



A very Happy Birthday to Meklit

family



Welcome Back

We would like to say a warm welcome back to both parents and children after the Easter break. We hope you had a lovely, relaxing holiday with your and friends.

This term we have an action-packed schedule, we will be hosting a range of events such as staff award of the year, male carer's day, graduation party, annual summer trip, and parent's afternoon, so please look out for these upcoming dates and save them in your diary. All dates for these events can be found on the last page of the newsletter

Inset Day

We started the new term with Inset day, which was held on Tuesday 19th April, during which the staff from both sites engaged in training workshops to improve practice.

As we have a few new members of staff and apprentices who have joined the company, the topics we chose to focus on were **Report writing, Safety checks, Allergies, and how to complete daily evaluations and observations.**



The training consisted of four interactive workshops led by our Brook staff, the outcome of these topics was to ensure the practitioners have a good understanding and to build on their knowledge of the EYFS curriculum which interlinks with many of the tasks they are required to complete.

Safety check and allergies

This session was led by Lilly, she highlighted the importance of Safety checks in the workplace and how to prevent incidents, injuries, and illnesses from occurring and she also spoke about carrying out thorough risk assessments, identifying hazards, and looking out for simple things that may go unnoticed. Through a safety checks period, the workplace, inspections help to identify and record hazards for corrective action. Health and safety committees can help plan, conduct, report, and monitor inspections. At Rooftop nursery, our safety checks are carried out 3 times during the day. We take safety checks very seriously and it is our duty to ensure that everybody in the building is safe and any concerns are reported to the management team.

Lilly spoke about nursery particular allergies or



about Allergies during the second half of her session and the policy and procedure we have in place to ensure each child's needs are followed through correctly. We take children's preferences very seriously in the nursery and always check all ingredients in any food bought and prepared. We provided this training and updated all staff on all children we already have in the nursery with allergies or preferences to ensure they are always given the correct food.

Evaluations and observations

Evaluations and observations are a big part of showing evidence and recognizing children's strengths and weaknesses.

This session was carried out by Charnelle, she provided a breakdown of how the practitioners are required to form observations and evaluate their findings based on the children's interests. The practitioners carry out evaluations and observations daily on all children to monitor their progress and development. Through monitoring the children's progress and particular interests the practitioners can plan ahead and support the children whilst linking the information to the EYFS

Report writing

This session was led by Shaheena, she elaborated on how the practitioners need to create a Report, the policy and procedure to follow, and the information required. During this session, the practitioners also had the opportunity to practically take part and form a report to build on their confidence and knowledge of report writing.

Every term we hold parents' afternoon for all children, this gives the practitioners the opportunity to update parents on their child/children's ranges, progress, and strategies used in the nursery and targets both parents and practitioners can agree to work towards. The trainer focused on the different sections which need to be filled in depending on the child's age, points that need to be included, how to provide examples of how you will support your key child to achieve the target and selecting targets using EYFS.

Early Years Foundation Stage (EYFS) and planning

Another topic that was carried out by Peri during Inset day was how to understand and use the EYFS and link it with the children's daily planning.

Birth to 5 Matters guidance supports children's progress toward all the statutory EYFS Early Learning goals. All children develop in different ways which depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognize their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development

Children's development and learning are best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. On-going formative assessment is at the heart of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning, and growing, and then planning the next steps for the adults in supporting and extending the learning.

The practitioners were given the opportunity to familiarise themselves with the characteristics of effective learning, prime areas, and specific areas of learning during this session and how to link this to each child's progress.





Ramadhan

During the month of April of few staff members took part in Ramadan, the 9th lunar month, which begins after sighting the crescent. Muslims wake up very early to take the **Sahoor** during this month, which is a pre-dawn meal before starting their fast.

During Ramadhan, fasting for Muslims is a total abstention from eating and drinking starting from dawn to dusk which is repeated for 29 or 30 days.

The purpose of fasting is to develop God-consciousness, self-control, and health improvement by reducing or eliminating impurities from the body, and to become aware of the trouble of the poor, sick, and hungry.

