



A very happy birthday to Krystal!



## Welcome back!

We would like to give a warm welcome to all children and parents at Rooftop Nursery, we hope you had a relaxing holiday. We are ready to start the year with further learning opportunities for the children to explore and play with whilst having fun. Along with encouraging the children to build on interacting with the practitioners and their peers within a safe and friendly environment.

## *Our trip to see the big Christmas tree*

During our first week back from the holidays in the Rainbow room and Star room, children had the opportunity to go on a special trip to the Hackney town hall to visit the big Christmas tree they had on display. This trip was a great opportunity to teach the children how we implement **British values** and **mutual respect** as many children that attend nursery come from different religious backgrounds and cultures which are celebrated in a variety of ways. This trip also allowed the children to share this experience with their peers and implement **cultural capital**.

The children showed a lot of excitement to go on the trip and the practitioner also ensured each of them was wearing a high visibility jacket and harness to ensure their safety. Whilst we made our way to see the Christmas Tree the practitioner also emphasized the importance of road safety and questioned the children about what we need to do when we wish to cross the road carefully, "we need to press the button" Keerath said, "we need to wait for the green light" and the practitioner said, "we need to take the green light" and the children did a great job at taking responsibility when we gave them the opportunity to press the button.



Once we had seen the children touch the tree and

to touch, feel and smell the tree and talk about its texture. Some of the children also



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had arrived at the Town Hall the children were happy to see the huge Christmas tree they also took time to use their senses

related some personal experiences and shared this with the practitioner and their peers such as, “I have a Christmas tree at my house”.

The trip was a great success, and we look forward to planning more trips this year, providing the children with further opportunities to learn and explore within their community.

## Parent Notices

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>

## 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

We would like to welcome Safwan, Chiara, Sariyah, Rahil and Kai'yron to Rainbow Room!

## Winter

As the children have been settling back into the nursery, the practitioners have been supporting the children with the daily routine and continue to encourage children with their toilet training. The practitioner provided children with different activities based on **winter** as we are teaching and exploring about the winter season and changes in the weather. The children were given the opportunity to explore what happens to the weather when it becomes cold and set up a mini winter play for the children to explore as we talked about winter animals, clothing and provided ice play to support the children's learning through sensory play.



### Making polar bears



### Expressive arts and design – Exploring and using media materials

As it was the first week back from the winter holidays and due to low ratio, Star room and Rainbow room children were combined. The children in the morning and afternoon took

part in a sticking activity making polar bears part as a winter animal. In the morning it consisted of Nahya, Hidaya, Yusuf, Chiara, Olivia, Kymani and in the afternoon Uriel, Murat, Aydin and Aayden took part. The children used PVA glue to spread on their own paper plates and stick some cotton wool and googly eyes. Hidaya stuck a googly eye on her plate and said, "it's scary because it's moving". The practitioner spoke to the children about polar bears for example, where they live, what they eat, and what they do.



The children were able to **make observations of animals and explain why some things occur and talk about changes** as they were shown images, props, and a short video on polar bears. The practitioner also spoke about the weather changing during winter, **talking about why things happen and how things work** such as becoming cold and snowing. We also discussed other winter animals such as penguins, reindeers, and seals. The children were able to improve their fine motor skills as they use their fingers and hand to spread the glue around the paper plate and to stick their resources on top.

## Trip to see the Christmas tree

### Understanding the world

The children in the morning had the opportunity to go on a trip to see the Christmas tree and lights near Hackney town hall. The children were feeling very excited when the practitioner talked about going on a trip as to some children, it was their first outing at the nursery. The practitioners got all the children ready on the day and explained that they were going to go on a trip to see the Christmas tree and decorations as some children took part in activities based on Christmas and have celebrated Christmas during their winter holiday with their families. On this visit, both Star and Rainbow room children took part, which were Kymani, Keerath, Olivia, Yusuf, Chiara, Lucas, Uriel, Iqra, Liam, and Hidayah. The children were able to **comment and ask questions about aspects of their familiar world such as the place where they live or the natural world**. On the way, the children were observing the things around them such as buildings, shops and talking about their familiar environment as most children live around the area or are local. For example, some children were pointing which way they go home and where their house is and also pointed and talked about the shops they visit with their parents. The practitioners talked to the children about safety and traffic light rules and to stop, look and listen when crossing the road and to always hold adults hand when crossing the road. The children were also shown the traffic lights, pressing the button and waiting patiently for the green man and teaching them red means stop and green means go. Olivia was excited when she saw the red bus as she started to sing 'the wheels on the bus' song and all her peers joined in singing. When children arrived at 'Hackney Town Hall' they were looking around, feeling the different texture of the big tree and also exploring what they saw and talked about the lights and different colours and decorations they observed.



