounds, colours, and materials for their own imaginative purposes.](#) Once the children finished role-playing, they sat on the grass to count how many bangles they had found on their treasure hunt.



## Planting and making smoothies

Star room children took part in another theme which again is related to their interest which is planting. The children have continued to show eagerness to spend time in the digging area where they like to use the spades, rakes, and digging spoons to fill and empty their pots and buckets or look or look for mini beasts. The children have also been transporting soil from one flower bed to another or into the large trays, mixing it with water. The children have also asked the practitioner to water the plants whilst using the teapot as their watering can. To extend on this interest of theirs, the practitioner planned a planting activity for them to take part in where they can monitor and [develop an understanding of growth, decay, and changes over time](#). As the weather has been nice the children have also taken part in making mango and strawberry smoothies.



### Planting - Understanding the world -The World

Iqra, Keerath, Aymen, Mohammed Saif, Murat, Uriel, Chloe and Francis took part in a planting session. The practitioner asked the children, “would you like to plant your own plants, or would you like to plant in the big pot together?” The children responded, “our own one?” The children were given their individual plant pots and were instructed to scoop a small amount of soil inside. The practitioner gave the children a range of seeds to choose from such as flowers, watercress, or herbs. The practitioner asked the children, “what do we need for a flower to grow?” Uriel responded, “water” Murat, keerath, and Chloe responded, “seeds” as the children learned about [showing care and concern for living things and the environment](#). The practitioner asked the children, “can you fill up your pots halfway?” All the children understood what they were requested to do by the practitioner as they began filling and scooping and looked at each other’s pots and pointed out if it was too much, [looking closely at similarities, differences, patterns, and changes in nature](#).



Once they finished filling their pots they chose between if they wanted to plant flowers or different vegetables. Each child was given seeds in the palm of their hand and was asked to describe what the seeds looked like, some of the children mentioned that the seeds were tiny and some of the children mentioned the colour of the seeds. The children sprinkled their seeds in the middle of their plant pot and filled it up with more soil.



A few days later, the children went back to their plants to see if they could see any changes, the practitioner asked, “Can you see anything?” They all responded, “No”. Mohammed Saif said, “we need to water it! This shows the children are developing an [understanding of growth, decay, and changes over time](#). The children took turns to water their plants and continued to watch and observe their growth and showed pride in the end result.

## Making a smoothie

### Physical development - Moving and Handling

Star room children took part in making a smoothie and this activity consisted of Chloe, Yusuf, Murat, Aymen, Nahya, Keerath, Iqra, Saif, Francis, and Amina. The children were each given a chopping board and a knife to cut their fruits. We used strawberries and mango for our smoothie and the children were first given some strawberries to cut. Before cutting the strawberries, the practitioner asked the children to pick up the strawberry and smell it.



Before using the knife, the practitioner talked about safety and that it should always be kept down. Keerath said, "it's dangerous to use knives, you can cut yourself", understanding that equipment and tools must be used safely. The children all used their right hands whilst cutting apart from Murat, he used his left hand, they maintained focus and use their hand and eye coordination to complete the task. They held their knife very steadily when cutting their fruits, [showing a preference for a dominant hand](#).



The practitioner told the children to firstly cut off the stem of the strawberry before cutting the rest and that we do not eat the stem. The practitioner then showed the children a blending machine which also had a sharp blade inside and spoke to the children about safety and danger. The children were asked to place their strawberries inside the blender carefully without placing their hands inside, the practitioner put the lid on the machine once all the fruit was inside and turned the machine on to blend the fruit together. [Using simple tools to effect changes to materials](#)

Yusuf showed a lot of fascination and came over to the practitioner as he pressed the button to help her blend the strawberries as he enjoys turning the buttons on and off. The children observed the fruit

turn into a liquid and some children were closing their ears as it was too noisy. After cutting their strawberries, the children were then given a slice of mango to cut and placed inside the blender. After blending all the cut fruits, the practitioner added a bit of water and asked the children to wash their hands and sit on the carpet to taste their smoothie. Each child was given an individual cup of their smoothie to taste once it was complete and [showed their own likes and dislikes in food and drink, willing to try new food textures and tastes](#) Some children asked for more as they liked the taste of the smoothie. For example, Keerath gave the practitioner a thumbs up, but Chloe did not like it and she gave a thumbs down. Francis, Murat, Amina, Saif, and Iqra liked it and Nahya and Yusuf didn't like it as Yusuf smelt and said, "it doesn't smell nice", [building up vocabulary that reflects the breadth of their experiences](#)

## Transitioning to school – Mathematics

Star room children have been focusing on **Transitioning to school**, as some of them have a big change to look forward to after the summer holidays when they start school, we know this can be a delicate moment for some of the children as they will face many changes such as a new school and environment, new teachers and forming new friends which can be a little daunting. We have been supporting the children to understand different subjects they will be learning at school, and we have been recapping some of their subjects such as math, simple additions, phonics (writing and reading), and how to manage and express their feelings. We have also been supporting the children to take part in challenging activities that enable them to build on their self-confidence and team-building skills.



