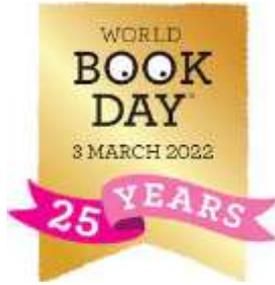




*World Day*

During March,

celebrate at



*Book*

the month of we had the opportunity to World Book Day nursery.

A very Happy Birthday to Michaeah, Amina, Uriel, Kymani R, Francis, Lamia, Nora and Saif!

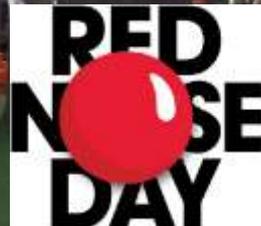


Both the children and practitioners participated in this amazing event. We would like to say a **HUGE** thank you to the parents for making such a great effort to dress your child up in their favorite characters, they all looked awesome. Some children also shared their favorite storybooks during the week, role-played, and took part in a costume party. For those children that did not come in with any outfit, they also had the opportunity to join in as the practitioners provided them with a variety of dressing-up outfits to choose from whilst at nursery, ensuring each child was involved.



At Rooftop nursery, we had the opportunity take part in raising

money for **Red Nose Day**. The children and staff took



part in some fun sports activities in the garden and were able to compete against their peers. We had a bean bag race, egg and spoon race, and obstacle course.

We created our very own racing track, and the children had time. The practitioners also took the opportunity to dress in of Red Nose Day. The children took part in our Red Nose



an enjoyable **Red** in support Day party, they



enjoyed some yummy snacks and some of them even painted their noses **Red**.

We would like to say a big thank you to all the parents and staff that contributed their donations for this great cause where money can be raised for children around the world that are in need.

We are proud to announce that the total amount raised between both sites was **£200.00**



## *Female Carers Day Event*

We had a fabulous turnout for our female carers day event which was held on **Thursday 24<sup>th</sup> March 2022**. Parents and carers had the opportunity to take part in some special activities we had planned, enjoy some delicious food which was prepared by our wonderful chefs and enjoy a pamper session. It was lovely to see all the parents and carers converse and get to know each other and we would like to say a huge thank you for all those that attended.

Lastly, each parent and carer who attended received a special gift from the manager Hafiza

### ***Here are a few parent comments from the event:***

An amazing experience of meeting all the staff and parents at the same time, playing with my little one and enjoying the amazing food – **Claudia Oliveira**

I think it's a great idea getting the mums together – **Charlotte**

It was lovely, thank you for all the effort – **Elif Allan**

It was nice to see how comfortable the children are at nursery and how they feel at home -  
**Verena**



We would like to thank Kymani James's mum and Aayden's mum for the special gift and treats they have given to the staff team, such a lovely gesture! Much appreciated  
Thank you again.





## Pamper Session



*Meet the staff Team*



## 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 –

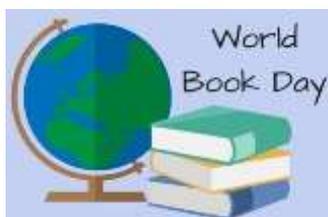
## Reminder of the Bonus programmes offered at Rooftop Nursery

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

We would like to welcome Kymani Allen to Rainbow Room

## Pancake Day & World Book Day



The children took part in making pancakes as it was **Pancake Day** and took part in celebrating **World Book Day**, where the children shared their favorite books during the week, which were 'We're going on a bear' and 'The Very Hungry Caterpillar'. The practitioners read the children their favorite books during storytime and carried out a session using props and puppets to bring the story to life. The children took part in activities such

as making bookmarks, and came in dressed up as their favourite character, they took part in a dressing up party and games.

### Making pancakes

#### Understanding the world: People & communities

In line with celebrating Pancake Day, the children in the morning and afternoon took part in making some yummy pancakes. During the morning session Olivia, Kymani, and Chiara took part, and in the afternoon Rahil, Lamia, Nora, Sariyah, and Kai'yrion took part.

The children were first introduced to the ingredients which were being used such as eggs, milk, flour, and vanilla essence and the practitioner showed the children each ingredient one at a time and encouraged the children to repeat after her when naming them. Secondly, the children took turns in pouring the ingredients into a bowl with the support of the



practitioner and used a whisk to mix the ingredients together, **the children showed increasing control in holding, using, and manipulating a range of tools and objects** during this activity and concentrated well. The children had the opportunity to crack the eggs with the practitioner's help and they also poured the milk and flour using a measuring cup and are **beginning to show a preference for the dominant hand**.