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### Ice play with winter animals.

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

The children took part in ice play part as our winter theme and provided some ice cubes for them to explore and use their senses through this sensory play. As the children gathered around the table the practitioner placed some ice cubes on a tray with some winter animals. The practitioner asked the children some questions such as, 'how does the ice feel? Is it hot or cold?' **The children were able to make observations as we explained why some things occur, and talked about changes** as they observed how the ice melts and changes into water. The children used their senses such as their hands to touch and some children wanted to taste the ice cube they were holding by licking it. The practitioner continued to talk about winter and the weather during the season such as becoming cold and snowing. After the children have explored the ice and have melted into water, they were given some winter animals to play with and the practitioner asked the children if they were able to name some of the animals and explained how they live in cold icy places on earth such as Antarctica or the South Pole.



## Independent skills/Winter

The children continued with the topic of winter and were also supported with their independent skills such as independence during snack time, self-care such as dressing and undressing independently, using the toilet and washing hands and also carrying out simple tasks and responsibilities such as taking part in tidying up time and help prepare activities with an adult. The practitioners made sure that the children were given plenty of time whilst practicing independent skills and were not rushed until they are confident in doing things independently with less adult support.

### Independent skills during snack time

#### PD/ Health and self-care

The children were modelled and guided how to serve themselves during snack time by using tools such as a tong to place food onto their plate; using child friendly knives to spread their own butter or cheese onto their cracker and also how to pour their own milk or water into their cups by holding their own little jug. The children are also given responsibility in terms of giving out cutlery to their peers such as plates, cups and forks. The children are also supported in waiting patiently for their turn as they pass the food around to their peers. Some children have allergies or special requirements and know what they are not allowed to eat, and these children have allergy mats which are served snacks on an orange colour plate and cup.

This is for the children and adults to understand their requirements and the children know where their mats are kept in the room and will independently access it when its snack time and put it back after they have finished eating. After the children have finished eating, they were shown how to put their cutlery away by scraping their plates and place their dishes into another bowl. Some children needed support and reminding in putting their plates back onto a tray and also pouring their drink into a cup with less spillage and [holding a cup with two hands and drinking well without spilling](#). Showing the children independence during mealtimes supports them to become more confident and ready for challenging aspects of life.



### Making winter hats

#### Communication & language - Speaking

The children took part in making winter hats using paper plates, materials such as coloured paper, pompoms, glitter and PVA glue to stick their resources. The practitioner first spoke to the children about winter clothing such as hats, scarves, and gloves and how it keeps us warm in cold weathers.

The children spoke about how they have hats and pointed to their hats to show their peers and adults how they come with hats to



nursery. The children also being doing independence during dressing especially before going on outdoor play and is encouraged to put on their own coats and hats on and also support by the adults when needed. The children showed interest in this activity as most of them enjoy taking part in creative activities such as sticking and decorating.

Lucas also showed interest in this activity as he came and sat on the table with his peers. Although he didn't take part in making a hat, he showed interest in observing his peers for a short while. Some children have **begun to show preference for dominant hand** when spreading their glue using a glue stick. Olivia and Chiara used their right hand and Kymani used his left to spread his glue around his paper.

During the afternoon Aydin, Queensther, Aayden and Sariyah also took part in making their individual winter hats. They also showed interest in spreading the glue onto their paper plates and were supported by the practitioner to decorate the hats using a variety of arts and craft materials. The children showed pride in their achievement when they completed their activity.



## Toilet training and independent skills

### Role playing and talking about toileting

#### Physical development - Health self-care



The children in the morning and afternoon took part in an activity role playing toilet training where the practitioner set out some dolls, potties, toilet roll and girl and boy pants. Kymani, Francis, Chiara, Rodin, Krystal, and Yusuf participated in this activity.