The children that will be taking part in our Graduation ceremony have also been practicing the graduation song at every opportunity to show appreciation to their family members, their teachers, and friends who have helped them to learn and grow.

### Simple addition sums – Mathematics



Chloe, Hidaya, Aymen, Mohammed Saif, Nahya, Murat, Keerath, Theo, Francis, and Iqra took part in practicing their addition sums. The practitioner started off by allowing the children to choose their own sums out of the four cards that were in front of them. Once they



each finished picking their sum the practitioner asked each child what the numbers were in their sum which some of them recognized correctly. Afterward, they had to use some objects and select the correct amount according to the numbers they had on their card, they used stones, corks, or wooden reels to complete the math. The practitioner asked the children if they knew what this sign is (+) whilst pointing to the plus sign and group 1 children were unsure.

Aymen had the sum  $10+8$ , Aymen was confident with recognising the numbers and told the practitioner. When Aymen finished telling the practitioner what each of the numbers were the practitioner asked Aymen to get 10 corks and 8 stones. he required support with counting the 10 corks however, once shown by the practitioner he was able to get the collect 8 stones independently. When he finished collecting the objects with the amount required, the practitioner asked him to count them all together. He counted to 15 by himself and then he got a little mixed up, so the practitioner continued counting. Aymen was able to **count out up to 10 objects from a larger group**. Hidaya had the sum  $3+6$ , Hidaya was confident and knew both her numbers in the sum and told the practitioner. Hidaya picked up 3 wooden reels and 8 stones by herself without support from the practitioner. Hidaya counted the objects together confidently and told the practitioner the total.

Chloe had the sum  $7+1$  and she was able to recognise her numbers by herself without any support. All the children were able to **begin recognising numerals 0 to 10**. Chloe picked up 7 corks

and 1 wooden reel by herself and began counting before the practitioner asked her to. She told the practitioner it equals 8. Another practitioner came into the room 5 mins later and asked her what it equals, and Chloe was able to remember and tell the practitioner. Nahya had the sum  $4+3$  but she was only able to recognise the number 3. She took 4 stones and 3 corks with the support of the practitioner as she couldn't find them by herself confidently. When it was time to count all of the numbers together, she was only able to count to 3 by herself and struggled afterward.

Murat had the sum  $5+8$  and he confidently recognised his numbers and told the practitioner what each number was. He chose each object by himself and picked up the correct amount, **linking numerals with amounts up to 5 and maybe beyond**. Once he finished collecting his objects, he counted them all together and counted to 13 by himself without requiring support. He was also able to recognise the plus sign. Keerath had the sum  $2+5$  she was able to recognise her numbers confidently. She took 2 corks and 5 wooden reels and counted them all together. She also remembers what the name of the plus sign was, using **some number names and number language within play, and may show fascination with large numbers**. The practitioner put the objects down for Theo and asked him to count them, he counted to 5 confidently by himself whilst **pointing or touching (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5**.

This activity was a great opportunity to test the children's knowledge and understanding and to identify which children will require further support. Well done to Star room children for trying!

### **Mathematics continued** **Counting on a number line – Numbers**

During another action-packed week at nursery, Star room children continued to practice their numbers using a number line, and to make the session interesting the children had to guess the missing number when the practitioner deducted a number from the line.

To begin with, we split the children into smaller groups, the children had to take turns to count their numbers on a ruler up to 15, in the first group which consisted of Liam, Murat, Chloe, Hidayah, Muhammad Saif, Uriel, and Aymen, they were all able to count past 12 and Liam was able to count to 30 on the ruler. Saif required a bit of support to get started but then he was able to count to 10 when the practitioner assisted him, Hidayah counted to 15 confidently and was able to recognize her numbers and Murat was also confident. The children were **increasingly confident in at putting numerals in order from 0-10 and above**.