It is an obligation for every adult and healthy Muslim to fast during the month of Ramadan. The month of Ramadan is the month in which the Holy Quran was sent down. It is a very joyous month for the Muslims of the world in which they fast and pray during the day and read the Quran while making additional prayers during the night.

Eid ul Fitr

After the month of fasting is complete, Muslims all over the world celebrate their holiday of Eid-ul-Fitr. It is a true thanksgiving to a believer after having the opportunity to obey God by completing the month of fast. It is celebrated on the 1st day of the 10th lunar month, Shawwal. The holiday begins with Muslims putting on their best (preferably new) clothes and going to one of the Eid congregations which are very large gatherings of Muslim men, women and children across the world.

Many of our staff team had the opportunity to observe the fasting whilst coming in to work each day & continue with their responsibilities of taking great care of the children's needs. We would like to say a big thank you to all the staff team for supporting each other during this blessed month and well done to all staff that fasted and persevered. To mark the celebration the staff had an Eid party at the nursery with the children & the staff team sharing some yummy snacks and homemade food with each other.



Parents afternoon – March 2022

We would like to thank all parents that have attended their scheduled parents meeting during the month of March. We hope you had the opportunity to discuss your child's progress and development with your child's key person – Thank you to those parents that have returned their feedback forms, if you have not done so, please kindly return them to the office – Thank you

For the children that were due their **27-month review** with the health visitor.

This will be rescheduled for **June 2022**, we will keep you updated closer to the time

Staff award of the year 2022

Every year parents, carers, volunteers, and staff vote for a member of staff they feel deserve to win the title of 'Staff Award of the Year'. It is a way of rewarding the staff for working hard and being committed to their job. The staff member with the highest vote will be rewarded with a one-week paid holiday to take with their summer holiday in August and they will also be awarded an engraved trophy. **Please remember to place your votes by Friday the 13th May 2022.**

The winner will be announced at the staff award ceremony on **Friday 27th May at 5:30 pm** at the Ottaway site!

GOOD LUCK TO THE STAFF TEAM!

Parent Notices

- Please call the office by 9.30am or 1:30pm to inform us of any absences or late arrivals.
- No mobile phone/camera policy: Please put your phones away once you enter nursery premises.
- Please return nursery spare clothes. Parents are welcome to donate clothes to the nursery such as socks, 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 nursery, we will not be responsible for any toys that are lost
- Please ensure your child does not bring coins/money into 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 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 every one of events and updates.
- If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com
- **Tapestry:** If you need support accessing Tapestry please contact admin on office@rooftop-nursery.com
- **Covid-19 updates**

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>

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

We would like to welcome Leo and Nusrat to Rainbow Room

Easter

Rainbow room children had the opportunity to learn about Easter, during the month of April, the practitioners provided the children with a range of activities to participate in related to Easter. The practitioner was able to provide the children with different activities that involve using their fine motor skills and creative thinking. The children decorated easter eggs, made bunnies, decorated individual easter baskets and took part in an exciting Easter egg hunt. The children also had a party at the end of the week and took some treats home as the practitioners filled their baskets with raisins, tangerines, and small gifts.



Expressive arts and design: Creating with materials

Making Easter eggs

As part of the children's first activity, the practitioner provided individual egg-shaped cards for each child to decorate. The children were then asked to choose which colour card they wanted to use, some of the children were confident voicing their opinions and some of them used pointing and hand gestures to make their choice, the practitioner also ensured the freedom of choice was implemented. The children [showed a sense of autonomy through asserting their ideas and preferences and making choices and decisions.](#)



Chiara, Kymani A, Francis, Lucas, Sariyah, Meklit, and Lucas took part in decorating an Easter egg during the morning session. The practitioner questioned the children to see if they were able to recognise the shape of the card, the practitioner also repeated the name "egg shape" clearly for the children to grasp the name and build on their vocabulary, and most of the children were able to repeat this. The children were provided with different resources such as individual glue sticks, PVA glue, and decorating resources such as pom poms, feathers, sequins, different coloured shiny paper, and sparkly glitter. During this activity, the children were encouraged to hold the glue stick correctly using their pincer grasp whilst maintaining a good level of hand and eye coordination to direct where they wished to spread the glue. Some children were able to spread the glue successfully on their cards with confidence and some required support. The children showed pride and happiness as they were free to choose their own choice of craft and how they would like to decorate their eggs. [The children are also beginning to show a preference for their dominant hand.](#)

