



Birthdays
A very happy birthday
to Kitto, Caylen, Vida,
& Camille

Graduation 2020



time with us at Roof Top Nursery.

Each child confidently went up on stage to receive their certificate, [showing a 'can do' attitude](#), they cut the graduation cake and had a marvellous party and ended with a beautiful graduation song. The children put a lot of time and effort to learn the graduation song for the ceremony and they even made their own graduation hats, throwing it in the air to celebrate their achievement!

It's a shame we couldn't invite the parents this year due to Covid-19 restrictions but we captured the event and have uploaded the pictures on tapestry and hopefully by now you would have viewed the video that was emailed to those parents whose children are leaving. Thank you for all the lovely feedback we received from parents! It makes us really happy to know you and your children are happy coming to Rooftop!



Roof Top Nursery held a memorable event for the children during these unprecedented times with a well organised and fun Graduation ceremony for this year's school leavers on Monday 13th July. It was a fun way of saying our goodbyes and helping the children transition to the new stage in their learning journey.

We started off with a graduation ceremony speech by Hafiza where all the children were acknowledged for their achievement made during their



Here are some of the special things mentioned in the speech from Hafiza to the children “We are very proud of all the children and the progress they have made during their time here at Rooftop. We have seen them grow into talented, independent, confident individuals who have all been actively involved in all the nursery activities such as reading, writing, baking, making friends and learning to resolve issues and overcome challenges. They have all been active explorers and using creative thinking in their play and learning. We hope they will continue to be independent learners and seekers of knowledge”

Updates & reminders

Photoshoot: Photoshoot sample pictures will be emailed to parents soon to place orders

Holiday dates will remain the same- please refer to the calendar at the back of the newsletter for exact dates and updates.

Parent e-mails

We send out e-mails regularly to parents to notify everyone of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com

Buggy storage: We have very limited space for scooters only. No buggies until further notice. Thank you for your understanding during this temporary service.

Regular email updates for home learning: We have been emailing parents on a weekly basis with home learning links suggested by Family Information Service since the closure. We hope you have found these useful, the last of these updates were sent on 20th July.

Brook update: Our Brook site is still closed due to low demand but will be reopening from Wednesday 2nd September 2020 as a **term-time only** nursery.

Transition to school

If your child's school start date has been delayed please inform Hafiza as soon as possible so that we can plan ahead for September and accommodate requests to extend spaces especially those parents who have given notice to leave this term.

Supporting children who will be transitioning to school

The staff are supporting the children that will be transitioning to school in many ways:

We have been talking about the changes that are expected, answering children's questions and alleviating concerns.

We have been focusing on independent skills, enabling the children to put on their shoes and jackets independently as well as eating independently, pouring their own water, serving themselves, putting their plates and cutlery away in the designated places.

We are using photobooks for some of the schools that we have pictures of so the children familiarise themselves with the settings and routines. The children walked towards Benthall School to see a primary school from the outside which enabled follow up activities such as role playing and discussions. Furthermore there is a continued focus on phonics, learning new sounds, blending to make small words and learning to write their name as well as focusing on mathematics, specifically on addition and subtraction.

Some ways parents can support children at home:

Talk to your child about school and the uniform

Go on the schools website and show your child pictures of the new school

Take your child to see the new school at least from the outside

Encourage independent skills



Routine reminders in line with new Covid-19 risk assessments

- Please provide a labelled bag with adequate amount of spare clothes for the week (underwear, trousers, socks, nappies, wipes etc)
- Please call the office by 9.15 am to inform us of any absences or late arrivals.
- Please check your child's pockets to ensure they do not bring in coins or any objects deemed as a hazard.
- No toys allowed from home
- Ensure your child has outdoor and indoor shoes at nursery
- Please drop your child off at the gates and collect from the gate
- Temperature checks are done for children upon entry
- Please maintain social distance outside the nursery gates when waiting for your child, queue 2 metres apart.
- Written feedback provided to avoid contact. Further discussions can be arranged on the phone between 2-3pm.
- If you planning to go abroad please inform us as our 14 day isolation period still stands in line with the risk assessments.

• **Online Banking**, We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**. If we find there are other children with the same name, we will ask that you add the second name too. If you have had older children who previously attended Rooftop, please change the reference to the child that currently attends to avoid confusion when logging payments by our administrative staff. **N.B. We do not accept cheque payments.**

Play, Learning and Development

Sunshine room

A warm welcome to Lottie who has joined Sunshine room and welcome back to Skyla! We are happy to have you both and excited to make plenty of sunny memories!

Target week

Physical Development / Communication & Language

As the focus was on the children's targets, one of the activities involved focusing on the fine motor skills. The activity was a pom-pom drop, the aim of this activity was to encourage Delia to show that she **can pick up small objects between her thumb and finger**. We all sat around the table whilst the practitioner grabbed the pack of pom-poms and shook them out onto the table. They were all different shapes, sizes and patterns. The practitioner allowed them to get a feel of the pom-poms as they named all the colours and then demonstrated what to do with them. They had fun as they started to throw the pom-poms around the table and floor. They continued to pick them up and repeat these actions until they got distracted.