The practitioner first explained to the children about toilet training for the children to **develop increasing understanding of and**

**control of the bowel and bladder, urge and start to communicate their need for the preferred choice of potty or toilet.**

The children really found it fascinating to listen to the practitioner whilst discussed and the children were able to



focus their attention as they were shown props. The practitioner first asked the children some simple questions such as, who is wearing pants and who is wearing a nappy? Kymani replied, "I'm wearing pants and I do my wee wee in the toilet", excitedly. The practitioner allowed the children to pick a doll and asked them to say whether it was a girl or boy. Each child was given the opportunity to place their doll on to a potty and asked them if they doll was doing a poo or a wee. The practitioner also poured some water inside the potty whilst the doll was sitting on it as that represented the wee and the practitioner to this to the children to see. As the doll did a wee in the potty, Rodin became very happy and shouted out, "yeah, well done" and started clapping as he also started using the toilet at nursery.



After each child had a turn at placing their doll onto the potty and pretend that they have done a wee or a poo, the children also had a chance to wipe the dolls bottom with a tissue. The practitioner explained to the children not to pull out too much tissue and when she asked them, "where do we put the tissue after we wipe ourselves?" Krystal replied, "inside the toilet".

The practitioner also demonstrated to the children the process when using the toilet such as wiping your

bottom with a tissue, pulling your trousers back up, flashing the toilet and then washing and drying your hands. This was a great activity to support children's growing independence as they do things for themselves, such as pulling up their pants after toileting,



handwashing, recognizing and differing parental expectations.

## Decorating Pants

### Communication and language – Understanding

The children in the morning and afternoon took part in an activity decorating nickers and pants. In the morning Kymani, Sariyah, Francis, Chiara, Olivia and in the afternoon Aayden, Queensther, Aydin, Areece, Keerath and Hidaya took part. The children first took part in a discussion as the practitioner showed the children real child pants, nickers and pullups. First the practitioner showed the children a pant and asked, 'who knows what this is?' Kymani replied, "it's a mask". The rest of the children said, "bum, bum".



The practitioner also asked the children if pants are for boys or girls? And showed the



children nickers. The practitioner spoke to the children about using the toilet as she also showed them pullups and explained that 'when we use the toilet, we start wearing pants/nicker'. After the small discussion, the children took part in decorating their own individual pants and they were able to [maintain their attention and focus on this activity for a period of time](#).

The children were provided resources such as, PVA glue, glue sticks and some sticking resources to decorate their own choice of pants and whilst decorating, they talked about what type of pants or knickers they have such as Peppa pig and paw patrol.

## Painting with interest toy

### Mathematics – Patterns

The children took part in a painting activity using cars as most children enjoy playing with cars during free play. Each child was given a piece of paper and a car to dip into their paint and roll it on their paper. The children really enjoyed this activity, and it was a great way to develop on their gross motor skills as they used their arm to move back and forth whilst rolling their cars on the paper to form marks and patterns. As Chiara rolled her car on her paper, she said "look" to the practitioner whilst pointing at the marks she made and asked for her second paper to do more. The practitioner also spoke to the children about different shapes and sizes as to some cars had big and small wheels. The children were also given the opportunity to mix colours and when the practitioner asked the children, 'what colour has the paint changed into? Kymani replied, "purple" whilst the children mixed the red and blue together, [exploring colours and how colours can be changed](#). The children were also given the opportunity to experiment whilst using their hands as some children dipped their fingers or hands in the paint to feel the texture of the paint as they like sensory and messy play.

## Potty training - Focusing on Gross and fine motor skills

We continued the theme 'potty training' as most children are still training on using the toilet and developing on their gross and fine motor skills. As the children have taken part in some activities based on potty training and to continue to develop their understanding, during indoor free play the practitioners have set up babies, dolls, potties, and pants in the home corner area for the children to play and explore during play. The children have also taken part in activities to support their physical movements such as making playdough independently, painting and taking part in some physical activities such as throwing and parachute games.



Due to some children being very active inside the room in terms of running around, the practitioners have set up more floor base activities by removing some tables to allow the children to have more space to roll over or to move physically. The practitioners have placed some soft



mats on the floor with different toys such as large soft Edu blocks for the children to build towers and knock them down, garage and cars and large trucks for the children to roll around the room and play racing games.