For the next game, the children had to sit on a row of chairs whilst the practitioner laid down a large number line. Each child had to wait to be called forward to take their turn and they were not allowed to shout out the answer if it was their peer's turn. The practitioner asked each child to count the numbers along the line first, thereafter the practitioner removed a random number along the line and asked each child to guess which number was missing. Chloe, Hidayah, Aymen, Liam, Murat, Uriel, and Saif were all able to count to 10 on the number line. The practitioner asked them to spot the missing number, and most of the children did well with recognizing which number was missing and took a guess.



The second group of children which consisted of Amina, Iqra, Etelvina-Nana, and Rodin were all able to count up to 10 on the number line but when asked to spot the missing number they required assistance, so they had to count using the practitioner's fingers which helped them figure out the missing number in the end. The children were called up one by one in order to develop patience and turn-taking during this activity, they showed confidence in solving the missing number and were persistent and show pride in what they had set out to do.



## Carrot cake

### Physical development – Health and self-care

The children in the morning and afternoon took part in making a carrot cake. This consisted of Theo, Amina, M.saif, Uriel, Hidayah, Keerath, Aymen, Francis, Yusuf, Iqra, Murat, Kymani, and Rodin. In the afternoon, it consisted of Blessing, Lamia, Krystal, Aayden, Etelvina-Nana, and Areece. The practitioner first introduced all the ingredients that were placed in the middle such as carrots, raisins, cinnamon powder, eggs, butter, vanilla essence, and flour. The practitioner also introduced the tools that the children will be using and talked about safety as she showed the children a peeler and a grater. The practitioner asked the



children "are children allowed to use sharp tools without an adult" Keerath responded "no, because you can cut yourself", Yusuf said, "it's dangerous". The children have [taken practical actions to reduce risk, showing their understanding that equipment and tools can be used safely](#). The practitioner allowed the children to use a peeler, however under the adult's supervision as she showed the children how to peel the carrot skin using a peeler. The practitioner held the carrot and the peeler with the children when peeling off the skin and recapped about safety by not touching the sharp end and moving your hand away each time.

The children then took turns in pouring the ingredients into the bowl, as Theo, Aymen, and Keerath cracked the eggs. Hidayah, Uriel, and Murat took part in placing the butter into the bowl and listened carefully when the practitioner told them to add one spoon each. Kymani and M.Saif took part in mixing the eggs and butter using a whisk. The children then took part in grating the carrots with the practitioner who placed the children's hands on the top of the grater by holding the handle and with the other hand, holding the edge of the carrot whilst grating it (moving the carrot up and down). The practitioner explained to the children about safety and that we are not allowed to touch the cutting side as it's sharp just like a knife and that it could cut our fingers. When coming to the end of the carrot the practitioner told the children that we must stop as it was coming closer to the grater. The children observed how the carrots were grated as they became shorter and shorter each time, [exploring differences in size, length, weight, and capacity](#). All children had

an opportunity to use the peeler and the grater with the practitioner. When adding the cinnamon powder, the practitioner allowed the children to smell the cinnamon and showed the children a cinnamon stick to compare them both together saying, that both are the same however the stick is crushed into a powder. When pouring the vanilla essence, the children also wanted to smell it, and all the children mentioned that it smells sweet. Yusuf wanted to smell the vanilla essence and the practitioner supported Yusuf to pour only two drops into the mixture as a small amount was required. Keerath, Hidayah, and Uriel took part in pouring the flour as the practitioner told them to only pour half a cup each. Finally, the children added the grated carrots and raisins and gave it a final mix before pouring the mixture into the cupcake cases and then popped it in the oven to bake.



The children thoroughly enjoyed the activity, they had the opportunity to measure, weigh, count, and add a certain quantity of ingredients into the mixture and they all looked forward to the end result of having a cake to take home at the end of the session and to share their accomplishment with their families.

### Bonus sessions

#### Forest Play

The children took part in their 4th forest play session and this session consisted of Aymen, Areece, Hidayah, Keerath, Murat, Nahya, Theo, and Uriel. The children set off for forest play and on our way to the park, the children were observing and talking about their surroundings. As Keerath was walking, she noticed herself on the ground and said to a practitioner, “look, my shadow”. Aymen was repeating to the practitioner that ‘we need to look left and right before crossing the road if we are not crossing at the traffic lights. When



crossing the traffic lights, Theo wanted to press the ‘wait’ button and some children that were walking at the front took turns in pressing the button before crossing. Uriel and Areece showed interest in observing and talking about the different cars going past and were asking the practitioner which brand they were such as Audi, Lamborghini, and BMW. Keerath told the practitioner whilst walking, “we are not allowed to pass the red tape”, remembering one of the forest play rules. The practitioner then praised Keerath for remembering and then she said, “my grandma told me I was clever”, the practitioner then replied back and said, “yes she’s right you are very clever”. The children also enjoyed singing on their way to the park and Aymen wanted to sing ‘Old MacDonald had a farm’, which we did. When we arrived, the children were again left free to walk through the park without holding the adult’s or their peer’s hand. When we were walking through the grass, the children ran towards the logs where we usually have our forest play, they chose to run towards the log in different