Juno and Delia were encouraged to **play co-operatively with an adult**, we used some balls and sat down facing each other and practiced rolling it to our partner, then we did it in our group of four and they engaged really well.



Another activity we carried out was sand play in individual trays with shells, which was targeted to support some children **to be able to enjoy the sensory experience of making marks using damp sand or paste**, she explored the sand with her hands and used the shells to scoop it up and poured it out.

To support some children **to select objects by name and find objects from a group**, we used our treasure basket and asked the children to either find or select an object and if they got it they brought it over and placed it in the empty basket.

We carried out circle time session with 'What's in the bag?' and as they sang the song, Juno and Vida joined in with excitement. This shows they can **listen and enjoy rhythmic patterns in rhymes**. **They pick out an object from the bag and the practitioner encouraged the children to use words through questioning**.



Summer

Sunshine room children extended their learning following on from our summer theme as we looked into different plants and trees. We looked at cherry blossom trees and created a collage using glue to stick on white and pink tissue paper onto a large sheet of paper. **They were able to explore and experiment with a range of media and materials**.

As the weather has been sunny, the children have been taking part in more refreshing activities, water play outside and staying cooler indoors. Delia, Juno, Vida and Helena all enjoyed water spray during outdoor play. We continued with the theme of summer with several different activities to extend the children's understanding.

Physical development & Communication and Language

The children took part in making an ice lolly collage. They used their fine motor skills to hold the brushes while spreading glue on the paper and this is an indication that the children are able to **use their whole hand (palmar) grasp**. The practitioner explained to the children that they were going to make ice lollies as she put all the resources on the table and named them for the children. Juno was fascinated by the texture of the pom poms as she picked them up and rubbed them between her palms. With this, she is showing her skill of being **able to explore and experiment with different media materials through sensory exploration** and in this context the sense of touch. Logan loved experimenting with the glue as he dipped and made circular motions on his paper and he loved mixing the glitter with glue using his brush. Helena also loved dipping her fingers in the glue and used her index finger to spread her glue around on the mat during the activity.



We moved onto making our own ice lollies using fresh watermelon, the children were provided with plastic knives to help cut the melon into pieces encouraging their **fine motor skills and hand eye**

coordination, some of the children enjoyed **tasting a new fruit and texture**. They watched the practitioner use the blender to blend the mixture and some of the older babies said it was too noisy and loud. Then they were shown how it is poured into the moulds and the babies helped put their lolly sticks in. We later enjoyed our ice-lollies one sunny afternoon in the garden and they finished every last bit **confidently holding with strong grip**.



Our follow on activity was painting an image of a watermelon, so we used paper plates, green & red paint with paintbrushes, only Juno, Logan & Helena took part as they grasped the brush and made marks on their paper plate. The practitioner made one as a sample to see, Logan said "painting a watermelon", others said "red, green" as the practitioner questioned what they are painting therefore they **understand simple sentences and able to select and identify objects by name**.



The children enjoyed the fruits so much that we made fruit kebabs. They used their **hand eye coordination** when supported to pierce the fruit onto the kebab sticks; they enjoyed tasting them and got to take them home.



Continuing the summer theme, Sunshine room took part in making sunshine handprints. During this activity, Logan and Helena were very cooperative, when the practitioner asked them to put their hands out; they did so and allowed the practitioner to apply paint on them. This shows that the children **understand simple sentences**. After their hands had been painted, the children were encouraged to make their prints on the paper and after doing it, Logan said “again, again” as he made his marks. Anu was so eager to put his hands in the paint and when his turn came he was giggling and laughing as he made his prints on the paper.



Following on from this, we created sensory texture bags by adding ice cubes with yellow paint which they were very intrigued by as they **poked, squeezed and rub their hands** on them. Some said its cold as others shivered to indicate it is cold.

Beach: Expressive Art and Design

Sunshine room children enjoyed the summer theme very much so we repeated some activities for another week, ones like ice play and sensory paint bags.

To create a beach like theme the babies were **exploring a range of media and materials** by using sand and water. In



their individual trays we provided water with sea life creatures, the older babies all enjoyed splashing their creatures in the water, they looked closely at each creature, some asking what they are and trying to repeat the names. Younger babies also enjoyed splashing the water, washing their face and couldn't help tasting the water too.



After discussing ‘going to the beach’ with the babies, we used sand to glue down onto paper to create a collage. They enjoyed

watching the glue drip and **maintained focus on the activity for a short period of time**. Then they sprinkled the sand over their glue enjoying the **sensory experience of making marks in damp sand**, the older babies asked for more while the younger ones use their pincer grasp as they were testing the feel of the sand.



We moved onto completing the beach collage by painting blue paint over their sand collage work. Holding their paintbrush with **palmer grasp and making marks** the babies enjoyed dabbing the paint while some make gentle strokes across the paper, we used language such as *blue sea, wavy water, sandy beach, sunny day, swimming* etc.