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### Throwing game

#### Physical development – Moving and handling

The children took part in a throwing game using hula hoops and bean bags. The aim of this game was for the children to develop on their hand and eye muscle co-ordination in being able to throw inside the hoop. This activity was also planned for the children to release some energy as some children enjoy throwing toys across the room or onto the floor and the practitioners have been explaining that some toys are not for throwing as it can hurt others.



The children really enjoyed this activity and was able to [listen to some simple instructions and directions](#) given by the practitioner such as turn taking, waiting patiently, and throwing after the practitioner called out ‘ready steady go’.

Each child was called by their name to have a turn at throwing and was given three turns with three bean bags in their hand. Some children needed support and guidance in where to stand so that there are not too close or far away from the hoop. The children were also supported in being able to aim towards the right direction and was showing pride

and happiness when the practitioner was cheering and praising each child for trying well and [showing satisfaction in meeting their goal](#).

## Star Room

[We would like to welcome Areece to 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

## Winter

A warm welcome to all our children in Star room, we hope you all had an amazing holiday, and it is great to have you back! During the first week at nursery, we only had a few children that came in, therefore, Star room and Rainbow room children were combined and took part in some fun activities and had the opportunity to create some artwork relating to winter, as the weather has been rather cold during the month of January.

The practitioner provided the children with different activities based on winter as we have been teaching them about the changes in the weather, what type of clothing is required to keep us warm and differentiating between different temperatures such as hot and cold through taking part in ice play. The children were also given the opportunity to explore our mini winter set up which consisted of a variety of textures, along with winter animals.



As the children have been settling back into the nursery, the practitioners have been supporting them with the daily routine and have also continued to promote independent skills.

### Making polar bears

#### Expressive arts and design - Communication and Language

As the children have been learning about winter animals, they took part in creating their individual polar bears through participating in art and craft activities. The children were provided with their individual paper plates, to begin with, and were encouraged to spread some PVA glue onto their plates which required good focus and attention. This also enabled the children to focus on their dominant hand. Once they had finished spreading the glue the practitioner showed them some cotton wool and asked the children, “who knows what this is?” some of the children were unaware of the name, the practitioner then said, “it is cotton wool”, she then asked the children if they could name the colour of the cotton wool?”, Hidaya said “white” correctly. The practitioner explained to the children that polar bears have white fur so the children will be using the cotton wool to represent their polar bear’s fur. They were each given some cotton wool, which they stuck down onto the glue they had spread and to complete their artwork they also added some googly eyes.



Hidaya stuck a googly eye on her plate and said, “it’s scary because it’s moving”. The practitioner spoke to the children about polar bears for example, where they live, what they eat, and what they look like.

As a follow-on activity, the children were also shown some images and a short video on polar bears and the environment, they live in. The children were able to make [observations of animals and plants and explain why some things occur and talk about changes](#). Nahya said, “the polar bear lives in the snow”, which was a great observation.



The practitioner also spoke about the weather changing during winter such as becoming cold and snowing. This activity provided the children with the opportunity to expand on their knowledge and understanding and they were also able to use their fine motor skills as they use their fingers to hold their glue stick and attempt to use their pincer grasp whilst spreading the glue.

During the afternoon Uriel and Murat also took part in this activity and created their individual polar bear with the help of the practitioner, they all sat down nicely around the table and were able to follow the given instructions carefully. They also used the same resources such as a paper plate, PVA glue, glue stick, cotton wool, and googly eyes. Whilst they took part in the activity Uriel said, "wow, this looks nice", and the practitioner said, 'yes it does, and you are doing it all on your own'. Murat said, 'look I put the googly eyes on my plate'. They maintained great attention and focus and learned about where the polar bears come from and how many legs, eyes, and ears they have, and which type of weather conditions they live in.

### Ice play with winter animals.

#### Being imaginative – Expressive arts and design

Another activity we carried out was ice play, the children had the opportunity to take part and explore the cause and effect. Since we have been teaching the children about the cold weather the practitioner introduced the children to ice play which was placed in a large black tray for them to explore independently, they were also given the opportunity to express to the practitioner how they felt when they touched the ice, whether it was hot or cold, how it was melting their hands and how the ice looks or tastes.



To start with the children all gathered around the table when the activity was prepared, the children were very excited to play and explore with the ice and winter animals. The practitioner gave each child an animal to play with such as a polar bear, penguin, owl, and bunny, they also took turns to play with the different animals which were placed in the large tray.