Once the pancake mixture was ready, the children were given individual chopping boards and child-friendly knives to use when cutting some strawberries which were for their pancake topping. They all attempted to chop their strawberries into smaller pieces, the practitioner modeled how to cut the fruit and supported the children when they found it difficult, however, they each showed great enthusiasm in carrying out the responsibility and accomplishing a task. tried cutting their fruit into pieces. The mixture was then sent to the kitchen and the practitioners cooked it for the children to take home.

## World Book Day – Dressing & Party

### Literacy: Reading



During World Book Week celebrations, the children in the morning and afternoon came dressed up as their favourite character from a story and took part in our



costume party. Lucas was dressed as Paddington bear, Rodin was a Pirate, Chiara was a Supergirl, Olivia was Princess Ana, Kymani was Rangers, Francis was Spiderman, Artemis was dressed as a princess. For those children that did not come in dressed up, we provided them with some dressing up clothes that we have at nursery and allowed them to choose what they would like to dress up as, **implementing freedom of choice**. Some of the children **were able to help independently put on and take off simple clothing items**, which shows that they are growing more independent each day.

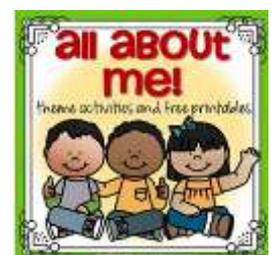


The children were happy and excited to be dressed in their costumes as they were showing the practitioners and their peers with great pride. They took part in a costume party as they sat down to eat some yummy snacks and then played some games such as musical chairs and bumps. The children also took part in dancing to some music and the practitioner turned our disco ball on to set the tone.



## Health and self-care

Rainbow room children took part in **making a self-portrait** using playdough, **exploring the dollhouse** with the practitioner, and **painting with trucks**. The aim of focusing on health and self-care was for the children to concentrate on being more confident in terms of expanding their understanding and curiosity in building things with everyday objects as it's part of their interest. Children



were able to explore and talk about their families and explore different parts of their bodies. Children also talk about what they like to do with mummy and daddy at home and what they like to eat.

## Making self-portrait –

### Physical Development: Health and self-care

Both morning and afternoon children had the opportunity to make their individual self-portraits using playdough, with the support of the practitioner. First, the practitioner made the playdough with the children allowing them to take turns mixing the flour, oil, orange paint, and water together, and then they used their hands to mold the playdough together.



Chiara, Safwan, Meklit, Francis, Olivia, and Sariyah were really engaged in making their self-portrait on their own by using the roller to roll the playdough and then using the knife to cut and use their fine motor skills to mold the playdough to make their little faces.

This activity helps the children to increasingly express their thoughts and emotions through words as well as continuing to use facial expressions as they talk about themselves and different parts of their bodies. The children were encouraged to form arms, legs, eyes, face, hair, and a body with the help of the practitioner whilst using their hand and eye coordination and during the activity, the practitioner asked the children to identify and link their body parts at the same time. The practitioner repeated the name clearly and asked the children to repeat after her, giving them the opportunity to learn new words very rapidly and to use them in communicating.



In the afternoon Kai'yron, Aydin and Rahil also took part in making their self-portrait and were also very engaged and maintained focus until the end of the activity, but they required more support from the practitioner to roll the playdough as they found it hard.



## Painting with trucks

### Expressive arts and design: Creating with materials

As Rainbow room practitioners have been concentrating on independent skills with the children, they each had the opportunity to take part in painting using individual trucks instead of using a brush. Rainbow room children really enjoy painting and getting their hands messy, and the practitioners have been providing them with a variety of painting activities to explore further. Firstly, the practitioner gave each child their individual trucks and provided two different colors of paint to use, they were asked which colour they would like to use and began by placing their truck in the paint and mark making on the

large white paper. Rodin, Chiara, Meklit, Olivia, and Kymani were all interested in taking part in the activity.

The children were able to **notice and become interested in the transformative effect of their action on materials and resources**, they were fascinated to see the marks that they had formed on the paper.

Sariyah, Kai'yron, Aayden, Ky'mani, Lamia, and Nora also took part in this painting activity, and each used their individual choice of truck, whilst carrying out this as they were also engaging and then decided to put their hands on the paint and made a lovely handprint on the paper. Overall children really enjoyed themselves as they **continue to explore colour and how colours can be changed**.