After the children had finished decorating their Easter eggs, the practitioner gave them a simple instruction to follow and asked them to place their creative work on the drying rack. As a follow-on activity relating to eggs, the practitioner read the children a story about hatching and talked about easter/spring animals such as bunnies, chicks, and ducks whilst implementing a range of sounds and voices during the story. Rainbow room children listened with interest to the noises the adult made when they read stories.



Rainbow room children also had the opportunity to take part in a few more arts and craft activities related to their Easter theme. They created some Easter bunnies using a paper plate, cotton wool, and googly eyes and they also decorated some Easter baskets using coloured cards and a selection of sticking materials and sequins.

Both activities required the children to use their individual glue sticks to spread glue whilst attempting to use their pincer grasp. They were able to maintain focus and attention during both activities and the children showed satisfaction in meeting their own goals and being proud of how they accomplished something, not just the end result

Holi

After returning from the Easter holidays the children were happy to be back at nursery and they enjoyed reconnecting with their teachers and friends. As part of their daily activity, Rainbow room children were able to learn about the celebration 'Holi' which is a Hindu festival of spring, colours and love. The practitioner provided the children with different activities that were related to Holi for the children to explore different colours and what they mean. The children took part in different activities such as a colour fizzing experiment, rice colour play, and a colour mixing experiment. They also made a rainbow using paper plates and different coloured playdough. These activities helped the children have a better understanding when it comes to other cultures and how they celebrate differently. The children also had the opportunity to enjoy the lovely weather outside and had a picnic with their peers.



Colour mixing - Understanding the world: People and communities

Rainbow room children had the opportunity to explore a mixture of colours for the Holi celebration and were encouraged to use their imagination to envision the different colours that can be formed when mixing the colours together. During this particular activity, the children were able to enjoy and respond to playing with colour in a variety of ways, for example combining colours.

The practitioner first explained to Francis, Sariyah, Chiara, Kymani A, Olivia, and Kymani A the reason they were going to explore the powdered colours and they were all excited to have a turn.

The practitioner provided the children with a large tray for this activity and placed different colours of powder paint and individual paint brushes for each child, she gave them simple instructions to follow in which they had to use their paintbrushes to mix the colours together. Olivia and Francis were excited to participate and they were the first ones to begin mixing. The practitioner prompted the other children to mix their colours together at the same time carefully without splashing the paint onto their peers. The practitioner also joined in and demonstrated that she was having a fun time taking part in this activity. During this activity, all of the children used their right hand to hold their paintbrush which shows that **they are showing a preference for their dominant hand**. Kymani A said, “wow, it’s pretty”, Chiara said, “I like pink”, Francis said, “plash plash” and Olivia said, “blue”. All the children had fun exploring their colours and gained a better understanding of colours being mixed together to form another colour.



As a follow on activity, the practitioner showed the children a short video clip of the Holi festival and how it is originally celebrated using powdered paint. The children noticed the people in the video were throwing the powdered colours in the air and toward their friends, which they found very interesting. Through watching this video clip the children were able to **learn that they have similarities and differences that connect them to and distinguish them from, others**, when cultural celebrations take place.

Physical Development

Making a Rainbow with a paper plate



Krystal, Francis, Olivia, Sariyah, Chiara, and Kymani J took part in creating their individual rainbow using a paper plate. Firstly, the practitioner asked the children, “who would like to make a rainbow?” to which a few of them responded, “me”. The practitioner asked the children to put an apron on first so that their clothes do not get messy before commencing. Some of the children showed confidence in wearing the aprons by putting them on themselves whilst some children required support.