The practitioner prompted a conversation between the children and listened to the children as they were forming their own conversation. The children were able to talk about why things happen and how things work, such as 'it's a square shape', or 'it's cold' and some children mentioned that the ice was melting as they held it in the palm of their hands.

### Winter continued

We have had a few more of our Star room children return from their holidays during the 2<sup>nd</sup> week, so we wanted to provide the remaining children the opportunity to explore 'winter' and the changes that come along with it.

The children have come back wrapped up warm with their hats, gloves, and scarves as it is still quite cold outside. The children have enjoyed playing with ice and continue to show interest in our new winter animals that are in Star room. The children took part in activities such as ice play with animals frozen



inside, trying to find different ways to get the animals out of the ice through problem-solving and finding a variety of tools they can use, making white snow using play dough, carrying out independent skills where they can practice how to wear their own gloves by themselves and taking part in art and craft activity where they had the opportunity to make a winter scarf using a variety of fabric and sticking resources.

## Ice play and learning about winter animals

### Communication and language - Understanding

To begin with Star room children took part in exploring ice and winter animals during one of their activities. They were all eager to take part and maintained good focus and attention during the activity as the practitioner talked them through what they were going to do.



Amina, Aymen, Uriel, Jaylah, Mohammed Saif, Hidaya, Iqra, and Chloe took part in an ice play game whilst playing with ice. The practitioner questioned each child that was sitting around the black tray and asked them, 'how many ice cubes do you have?', all the children began pointing to each ice cube whilst counting them, being able to **understand why and how questions**. The children were able to count the ice they had confidently.

Whilst the children were playing with the ice cubes and exploring through their senses, Amina asked the children to put snowflakes on top of the ice. Whilst the practitioner was sprinkling the snowflakes, Aymen screamed, 'yayy, you're putting it on top of the ice', showing a good **understanding of prepositions such as under, on top, behind by carrying out an action**. The children played with the ice for a long period of time. Once the children finished playing with the ice, the practitioner asked the children to form a circle in Star room around the large black tray.

Inside the tray there were some winter animals hidden inside a house that was covered with snow, this was for the children to show curiosity about what was hidden below. Each child was given the opportunity to place their hand inside the wooden house and remove an item, once they had selected an item from the house they were asked if they knew what animal they had pulled out. The animals in the house were, 'polar bears, skunks, reindeer, penguins, wolves, and an owl. Whilst the children explored the different animals, they struggled to name the 'Skunk'. The children were **listening and responding to ideas expressed by others in conversation or discussion**

## Making snowballs

### Physical development - Moving and handling

Star room children took part in yet another activity where the practitioner provided them with the opportunity to create their individual snowballs using playdough. The practitioner prepared the ingredients for this activity and gathered the children around the table.

To start with we had Liam, Keerath, Iqra, Nahya, Chloe, Hidaya, Uriel, Liam who all took part in this activity with the practitioner. The practitioner questioned the children regarding the ingredients being used. All the children



were able to name the ingredients confidently such as flour, water, oil, and glitter. The practitioner gave each child a turn to either pour one of the ingredients inside the bowl or help with stirring the mixture together. Chloe, Hidaya, Saif, Uriel, and Jaylah were helping the practitioner to add the flour, oil, and water inside the bowl. The children held the bowl whilst they were kneading the dough together which required them to use their gross motor skills and they were also beginning to show a preference for the dominant hand.

When the dough was almost formed the practitioner asked the children if they would like to add some glitter, they all replied 'yes'. The children were then given their individual pieces of playdough to play with before forming a snowball, Hidaya made a snowman at first, Keerath made a Christmas tree using one of the shape cutters and sprinkled some more glitter on top. Jaylah and Iqra looked at the winter book as a guide to see how they can create a snowman just like the one they saw in the storybook. Whilst Nahya and Iqra were playing with the snow they were able to sit comfortably on a chair with both feet on the ground. The practitioner then showed the children how to form a snowball and gave the children instructions to follow. They each had to roll the dough in the palm of their hand in a circular motion as demonstrated by the practitioner. The children did well and were happy to see the result, some children required support from the practitioner. Overall the children enjoyed the activity and maintained a good amount of focus and attention and spent a long period of time at the activity table.