### Red Nose Day & Sensory play

The children participated in some activities as part of Red Nose Day, they took part in sports activities, made red playdough, and had a Red Nose Day party. The practitioner also had a small group discussion where she explained a simple story to the children about a two-year-old little girl called Emma who lives in Kenya. The story was about her living with her family, and we showed the children her home and what her home was made of. The practitioner explained to the children that Emma's mum is learning how to make clothes to earn money so that Emma can go to school when she is bigger, and that Emma's family is helped by money raised for Red Nose Day and we are also raising money to help children like Emma all over the world live a better life.



Thank you to all those parents who have contributed their donations.



### Sports Relief activities

#### Physical Development – Moving and Handling

The children in the morning and afternoon took part in racing games as part of 'Red Nose Day' and took part in a 'sack race' and 'egg and spoon race'. During the morning session, the following children participated; Kymani, Chiara, Francis, Lucas, Safwan, Meklit, and in the afternoon Lamia, Nora, Kai'yron, and Sariyah took part. The children really enjoyed taking part in these

physical activities **and began to understand and choose different ways of moving**. Some children were becoming emotional and upset that they didn't come first and win the race and the practitioner supported them and encouraged the children by praising them for trying. The practitioner also motivated the children by saying that 'it's okay if you fall, you can stand up and continue and it's fine if your egg drops because you can still place it back on your spoon and continue running. Overall, the children did well and were showed pride



and happiness in their achievement towards the end as they shouted, "yes I did it".

This activity also supported the children in meeting their **Characteristics of Effective Learning** within the **Early Years Foundation Stage**, which are:

### **Playing and Exploring: Engagement**

#### **Being willing to "have a go"**

- ✓ Initiating activities
- ✓ Seeking challenge
- ✓ Showing a "can do" attitude
- ✓ Taking a risk, engaging in new experiences, and learning by trial and error



### **Active Learning: Motivation**

#### **Being involved and concentrating**

- ✓ Showing high levels of involvement, energy, fascination
- ✓ Keeping on trying
- ✓ Persisting with an activity or toward their goal when challenges occur
- ✓ Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset)
- ✓ Bouncing back after difficulties

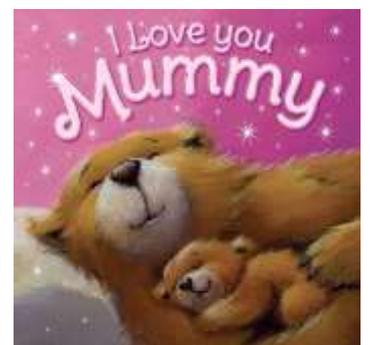


#### **Enjoying achieving what they set out to do**

- ✓ Showing satisfaction in meeting their own goals (I can!)
- ✓ Being proud of how they accomplished something – not just the end result
- ✓ Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation)

## **Female carers week and Co-operating with boundaries**

In Rainbow room, the children are currently being supported and encouraged to co-operate with some boundaries such as listening to simple instructions, following routine, independent skills, and turn-taking/sharing. The aim of this was to support the children in understanding and following some rules and boundaries as some children need some prompting at times. As Mother's Day was approaching during the month of March we also spoke to the children about Mother's Day and read some stories based on love and showing love for our parents and other family members such as our grandparents, aunts, uncles, or siblings. The children have also taken part in activities with their parents on site as we invited them to spend some time with their child and welcome our parents into our nursery as we were not able to over the last few years due to COVID-19.



#### **Turn-taking – Fishing game**

### **Personal, social, and emotional development - Managing emotions**

In line with teaching our children the concept of turn-taking with their peers, the practitioners planned a fun activity for them to participate in during outdoor play, especially as the weather has been nice and sunny recently with spring approaching. The practitioner filled up a bucket with water and placed some fish inside and provided some fishing nets for the children to use. The practitioner called two children at a time and gave each a net to hold and explained the concept of this game. They had to take turns and scoop out a fish using their fishing net. The children were encouraged to take turns and to wait patiently, and then pass it to their peer who was waiting.



The children really enjoyed this activity as it involved water and some children love water play especially as the weather was nice and warm that day. This activity supported the children's gross motor skills along with their hand and eye coordination.

bucket holding it firmly by the stick and place the net under the fish they were trying to catch.