Hidaya, Keerath, Aymen, Etelvina-Nana, Theo, Nahya, Uriel, and Murat started off with their introduction to the rules. They all stuck their elbows together and were mixing the honey together **creating lines and circles pivoting from the shoulder and elbow**. Hafiza asked both Nursery children, 'who can tell me what some of our golden rules are?' Aymen responded, 'no licking and no picking' all the children began saying, 'no picking and no licking'. The children all began discussing the different rules given such as: 'not to go past the red tape if we see a bee to do 'X factor' and finally when Hafiza says, '1,2,3 Camp base' the children must gather in a circle around the messy mat. It was Keerath's and Nahya's first session taking part in Forest play and they really enjoyed it, especially taking part in the minibeast hunt, they were looking around ticking off what they found in the boxes.



### Log climbing:

Aymen and Murat were confident in climbing the log and jumping off of it. They were able to land on both of their feet and sometimes land on their feet but touch the floor with their hands. During the end of the session, Hidaya asked the practitioner to hold her hand whilst she

climbed to the top of the log. Hidaya spread her arms and legs out and said, 'I'm a butterfly. She **jumped off an object and lands appropriately using hands, arms and body to stabilise and balance**. Hidaya needed support from the practitioner to be able to climb the log.



### Mud Painting:

Aymen, Murat, and Uriel were digging soil with their spades Murat said to his peers, 'I want to use my hands to dig' and he began digging the soil with his hands. Whilst Murat was digging the soil with his hands Aymen said to his peers, 'I'm going to fill this pink bucket.

Aymen and Murat were able to **manipulate a range of tools and equipment in one hand, tools including paint brushes, scissors, hairbrushes, toothbrushes, scarves or ribbons**. The practitioner praised them for doing good listening. Keerath heard the practitioner and said, 'can I do dig?' The practitioner responded, 'yes... let's get a bucket and spade so u can do mud painting.' Whilst Uriel was doing his mud painting, he called for the practitioner and said, 'look I found an ant ... it's an ant house'.



### Making Animals out of natural resources:

Keerath and Aymen enjoyed making an animal out of natural resources. The practitioner asked Keerath, 'what are you making?' She responded, 'I'm making a ladybird'. She picked up a stick and began trying to break it she said, 'it's not breaking. The practitioner asked, 'why isn't it breaking?' Keerath said, 'I don't know?' Whilst Keerath was sticking down the stone with her left hand, she picked up her paper and the stone dropped off she said, 'it won't stick it's too heavy, **showing a preference for a dominant hand**. She stuck 2 spiky green plants onto the pieces of paper and said, 'this is the eyelashes, **using simple tools to effect changes to materials**

## Minibeast hunt.

Whilst the children were taking part in their mini breast hunt, Keerath and Nahya were walking around trying to look for different things on the list, Nahya can confidently tick the boxes neatly. Whilst the children were doing their minibeast hunt they began walking through long wavy grass. The practitioner began saying phrases from, 'We're going on a bear hunt they all were walking through the grass lifting their legs and knees up, **choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.**

### We're going on a bear hunt: Going on a bear hunt:



The children took part in acting out the story of 'we're going on a bear hunt', as one of the practitioners lead the story at the front. The children went around the park with the practitioners going through different scenes of the story as both practitioners and the children were also repeating the words from the book. Some children were familiar with the story and were recalling the words from the book by saying, 'we're going on a bear hunt, we're going to catch a big one, what a beautiful day! we're not scared, Uh-uh!'. The children first pretended to go through the grass and used different vocabulary

such as 'long wavy grass' and sounded it out when going past it by saying, 'swishy swashy'.