## Families and Siblings

Star room children will be concentrating on families and siblings and some children have new additions to the family and most of the children have siblings who also come to the nursery. The children have taken part in, 'drawing their family members, drawing the things they do at home, categorizing wooden figures of people by family (grandparents, mum, dad, children, man, woman), and learning how to give the babies a bath.

### Drawing family members

#### Expressive arts and design – Creating with materials

Amina, Iqra, Mohammed Saif, Hidaya, Theo, Jaylah, and Keerath took part in drawing their family members on a piece of paper. All the children really enjoyed this activity as they were all shouting out each family member they had drawn whilst holding their papers in front of the practitioners.

They all showed great pride when drawing their brother, sister, mum, or dad. All the children were able to form the basics of drawing the body and the head. The practitioner moved on to questioning the children, 'do they have eyes, ears, mouth, long hair short hair, etc. This allowed them to build on what they are drawing and what type of detailed features they notice as younger or older siblings in their family. The children were able to point out where the nose and eyes go without requiring support from the practitioner. Chloe said to the practitioner, 'my mummy has long hair'. beginning to use



drawing to represent actions and objects based on imagination, observation, and experience.

As the children really enjoyed this activity and wanted to continue drawing the practitioner gave the children another piece of paper and asked them to draw what they enjoy doing the most in their house. This was a great opportunity for Star room children to demonstrate **individual liberty**, as they can make their own choices and choose the things they enjoy doing at home. The practitioner gave an example of themselves and said, "I like eating lots of food and playing on my Nintendo switch". Whilst the practitioner said that all the children began shouting and sharing what they enjoy doing. Chloe said she enjoys playing with her Peppa pig toys. Aymen said he enjoys looking after his new baby brother. Saif said he enjoys watching TV. Keerath said she enjoys being with her mummy in her new room and kitchen. Hidaya said she enjoys watching her pet parrot. Amina said enjoys coloring at home. They were all able to **create representations of both imaginary and real-life ideas, events, people, and objects**

### Giving the babies a bath

#### People and Communities

Star room children took part in washing babies for one of their activities, not all children took part in the activity as they were given the **freedom of choice** to participate in the activity or continue playing. Those children that did take part really enjoyed the activity. The children were provided with individual sponges and soapy water and began dipping the sponges in the soap to wash the baby. Theo really enjoyed this activity since he loves anything related to water play, and whilst he was washing the baby, he began naming the body parts such as the back, head, and feet. During pretend play, the children can **imitate everyday actions and events from their own family and cultural background**.

Here are a few comments the children made, Keerath said, "the baby has hair, look you can see it" whilst showing the practitioner. The practitioner asked Keerath, 'is it long or short hair, Keerath responded, 'short'. The practitioner then said, who has short hair?' Keerath said her peer's name, being able to **know that they have similarities and differences that connect them to, and distinguish them from, others**. As there were

only 3 babies this allows star room children to learn to share with each other. The children enjoyed **joining in with family customs and routines**



### Learning about animals and their environment

Star room children have shown much interest in some of the new animal figures we have at nursery, so we have decided to build on their interest by carrying out the theme of 'Animals and their environment'. Some of the children have been forming conversations about animals or insects they may find in our grass area, for example, slugs and worms, or even when they notice a dog walk past the nursery, they have shown a great



amount of fascination. The children have taken part in activities such as, 'making an elephant, making a zebra and taking part in an animal scavenger hunt'.

## Making a Zebra

### Mathematics

Keerath, Jaylah, Hidaya, Chloe, Mohammed Saif, Uriel, Amina, Iqra, Murat, Areece, and Andreas took part in making a Zebra for activity. The practitioner introduced the materials required to carry out this activity to the children such as paper, Zebra stencil, glue sticks, black paper cut up into strips, and glue.

The practitioner gave the children some simple instructions to follow whilst creating their Zebra, such as spreading glue onto their paper first, then sticking down black strips of paper onto the zebra to form stripes. The practitioner asked the children,

'what shape are these stripes on the zebra?', Aymen responded 'a rectangle'. The practitioner said, 'what shape stripes do we need?' and Aymen responded, 'rectangle', [choosing items based on their shape which are appropriate for the child's purpose](#)

The practitioner began asking the children, "how many legs does a zebra have?" Murat answered confidently. When Murat told the practitioner how many stripes he had, the children began counting their stripes whilst pointing at them.