As the children managed to catch some fish from the bucket full of water, they placed them on a tray and observed the fish and sea animals that were in there. We talked about different fishes in the sea, talked about the shapes and colors of the sea creatures, and encouraged the children with their counting as we counted how many fishes were caught. The children also used their imagination as they pretended, they were catching fish in the sea, and instead of using the net, some children wanted to put their hands inside the bucket to take some fish out as they wanted to get their hands wet and have fun at the same time whilst splashing the water. This was also an opportunity for them to use [everyday materials to explore, understand and represent their world – their ideas, interests, and fascinations](#)



### **Language group session (Launchpad) - Communication and language/Speaking**

We had two speech and language therapists visiting our setting from the Hackney NHS to observe and model language sessions to our practitioners to support children with their speech, attention, and understanding. At first, the SLT (speech and language therapists) observed the staff on how we carry out our language sessions with the children daily, to have a slight idea of the children's needs and to give strategies and suggestions to the practitioners on how we can carry out a variety of sessions using a different approach and creative resources. On their second visit, the SLTs came to model the language session to the staff team along with the children, the first one was called 'Allan the Alien'.



#### **How to carry out this session:**

Allan the Alien is a friendly sock puppet visiting earth from space and you fill a bucket (space bucket) or a basket with some interesting items that we would like children to learn about. Including items, we will be using or learning about later in the day.

Allan the Alien then selects the items from his space bucket one by one & supports the children to:

- **Label the item** – we can help by modeling the name of the item for the children.
- **Talk about what it is used for** – we can help by demonstrating what it does.
- **Talk about their own experiences** – we can help by providing different examples.
- **Explore the item** – we can help by supporting the children to touch and play with it.

**This session will support the children to develop on their language by:**

- Repeating the word lots of times in lots of different situations, including in sentences.
- Talk about the sound of the word: clap out how many syllables it has, talk about what it sounds like/rhymes with, and what the first sound is.
- Talk about the meaning of the word and objects/actions you associate with it. For example, if it's a feather, you might talk about where you find feathers (birds need them for flying), what you can do with them (tickle, stroke, dust), how it feels (soft), and what it looks like, etc.
- Ask the children to practice saying the word in different ways – fast, slow, loud, quiet.
- Come back to the word regularly: after learning other words, later in the day, the next day, the next week

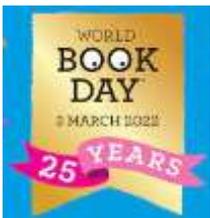
## Star Room

### 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

### World Book Day & Pancake Day



Star room children took part in Pancake Day celebrations, giving them the opportunity to participate in making pancakes and **bridge the gap** as some children may not be able to make this at home with their parents. They also took part in, World Book Day during the month of March. The children

were able to take part in voicing their favorite stories and characters, role-played some of the stories such as, 'we're going on a bear hunt' and take part in our world book day party whilst coming to nursery dressed as their favorite characters.



### Making Pancakes

#### Communication and language - Understanding

For the activity, Chloe, Nahya, Iqra, Keerath, Amina, Mohammed Saif, Aymen, Hidayya, Areece, Etelvina-Nana, Murat, and Uriel took part in making pancakes for Pancake Day. This was also an opportunity to **bridge the gap** in society by allowing all our children to participate as



some children may not be able to make this at home with their parents. The practitioner showed the children all the ingredients and asked the children, 'who can tell me the name of these ingredients?' the children responded, 'it is flour, eggs butter, and milk. Star room children can **understand questions such as who; why; when; where and how**. The practitioner then asked Star room children about another ingredient that we do not use so often, the children were unsure. The practitioner said this is 'vanilla essence'. The practitioner explained to the children that the 'vanilla essence' is used to make desserts and food a little bit sweet and to add some flavor. The practitioner recapped what she had said and asked the children, 'what is it used for?' Nahya, Aymen, and Chloe shouted, 'to make it sweet', this shows they are gradually **understanding the use of objects**. The practitioner asked the children, 'what shape are the eggs?' and the children said, "it's a circle ".