The children were each given their individual paper plates and a paintbrush to use. The practitioner explained what they were required to do to form a Rainbow and she also demonstrated that they will carefully have to dip their paintbrush into the paint and form a curved line by stroking the brush. The practitioner prompted the children to choose which colour they would like to use to form their Rainbow which gave them a sense of self. The children attempted to form a beautiful Rainbow. Francis, Chiara, Sariyah, Krystal and Olivia had their paints in an individual bowl with their paintbrush to start their activity and they did really well without the help of the practitioner. The children were able to develop a great way of **holding their pamaking connections between their movement and the marks they**

make, whilst making their rainbow. Krystal said, “look at my rainbow” to the practitioner. Francis and Olivia said the name of the different colours they were using and asked the practitioner to look at her lovely artwork and asked her to take a picture of her rainbow.

Ramadhan

The children took part in learning about Ramadan as one of their topics, showing interest in the lives of people who are familiar to them by exploring different cultural celebrations and personal values. The children took part in activities such as making a food plate, talking about different cultural food, tasting dates, colouring in a mosque and also looking at some items such as prayer mats, books and symbols. During indoor play, the children have shown interest in playing in the home corner with the pretend food and with exploring the soil during outdoor play. Therefore, we will be extending the mud kitchen area and planning some activities based on gardening as we are in Spring.



Making a food plate

Understanding the world

The children took part in a sticking activity to create their individual food plates. In the morning, Chiara, Olivia, Safwan, Francis and Krystal took part and in the afternoon Rahil, Sariyah, Aayden, and Lamia took part. We first had a little discussion with the children as the practitioner showed them different kinds of food and talked about what they like and what they eat at home.

The children were provided with paper plates, PVA glue, glue sticks and different images of food to stick onto their paper plates. We set this activity as Ramadan is about fasting and the practitioner talked about different cultural food. [learning that they have similarities and differences that connect them to, and distinguish them from others.](#)

As the practitioner showed the children the images, they were able to name some of the food and some children talked about their likes and dislikes. The children showed independence by spreading their glue all around their paper plates and then sticking down the food images which they like to eat.

Next time, we will provide some food magazines for the children to choose from a variety of pictures and encourage them to cut out some images using child-friendly scissors to stick onto their paper plates, supporting them with their cutting and fine motor skills.

Tasting dates



Communication and language



The children in the morning and afternoon took part in tasting dates. In the morning it consisted of Chiara, Kymani A, Olivia, Safwan, and Lucas and in the afternoon Aydin, Lamia, Nora, Kaiyron, Rahil and Dewan participated.

The practitioners gathered the children around and showed them the packet of dates and how they look. She held the dates in her hand as she showed the children closely and told the children where dates come from and where they grow. The practitioner then gave the children a date to taste and talked about the colour, shape, and size. Some children requested to smell the date before tasting it. The practitioner opened a date to show the children as dates have seeds inside but this one had no seeds.

We also talked about the texture of the date and how it feels as the practitioner described it as soft, hard, and sticky. Some children were familiar with dates, some children refused to taste them, and some children tasted them but did not like them. Chiara licked it and said, "yuck". Whilst Safwan, Kaiyron and Rahil refused to taste them. Aydin, Meklit, and Chiara tasted them but didn't like it very much. Lamia, Nora and Olivia enjoyed the taste of the date and kept asking for more. Lamia and Nora enjoyed them the most as they also eat dates at home. This activity was a great opportunity for the children to [develop their own likes and dislikes in food and drink, and they were willing to try new food textures and tastes](#)



Bonus sessions

Expressive arts and design

Being imaginative and expressive

The children took part in their 'Tiny Mites' session in which we have a lady called Janine who comes in every two weeks to carry out an interactive music session with the children. It's a programme for young children in which they introduce and provide different resources such as props, instruments, and objects for the children to use and explore whilst singing and dancing.



At first, Janine introduced the children to some puppets which are called the 'Tiny Mites' who are magical fairies. Each puppet represents a different character and has its own personality, and each character plays a different instrument. Janine introduced to the



children different props and songs and played some imaginative games which the children **experimented with and created movement in response to music as the** children enjoyed following actions to some songs which involved moving their bodies to the beat.