The [children were pointing or touching each item, saying one number for each item, using the stable order of 1,2,3,4,5](#). The practitioner then asked the children, "what color are the stripes?" Iqra responded, "black". Areece enjoyed taking part in the activity as well. Some of Star room children were [predicting, moving, and rotating objects to fit the space or create the shape they would like](#). All children were able to hold the glue sticks properly some children used their left hand and some used their right hand.

## Animal Scavenger hunt



### Making Relationships

Building on our children's interest in animals and insects the practitioner decided to make things more interesting by preparing an animal scavenger hunt in the garden. The practitioner took some time out to carefully hide some of the animals around the garden, above and below different objects. Once the preparations were complete, Star room children gathered around and listened to the practitioner.

Chloe, Keerath, Iqra, Mohammed Saif, Theo, Jaylah, Nahya, Aymen, Hidaya, and Amina took part in an animal scavenger

hunt. Whilst they all eagerly sat on the flowerbed, the practitioner gave the children their individual bucket and explained, 'I've hidden some animals around the garden, and we are going to see who can find the most. The practitioner asked the children to close their eyes before commencing and did a count down before they could begin.

They all jumped up with excitement and began searching around the grass area. whilst Keerath and Jaylah were searching together, they both found one insect, they came over to the practitioner and said, 'look what I found', **seeking out companionship with adults and other children, sharing experiences and play ideas**. When Star room children required help with finding the animals that were not in obvious places the practitioner gave the children a clue such as 'make sure you look under, over or on top of the objects. Jaylah was able to **show increasing consideration of other people's needs and gradually more impulse control in favorable conditions**, as she was giving up a toy to her peer who wanted it.



Theo really enjoyed this activity, and he was **enjoying playing alone, alongside, and with others, inviting others to play, and attempting to join others' play**.

Once the children had found all the animals they gathered again. The practitioner questioned each of them and asked them to count how many animals they had in their bucket. They all attempted to count confidently and share which animals they found by naming them and describing how they look to each other.

## Bonus classes:

### Football

#### Physical Development - Moving and handling

Star room children took part in their first session of football this term. Theo, Mohammed Saif, Aymen, Jaylah, Nahya, Iqra, Chloe, Hidayah, and Amina all took part and showed a good level of energy and interest during the session.

We had a new coach; he gathered the children on the grass area and introduced himself to both practitioners and children and said 'my name is coach Jason'

The children started off by doing some warmups as the weather was cold, Coach Jason started off by instructing star room children to walk around the grass area whilst raising their knees up and down. Coach Jason asked the children to shout, 'I am



walking!' whilst carrying out their warmup session. This allowed the children to **begin to understand and choose different ways of moving.**

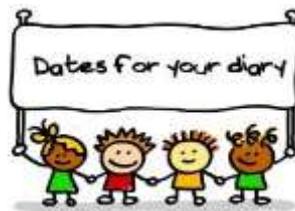
Once star room children had finished their warmup, they moved on to using the cones. Coach Jason asked the children what the color each of the cones was, he had some yellow cones and some blue cones during the session. When the coach Jason asked the children what color they are all the children shouted the correct answer confidently.



Coach Jason then gave each Star room child a ball and asked them, 'can you walk around and not throw the ball too high and catch it. Whilst some of the children were walking around and were able to **walk a considerable distance with purpose, stopping, starting, and changing direction.** Once they finished catching the ball, they began practicing the next skill of kicking the ball off the cone, which required focus and attention, the children were also eager to see which one of them was able to kick the ball the furthest. Star room children each took a turn to **kick a stationary ball with either foot, throw a ball with increasing force and accuracy and start to catch a**

**large ball by using two hands and their chest to trap it.**

The practitioner will continue to build on the skills they have learned and continue to practice them during outdoor play by creating a few different games for them to take part in



### **Half-Term holidays**

Monday 14<sup>th</sup> – Friday 18<sup>th</sup> Feb

### **Parents Afternoon & 27-month review**

Friday 18<sup>th</sup> March

### **Female carer's day**

Thursday 24<sup>th</sup> March (9am-11 am)

### **Easter holidays**

Last day 1<sup>st</sup> April – Re opens Weds 20<sup>th</sup> April

### **Inset day**

Tuesday 19<sup>th</sup> April