The practitioner asked children who would like some cream inside their pancakes and who does not want cream inside their pancakes? All children shouted "me". All children showed a high level of fascination to take part in this activity and they each took turns making the pancake by adding the required ingredients and mixing them together using the whisk. They each waited patiently and took turns passing the whisk and bowl along which **shows they have increasing consideration of other people's needs and gradually more impulse control in favorable conditions, e.g. giving up a toy to another who wants it**. Once the mixture was complete it was sent to the kitchen to be cooked. The children were then given individual chopping boards and knives and enjoyed taking on the responsibility of cutting some strawberries to add to their pancakes. They held the knife carefully and attempted to use their pincer grasp whilst maintaining a good level of concentration. All children were able to cut by themselves and did not need any help from the practitioner to cut their fruits.

## World Book Day Party

### Understanding the world - People and Communities

Aymen, Hidaya, Uriel, Chloe, Theo, Amina, Liam, and Mohammed Saif came in for our World Book Day party. Thank you to the parents for dressing up your children! Aymen was dressed up as 'Woody' from Toy Story, Liam and Uriel both dressed up as, 'Spider-Man', Chloe was dressed up as, 'Snow White', Hidaya was dressed up as 'Aurora', Amina and Etelvina-Nana dressed up as, 'Princess Belle' from Beauty and the Beast, Mohammed Saif was dressed up as a 'Dinosaur', Murat was dressed up as Spider-Man, Queensther and Theo dressed up in our nursery outfit which was a Chinese gown. They were all very excited and happy.



Once both morning and afternoon children finished having snacks during our party the children took part in some games. The first game the children took part in was dancing to a World Book Day song, the children were holding each other's hands and jumping up and down. Uriel was dressed up as Spider-Man and then Liam came into the nursery and Uriel saw him and said, "we are both Spider-Man", **showing interest in the lives**



**of people who are familiar to them**. When the practitioner took a picture of the children Chloe said, "I'm the only snow white' which



shows that she [knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family](#). As some star room children did not come in dressed up, they had the opportunity to choose from our nursery costumes and join in, this allowed them to [enjoy joining in with family customs and routines](#).

## Making sock puppets

### Expressive arts & design - Creating with materials

During World Book week Star room children had the opportunity to take part in an awesome activity where they had to create their very own sock puppets which were planned by one of our students. To start with the practitioner provided the children with an example of a hand puppet so the children could make a link between what they were creating. The practitioner spoke about the exciting things they can do with a sock puppet such as using them whilst reading a story and giving them a character to play or role-playing with them during free play with their peers.

To start with the children were instructed to wear an apron and roll their sleeves up, they all did really well with following the instructions step by step. Uriel asked the practitioner for help with his sleeves as he could not do it properly.

Once all the children had sat down at the table the practitioner explained the first step of the activity which was to try the sock puppets on one of their hands to see if they fit correctly. Each of them was then given their individual glue sticks, the practitioner instructed them to spread glue on their sock puppets which they did well, this required the children's focus and attention and they had to use

their hand and eye coordination to direct the PVA accordingly. Most of the children used their pincer grasp to hold their glue sticks and had a good grasp. [This activity allowed them to show increasing control in holding, using and manipulating a range of tools and objects which helps to build on their physical skills.](#)

Once they had finished spreading glue the practitioner asked the children to give their sock puppets

some eyes, whilst selecting the googly eyes they were prompted to make a choice as we had 3 different sizes, which were small, medium, and large. The children were excited to add the googly eyes and some of them also said, 'The eyes are moving'. Once they had attached their googly eyes the children moved on to the next step which was to decorate them with a variety of sticking resources. Chloe chose to use a pipe cleaner on her sock puppet and told the practitioner that her puppet has a moustache which she found funny. Liam said, "my puppet has a lot of googly eyes". This shows that the children were able to [use talk in pretending that objects stand for something else in play](#). They really enjoyed the activity, maintained great focus and attention, showed the practitioner their end product, and we're proud of their accomplishment.



Star room children have shown a lot of interest and fascination with Dinosaurs during free play, their different names, and features. Building on this interest of theirs we decided to carry out a theme on Dinosaurs. The children took part in some creative activities such as making Dinosaur eggs (paper mache), making Dinosaur fizzing eggs during a science experiment, and watching short clips regarding Dinosaurs, their features and size, and the environment they used to live in many years ago.