The children enjoyed taking part in a car song and Janine gave the children plastic plates to hold which represented a steering wheel. The children used the plates to turn around, pretending to drive their cars, and tapped onto the plate according to the song which represented the car horn. The children also used their hands to clap and wave their arms in the air whilst dancing to the music and took part in some counting songs. Towards the end, the children ended the session with some bubbles and sang a goodbye song.

Heuristic play - **Mathematics**

The children took part in 'Heuristic play' in which the children explored and played with natural items and objects such as wood, cardboard, zips, hooks, brushes, scrubbers, lids, stainless-steel objects and etc.

Heuristic play gives children the opportunity to make their own discoveries in an environment where they may develop different ways of exploring the properties of objects and be creative in the way they combine objects together. During this session, the practitioners have the opportunity to closely observe what children are doing with the items during play. Heuristic play promotes children's development of social skills such as sharing, taking turns, and negotiating and promotes the skills of concentration, exploration and problem-solving. The children use their imagination through play by **using everyday materials to explore, understand and represent their world and their ideas,**



interests, and fascinations. Heuristic play also gives children the opportunity to experience an environment where they can develop different ways to be creative and expressive in their handling of a variety of objects. It is an effective way of encouraging children to explore different daily items and to develop their thinking further.

At the end of a heuristic play session, the children help put away the equipment as they learn that one type of object gets put into a container or bag by looking at its picture. When the practitioners talk to the children whilst putting the items away this encourages children to have an exploration of mathematical concepts such as groups and sets, larger and smaller, in and out. Involving children in tidying up also encourages their ability to contribute to caring for equipment and helps build the notion of belonging to a group.



Star Room

Welcome to Star Room

Book Bags: Changed weekly every Tuesdays or Thursdays

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

Easter

In the run-up to Easter the practitioners prepared some fun activities for the children to take part in such as making Easter eggs, decorating Easter egg baskets, having an Easter egg hunt, making Easter egg cards, and Easter egg-shaped biscuits.

Making Easter egg baskets

Expressive arts and design - Creating with material

One of the first activities the children took part in was decorating their individual Easter baskets.

To start with the children chose the coloured card they wanted. Murat, Hidayah, Iqra, Nahya, Uriel, Keerath, Chloe and Mohammed Saif all took part in this activity and the practitioner explained that they would be using their fingers to spread the glue to describe and feel the texture. Once they had finished spreading the glue, they moved on to choosing which arts and craft materials they wanted to add to their work. When spreading the glue, the children [continued to explore moving in a range of ways, e.g., mirroring, and creating their own movement patterns](#). Iqra and Nahya said to the practitioner, 'it's sticky'.

Nahya and Iqra were adding a lot of PVA glue to their paper to add their decorations. All the children added googly eyes, flowers, sequins, feathers, and shiny materials to their work. Star room children are creative and knew what they wanted on their pieces of paper.

The children [used their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking](#). Uriel, Hidayah, and Theo were spreading their glue well and maintained a good level of hand and eye coordination.

Making Easter egg biscuits

Physical development - Moving and Handling

Theo, Murat, Hidayah, Areece, Etelvina-Nana, Kymani, Rodin, Keerath, Nahya and Queensther took part in making biscuits as part of another Easter activity. The practitioner provided a range of ingredients for the children and asked the children to identify the ingredients. All the children recognised and named the ingredients correctly which were being used to make the biscuits such as flour, butter, vanilla, egg, raisin, and milk. All children were very engaged in



mixing the ingredients and adding the ingredients to the bowl one by one.

As the children sat down to mix the ingredients some Star room children were able to **experiment with different ways of moving, testing out ideas and adapting movements**. Some children preferred to stand up and mix using the wooden spoon as this was a more comfortable position for them to mix confidently. The children waited patiently for their turn and passed the mixture around the table for their peers to have a turn. Keerath asked the practitioner, “can I crack the egg?” The practitioner gave her a turn to crack the egg with support and she managed to crack it well. Etelvina-Nana enjoyed this activity, and she also had a turn mixing the ingredients together, being able to **show increasing control over an object by pushing, patting, throwing, catching or kicking it**.