Next, the children came across a river, 'deep cold river', as two practitioners sprayed some water on the children using spray bottles as we all went past and said, 'splish splosh', allowing the children to feel the water on them. Afterward, the children came across a forest where there were small logs 'a big dark forest', and children stepped over the logs to pretend to go through the forest by saying, 'stumble trip, stumble trip'. Then, we came across mud, 'thick oozy mud', as the children either stepped inside the mud pit or jumped over it by saying, 'squelch, squerch'.



After the mud, the children then came across a snowstorm, 'a swirling whirling snowstorm', as two practitioners held a stretchy material as we went under it saying, 'hooo wooo! hooo wooo'. In the end, the children then pretended to go inside a cave near the large logs, and one of the practitioners pretended to be the bear as she held a bear in her hand and started chasing the children as we all went back pretending to go through the scenes again and pretended to hide in bed under the covers saying, 'we are not going on a bear hunt again! The children also learned **different prepositions** as they were calling out, 'we can't go over it, we can't go under it, oh no! we've got to go through it!' each time when coming to a scene.



## Football - Physical development – Moving and handling

Star room children took part in yet another session of football where they had the opportunity to practice their skills and learn some more new tricks with Coach Macy. During outdoor Murat, Uriel, Theo, Chloe, Keerath, Amina, Rodin, Saif, Hidayah, Kymani, Yusuf, and Iqra enjoyed playing tennis rackets with bean bags.



Macy introduced some rules to the children for the game they were going to play such as bouncing the bean bags on a bat. Macy asked the children 'what is inside the bag?' and Keerath replied, "beans". Macy asked the children, 'how does it feel, is it hard or soft?', the children started to feel the bean bags, and Chloe, Murat, and Saif replied, "it's soft".

Before starting the session, Macy showed the children a certificate and explained to the children that whoever follows instructions and does good listening throughout the whole session, will get a certificate.

All children were quite engaged as the coach introduced them to a tennis game this session, instead of football. The children concentrated on the skill of balancing as they balanced the cones on their heads whilst walking and bounced bean bags on their rackets. The children used their imagination as they pretended that their rackets were a pan and the bean bags were pancakes, and the children had to flip their pancakes around and make sure it lands back on the pan again. The children were able to **grasp and release with two hands to throw and catch a beanbag or an object.**

Congratulations to **Kymani J** for receiving a certificate and participating in the session.



## Tiny Mites

### Expressive arts and design – Being imaginative and expressive

Star room children took part in another Tiny Mites music session. Janine started off with her introduction song and she pulled out her wonderful puppets from her bag and reminded the children of their names. Star room children remained attentive and were really engaged and joined in with the song and were able to respond accordingly.



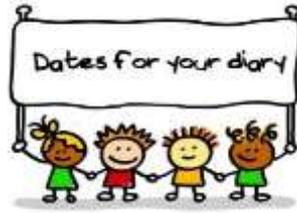
Once the introduction song was finished, Janine sang the hello song and prompted the children to introduce themselves. Most of the children were confident in responding to Janine, however, there were 1-2 children that were shy. The next song the children took part in singing was “the grand ole Duke of York.” This particular song required the children to implement and follow actions that were modeled to them by Janine, they used their gross motor skills and role-played marching around the room as they raised their knees high and low. [The children experimented with different ways of moving, testing out ideas, and adapting movements to reduce risk](#) as they followed the actions during this song.



The following song Janine sang was related to a range of colours such as green, red, blue, yellow, and orange. As a follow on they were each given a colourful translucent scarf to use, they had to follow the Janine’s actions, wave the scarves high and low, and danced with the scarf, they also spoke about the colours in a rainbow. They were moving their materials like the shape of the rainbow and the sun in a circular motion with their arms. They finished moving their materials around and were asked to move the materials when the song said, rainbow, sun, and rain. The children tried to sing along but they enjoyed moving to the beat as

they moved the materials around. The last 2 songs the children sang along to were ‘Pussy cat, pussy cat where have you been?’ and ‘Incy wincy spider’. The children explored the soft puppets that Janine pulled out of her special bag and had the opportunity to stroke the furry cat, they enjoyed making the ‘meow’ sound during the song. The children were able to [experiment and create movement in response to music, stories, and ideas](#) during this music session and enjoyed taking part.





### Summer Holidays

**Last day Friday 22<sup>nd</sup> July – Re open Mon 5<sup>th</sup> September**

Mon 29<sup>th</sup> August – Bank Holiday

Tues 30<sup>th</sup> August – Inset day

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### Comments/ Suggestions

Please feel free to write any suggestions/comments you may have on the space below and return the slip to the office or post it into our suggestion box located in Star room corridor.

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