## Dinosaur fizzing eggs

### Being imaginative and expressive

Aymen, Keerath, Hidaya, Nahya, Uriel, Mohammed Saif, Murat, Queensther, Areece, Etelvina-Nana all took part in dinosaur fizzing eggs. The children started off by choosing the color they wanted the egg to fizz. Aymen said to the practitioner, 'red, to look like a volcano'. Showing he can **choose particular movements, instruments/ sounds, colours, and materials for their own imaginative purposes**. The practitioner introduced the vinegar to the children which will be used during the experiment and asked the children, 'what does it smell like?' The children were able to describe the smell and answer the question which shows they **understand who, what, where in simple questions**. **HOW DID YOU MIX THE INGREDIENT AND WHAT DID YOU DO?**



Areece and Queensther took part in this same activity in the afternoon, they came over to the practitioner to see the dinosaur eggs. Etelvina-Nana came over to join her peers as she was **playing alongside other children who are engaged in the same theme**. When the dinosaur egg finished fizzing the children were unaware that there was a dinosaur inside. To their amazement, when the children saw the dinosaur, they began shouting out different dinosaur names and tried to identify which Dinosaur was inside.

## Paper Mache Dinosaur eggs



Iqra, Murat, Hidaya, Amina, Theo, and Mohammed Saif took part in making a dinosaur egg. The children have shown a lot of interest in Dinosaurs during play. To form the egg, we used a blown-up balloon, strips of newspaper, and PVA glue which had been mixed with a little water. The practitioner talked the children through what they had to do and demonstrated and showed the children step by step. Firstly, they had to dip their newspaper strip into the glue and then stick it on their balloon. The practitioner explained the process to the children and



that the balloon/Dinosaur egg will take time to dry once complete.

The children were paired into groups, and they had to share one big balloon between themselves, this activity encouraged teamwork, turn-taking, and the ability to accomplish a task with their peers. Each pair had a balloon between them the practitioner asked, "which balloon is smaller?" Mohammad Saif confidently pointed to the smallest balloon. This shows that they can **recognize similarities and differences in ratio to places, objects, materials, and loving things**. The children enjoyed the activity and stuck down as many strips of newspapers onto their balloon until it was fully covered. Once the egg is dry, they will move on to painting the dinosaur egg as part of another follow-on activity.

During the afternoon session, Etelvina-Nana, Queensther, and Andreas also took part in this activity. The practitioner once again modeled and explained to the children what they were required to do during this activity. Whilst Etelvina-Nana and Andreas were sticking the newspaper on the balloons they began to tell the practitioner, "It's sticky". They were shaking their hands so the newspaper would come off their fingers. The children were asked to wash their hands and the practitioner said, "why are we washing our hands?" Iqra responded, "so it's clean". This shows the children **can wash and dry their hands effectively and understand why this is important**.



## 'Red nose Day' and Continuation on Dinosaurs

### Red Nose Day party and obstacle course

#### Physical development - Moving and Handling



In the run-up to Red Nose Day the children took part in listening to a story about Emma and her family from Kenya, raising money for those that are less fortunate through taking part in physical activities, an obstacle course, and our Red Nose Day party.



Chloe, Murat, Aymen, Theo, Yusuf, Iqra, Nahya, Hidaya, Amina, Areece, Mohammed Saif, Etelvina-Nana, and Michaeah all participated in our 'Red Nose Day party, they enjoyed some yummy snacks and party food. When the children finished having their snacks the practitioner asked the children to sit on the carpet so the practitioner could read a story. The story was about a two-year-old girl called Emma who lives with her family. The practitioner spoke to Star room children about what her house was made of. Once the practitioner finished talking to the children about the house, we continued to read the story and told the children that Emma's mum is making clothes and selling them so she can save money to help Emma go to school. The practitioner then began to ask the children, 'What do your mummy and daddy work as?' and had a little discussion regarding the hard work their parents do.



To help raise money for Red Nose Day Hidaya, Amina, Mohammed Saif, Iqra, Nahya, Chloe, Aymen, Theo, Areece, Uriel and Etelvina-Nana children took part in an obstacle course. They had to line up in their rows 3 at a time and proceed with the race by climbing into their sack and jumping along until they reached their egg and spoon which were in the middle. They were then instructed to balance their egg on the spoon until they reach the finish line.

Star room children were determined and were able to **jump up into the air with both feet leaving the floor and can jump forward a small distance**. All the children took turns together and were able to follow all instructions. When approaching the egg and spoon the children showed that they are **beginning to understand and choose different ways of moving**. To make the obstacle course more challenging after getting back to the start they

had to put the connected four pieces on the correct side, green on one side and yellow on the other side. As the pieces were in the middle the children were able to **choose 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**. The children were competitive and were able to understand instructions well and enjoyed this activity.