Once the dough was firm, they were each given a piece of dough to knead together using their gross motor skills and gradually form a ball ready to roll out using their hands or individual rolling pins. The children were given a choice of how they wished to roll their dough. They enjoyed exploring the texture of the dough and were able to use their senses such as smell, touch, and taste. While the children were rolling out their dough, the practitioner asked them what shapes they were making? Some of the children responded, “a circle shape “. The practitioner asked Keerath “are you making one for me?” She replied, “I am making one for you, one for mummy and one for me”. The practitioner asked Queensther “who are you making the biscuits for?” She replied, “I am making for mummy “. Queensther enjoyed exploring the texture of the dough and she was squeezing the dough from one hand to another hand whilst trying to form a circle shape.

Ramadhan

The children took part in learning about Ramadan as one of their topics where they had the opportunity to explore different cultural celebrations and personal value that is of great importance to others. The children took part in activities such as making jewel bracelets, tasting dates, colouring in a mosque, decorating prayer mats and watching a short video clip on how Muslims pray.



Making jewellery for Ramadan

Communication and language - Understanding

Hidaya, Iqra, Murat, Chloe, Etelvina-Nana, Theo, Uriel, Mohammed Saif and Keerath took part in making bracelets and necklaces for Ramadan. Star room children were very engaged in this activity, the practitioner asked the children “would you like to

make bracelets or necklaces?” Giving them the freedom of choice and a sense of self.

Keerath responded “necklace” and she began by choosing some coloured beads to thread



through the string, as she tried her best to maintain focus and attention, she was also able to [understand the use of the object](#). The practitioner asked the children, “would you like to spell out your name on the bracelets?” Most of the children replied “yes” and the practitioner asked them to find the letters that spell out their names, once they had located the letters, they all began threading them on the string [responding to instructions with more elements](#).

Keerath, Aymen, Etelvina, and Hidaya were able to find their letters. Theo, Amina, Saif, Uriel, and Murat attempted to thread the beads onto the string. The practitioner asked the children “who are you making your bracelet for?” Murat said, “for mummy “. Keerath said “I am making for myself, [Understanding who, what, and where in simple questions \(e.g. Who’s that? Who can? What’s that? Where is?\)](#)

Making Prayer mats for Ramadan

Expressive arts and design - Being Imaginative and expressive

Nahya, Murat, Aymen, Liam, Chloe, Uriel, Hidaya, and Amina took part in decorating prayer mats as part of another Ramadhan activity. The practitioner had a simple conversation with the children and explained that the prayer mat is used to pray by Muslims, and they must remove their shoes and wear clean clothes when they do their prayers. The children then looked at a real prayer mat we have at nursery and the practitioner asked a few questions in terms of the design and patterns on there and the texture of the prayer mat.

The practitioner then explained to the children that they would be creating their own individual prayer mats for the activity. To start with the children had to dip their fingers in PVA glue and then began sticking their arts and craft materials. Some of the children’s stuck gems, pom poms, and textured fabric pieces on their work whilst [engaging in imaginative play based on their own ideas or first-hand or peer experiences](#). The practitioner explained the mosque's concept where Muslims go to pray as their place of worship, and they have five daily prayers to complete either at home or at the mosque. The practitioner then asked, “does anyone’s parents pray at home?.” Hidaya and Amina said, “my mum prays at home.” Whilst [playing alongside other children who are engaged in the same theme](#). The practitioner then explained the concept of Ramadan and explained people fast from sunrise to dawn and are not allowed to eat food or drink water, all the children listened carefully and showed interest.

As a follow-on activity, the practitioner asked the Aymen if he knows how to pray on the prayer mat and he said, “I do”, the practitioner asked him if he would like to demonstrate to his peers and he was happy to do so.

Tasting dates

Understanding of the world – People and communities

Another exciting activity the children took part in was tasting some yummy



dates, which are well known and used to break the fast-during Ramadhan.

Aymen, Hidaya, Chloe, Liam, Murat, Uriel, Iqra, Theo, and Rodin took part in tasting dates. The children sat on the carpet and the practitioner asked the children, “who knows what dates are?” All the children responded, “not me”. The practitioner said, “who would like to taste some dates”? Only Theo was willing to taste the dates. So, to encourage Star room children to taste the dates the practitioner said, “if you can have a bite of the dates then you can get a twinkle star or a sticker”. The children all agreed to have a go at trying something new.

Before they tasted the dates the practitioner questioned the children regarding the colour, the shape, and size and discussed the taste and texture after they had finished tasting the date. Most of the children did not like the taste as they were not familiar with it, Chloe, Rodin, Hidaya, and Murat enjoyed tasting the date.



Bonus sessions

Tiny Mites

Communication and language -Speaking

After the half-term Star room children took part in their first session of Tiny mites. The children were able to remember the songs the teacher was singing and carry the actions confidently.

They started by introducing themselves whilst going around to each child. Once they finished introducing themselves, they started with an action song. The children enjoyed singing the song and the practitioners also joined in by singing along and giving the children some encouragement.

The next song Janine sang with the children was the car



song. The children were given individual plates and held them like a steering wheel, the children's favourite part of the song was when they have to say, 'beep, beep, beep' whilst tapping the middle of the plate-like a horn. The children were **using language to imagine and recreate roles and experiences in play situations**. Star room children took part in singing, 'The Grand old Duke of York'. They marched and used both their arms rocking them back and forth. In the song, they had to remember 3 different actions such as tapping knees, clapping hands and stomping their feet and were able to **retell a simple past event in the correct order (e.g. went down slide, hurt finger)**. They sang the songs well and when the session came to an end they asked Janine for bubbles. They had their bubbles and enjoyed popping the bubbles that came near them, the session finished off with the 'Goodbye' song.



Yoga - Tai Chi

Communication and language - Listening and attention

weather has been much we decided to carry out the garden. Murat, Theo, Uriel, Saif took part in this activity.

Star room children had to practitioner's actions and practitioner started by doing some stretches and after each stretch, the practitioner said a number for the children to count to. The children were able to count to each number confidently without requiring support.

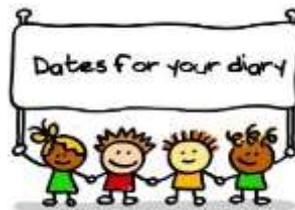
After completing some simple stretches the practitioner introduced, "Tai Chi" to the children. They began doing bigger movements where they had to use their entire body and make different sounds. The children enjoyed the movement involving the sound, "Heng Ha". Star room copied the practitioner well and continuously repeated the sound, each time they made the movement, **being able to follow directions (if not intently focused)**. After completing the movement, they went on to the grass area to walk like dinosaurs or gorillas, the children were able to stretch their legs in the air and stomp their feet on the floor. They enjoyed getting into character and feeling the depth of the movement whilst making sounds. We will continue with a few different movements and sounds in the weeks ahead



The children took part in their first Yoga and Tai Chi session after returning from the holidays. As the warmer recently, session in our and Mohammed

imitate the pose. The

To complete their session the children rested on the grass for 5 minutes. The practitioner concentrated on their breathing. They were breathing in 5 times and the children were confidently able to breathe in and out and asking the children what they can see in the sky. Murat said, "I can see the sun". The practitioner then asked, "what colour are the leaves" Mohammed Saif responded, "green and my jumper is green" As Mohammed Saif began talking about what was green the rest of the Star room children spoke about the things, they are wearing which is green whilst **listening to others in one-to-one or small groups, when conversation interests them.**



Staff Award

Friday 27th May (5:15 to 7 pm - ceremony at Otto site)

Half Term

Monday 30th May to Friday 3rd June

27 Month Review

Thursday 9th June (TBC)

Open Father's Day - Male carer's day

Thursday 17th June (9:00 – 11:00 am)

Parents afternoon

Friday 27th June
(9 am to 11 am, 2 pm to 2:30 – 5:30 pm)

Photoshoot

Tuesday 5th July (9 am – 1:30 pm)

Eid Holiday

Around 11th July (To be confirmed)

Graduation Party

Weds 20th July (2 pm to 2:30 pm ceremony)

Summer Holiday

Last day Friday 22nd July – Re open Mon 5th September

Mon 29th August – Bank Holiday

Tues 30th August – Inset day

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.

Name (optional): _____ Date: _____