## Germs

### Finding stone in muddy water

#### Physical development - Health and Self-Care

Theo, Mohammed Saif, Murat, Uriel, Keerath, Michaeah, and Chloe took part in one of our messy activities where the concept was to learn about washing germs away. The practitioner introduced the children to germs. The practitioner began asking the children, “what can we use to get rid of the germs” Chloe and Keerath responded, “soap” and the practitioner said, “and how do we get the soap off our hands?” Uriel and Michaeah responded, “with water”. The children were really engrossed in conversation and what they needed to do next.



The practitioner used a big bucket and put soil inside with a big stone. The practitioner then added some water and mixed everything around. The practitioner asked the children to put their hands inside the bucket and find the big stone, the children **willingly trying a range of different textures and expresses a preference**. This allows the children to begin to use their senses whilst exploring. The practitioner asked each child individually, “is the water cold or hot?” Each child responded, “it’s cold”. The children were feeling inside the bucket looking for the stone and Uriel said, “it’s gooey”. Once the children finished looking for the stone in the bucket the practitioner said, “now I want you to get rid of all the germs” the practitioner left the soap inside allowing the children to ask for the soap to get rid of their

germs. The children confidently asked the practitioner for the soap. When the practitioner asked, ‘Why do we need soap?’ the children responded, ‘to get rid of the germs, showing Star room

children are able to wash and dry hands effectively and understand why this is important. Some children still had dirty hands or arms, so they attempted to wash them again. The practitioner finally asked Star room children, 'when do you need to wash your hands?' They began saying, 'when we finish eating, when they are dirty when we cough or sneeze'. showing some understanding that good practices with regard to exercise, eating, drinking water, sleeping, and hygiene can contribute to good health.

Queensther, Theo, Murat, Etelvina-Nana, Areece, Rodin, Kymani, Nahya, Mohammed Saif, Keerath, Chloe, and Uriel continued to talk about germs and have a better understanding of what it means in a fun way. The practitioner showed star room children a short video about germs and the importance of washing hands all the time. In the video star room, children were able to learn what may happen if they don't wash their hands after using the toilet, before and after eating, and after playing outside. After watching the video, the practitioner asked all children what they remember about the video? Keerath, Nahya, and Murat



said" we can't see germs when they are on our hands and it's good to wash hands. They were able to retell a simple past event in correct order Chloe and Uriel said," I will wash my hands now".

## Brushing dirty teeth

### Communication and language- Speaking

As part of learning how to keep hands clean and remove germs, the practitioner also moved on to discussing how the children can keep their teeth clean each day. The practitioner spoke to children about brushing their teeth in the morning and before bedtime because our teeth get dirty during the day with all the different food we eat. Nahya, Chloe, Murat, and Kymani said, "I brush my teeth in the morning", using a range of tenses. The practitioner showed the children two examples of bad teeth and good teeth, then asked the children, 'which one do you want your teeth to look like?' all the children selected the image of the healthy teeth and were not impressed with the rotten, unhealthy teeth image. The children also showed good understanding in terms of knowing how their teeth are supposed to look.



As a practical activity the practitioner gave each child the opportunity to brush a dirty set of teeth using individual toothbrushes, they each took turns to squeeze some toothpaste onto their brush and used a circular motion to brush the teeth. Areece, Etelvina-Nana, and Queensther did well in brushing all the different sides of the teeth as well as the



morning children, during this activity they were able to [build up their vocabulary that reflects the breadth of their experiences](#)

## Bonus sessions

### Tiny Mites

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



The children took part in yet another fun and exciting music session of Tiny Mites which takes place every fortnight. Mohammed Saif, Iqra, Aymen, Michaeah, Keerath, Hidaya, and Chloe all took part. Janine (our music teacher) started off by singing their introduction song and carrying out some actions. Star room children have had this session many times and are now able to [sing familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home](#). Once the children finished singing their song, Janine went around to each peer and asked the children their names one by one.



Janine concentrated on the theme, 'Safari', she asked Star room children, 'if we go on the safari what type of things can we take with us?' Iqra, Aymen, and Chloe replied "food, hat, and shoes. Afterward, Janine sang a song, 'The Grand Old Duke of York' with the children. The children showed high levels of enjoyment whilst doing the actions with the children, they really [enjoy joining in with moving, dancing, and ring games](#). Once Star room children finished singing the song, they went on to sing a 'car song'. The children enjoyed this as they pretended to drive in their car as they held individual plates and used them like a steering wheel, whilst carrying out actions to the song. In the song, they beep their horn, but the Star room children had to bang their plates [exploring and](#)

[learning how sounds and movements can be changed](#). The children have shown interest in dinosaurs, Janine began going through some dinosaur's names and asking the children to repeat the names of the dinosaurs. Some children struggled with repeating the names correctly. Overall Star room children were engrossed and enjoyed the session.

#### Football - Physical development - Moving and handling

Etelvina-Nana, Murat, Aymen, Uriel, Aydin, and Hidaya took a part in another exciting football session. The children were happy to participate, the coach introduced himself and asked the children their names. Star room children began to play the traffic light game, when the coach said, "red light", all children stopped, when the coach said, "green light" all children began to run. They were able to [run safely on whole foot](#) when the coach gave them instructions. Coach Jayo asked the children to put the ball in between their ankles and walk like a penguin and they were



able to [begin to understand and choose different ways of moving](#). The children were walking, hopping, skipping, and walking around side by side with crab fingers. Afterward, the children held the ball and began walking



with the ball, they put the ball on their head, shoulders, chest, and toes. The coach gave out the balls asking them to catch them and kick them around on the grass and into the goal, being able to [kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.](#) Lastly, all the children began to tidy up all cones one by one and returned them to coach Jayo.



## French

### Session 1 (Pancake Day theme)

#### Communication and language - Speaking

During another session in French, the children learned about pancakes linking it to Pancake Day



celebrations. Debbie introduced some new vocabulary and named some toppings they can put on their pancakes. They named some toppings such as bannanne (banana), strawberries (la fressier), and la chocolat,(chocolate). The children were able to [learn new words very rapidly and are able to use them in communicating.](#) The children were then assigned a task which was to pretend to carry a pancake whilst they are climbing a pretend ladder. Once they came down the ladder, they had to pretend to jump in the water so for this they bent their knees and made a soft landing. They were also using a shaker too whilst the song was

playing.

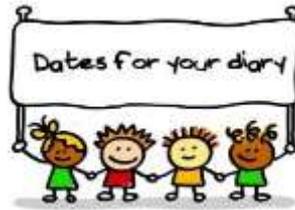
Afterwards, they had to flip the pancakes on their individual paper plates, each child was given a paper plate in order to flip the pancakes all the children were flipping the pancakes but were struggling to land them, The next task the children were doing was to physically put the toppings on their pancakes(la crepe) The children were able to put on the toppings very well and name the items in French when the French teacher was asked them to give it back. They had fun and learned many new words, which is amazing!

### Session 2 (Caterpillar theme)

During another week of French, Star room children had the opportunity to take part in a new theme. Chloe, Mohammed Saif, Aymen, Liam, Amina, Nahya, Hidaya, Murat, and Iqra were learning about the 'Hungry Caterpillar' schoni. The children were learning the different fruits and snacks that the caterpillar can eat. They were taking turns feeding the caterpillar puppet, they fed it la fressier (strawberries), la



tarte (pie), and la Fromage (cake), the children also got to understand the consequences of eating too much, which will result in a tummy ache. The children also were helping the French teacher to count the food above the children demonstrated a high level of counting skills and even used their fingers as well as the practitioner modeled the numbers for the children. They were also dancing to the music pretending to be butterflies and were spreading their wings and were moving around the room, they were also told that when they do land it will be in mud or water, so the children role played landing in that environment. They also took part in playing the parachute game they were going over and under the parachute and placed a caterpillar puppet in the middle. To end the session the children were all popping bubbles.



**Bank Holiday**

Mon 2nd May, Thurs 2<sup>nd</sup> June & Friday 3<sup>rd</sup> June

**Eid Holiday**

Around 3<sup>rd</sup> May (To be confirmed)

**Eid Holiday**

Around 11<sup>th</sup> July (To be confirmed)

**Staff Award**

**Nursery closes early at 4 pm**

Fri 27<sup>th</sup> May (5.15pm to 7pm)

**Open Father's / Male Carer's day**

Thurs 17<sup>th</sup> June (9.00am to 11.30am)

**Photo Shoot**

Tues 6<sup>th</sup> July (9 am-11.30pm)

(1.00pm – 2.30pm)

**Graduation Party**

Wednesday 30<sup>th</sup> July (2 pm to 2.30 pm ceremony)

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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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