Sunshine room have been very pro-active in helping to water their plants in the garden area.

In the third week of the month, we themed our activities based around children's interests, either the interests they already have or introducing new things that could become their new interest! Our activities ranged from mud play and water play to selecting familiar objects by name through a 'What's in the bag?' activity and painting toilet rolls to become zooming rockets!

Understanding the world: Printing with animals!

Sunshine room children went wild with printing, using animals and stamping their feet from paint to paper. Initially the adult demonstrated a way of using the animals to make footprint marks by dipping the animal's feet into the paint and then tapping them all around the paper which left footprints.



All children copied these actions and were able to make marks. Once they noticed the marks they had made they seemed intrigued and continued. Later, Gene and Helena showed that they were able to think of their own ideas and began to explore and experiment with a range of media through sensory exploration by dipping their hands in the paint and spreading/transferring it onto the paper, creating smudgy marks. Juno also began to think of her own ideas and dragged the animal she was holding, backwards and forwards on the paper making continuous horizontal lines. She continued this action for a while, showing an interest in making movements which leave marks.

Expressive Art and Design: Junk Modelling Rockets

Logan, Juno, Gene and Vida all enjoyed creating rockets with empty toilet rolls and fiery paint. They each dipped and swirled their paintbrushes into the orange and red paint and transferred it onto the empty toilet rolls from our junk modelling collection. They moved their paintbrushes in vertical and horizontal swipes, creating lines of red and orange paint all over the toilet rolls. Delia used her thumb and her finger to hold the toilet roll firmly with her left hand and made marks with her paintbrush in her right hand using a palmar grasp and showing a preference of a dominant hand.



Physical Development: Mud Play

We made the most of the sunny weather and enjoyed this activity out in the garden. Each child was provided with individual trays, lined with soil and farm animals. Helena and Juno used their thumb and finger to poke and pick at the soil in their trays. All the children showed an ability to hold their paintbrushes with a palmar grasp and gently brushed the soil off the animals. As Skyla watched an adult pick up a cow, brushing the mud off, Skyla says: "Moo" clearly and points towards the cow that the adult was holding. Lottie explored the animals, picking each animal in her tray out and turning them over and over, looking at the animals from all different angles. After picking up each animal, she placed it next to her and reached for the next child's animal in their tray.



Yoga classes

Sunshine room babies and toddlers have continued to take part in Yoga sessions atleast once a week and as soon as we say its time for Yoga some of them come straight up and start stretching and showing their yoga poses, they are getting more familiar with the session as they will look at the picture cards and the adult and try to imitate the pose. We end the session with just lying down looking up at the lights and taking deep breaths.

Rainbow room

A warm welcome to Yve who has joined Rainbow room!

Summer: Children's interest based theme

Rainbow room children took part in ice play in the shape of ice lollies as they talked about their favourite ice lollies/ice cream treats they indulged in during their long break. As the children have been showing interest and talking about the weather throughout the week, we decided to plan around the children's interest in summer.

Physical Development: Making ice lollies



Rainbow room engaged in making ice lollies with fruits, the children looked at a short video clip looking at how factories make ice lollies for the super market. The children also talked about their own favourite ice lollies and ice creams, "I like strawberry ice cream" said Jasmine. When questioned on which fruit the children would like to use for their ice lollies, Alba and Rafal chose strawberries, Jasmine chose strawberries and banana and Sara pointed at the strawberry. The children used



their independent skills to cut the fruit in half using a knife and chopping board; Alba, Rafal and Jasmine were able to do this confidently. Iris and Sara are beginning [to be independent in self-care, but still often need adult support](#).

Once the children cut up all of the bananas and strawberries in the bowl, they then had the opportunity to taste the fruit and explained how it tasted in their mouth, Jasmine said "banana is squashy" and Iris said "strawberries are tasty". The children then used a big spoon to mix and mash all the fruits together, "look it is getting mushy" said Jasmine pointing to the lumpy mixture.

The children then looked at the next group of ingredients, "yoghurt" says Rafal, Jasmine pointed to the yoghurt and said "the one Rafal likes". The children then took turns to scoop the yoghurt into the bowl, counting as they went along, and then scooped it into their own ice lolly pots. "It needs to go in to the freezer now" said Jasmine. Rainbow room had the chance to taste and enjoy their ice lollies during afternoon snack time; some children questioned the process of changing liquid to ice to which the practitioner explained [about why things happen and how things work](#). The children were fascinated by this and ice play became the follow on activity for the following day due to this.



Physical Development: Ice Cream Van

Rainbow room children have shown an interest in moving **freely and with pleasure and confidence in a range of ways**, such as slithering, shuffling, rolling, crawling, walking, running, jumping skipping, sliding and hopping. They decorated their ice cream van on large scale paper, drawing lines and circles using different parts of their hand and arm to decorate the ice cream van, some children used crayons and other



children used mark making resources to decorate. They **showed interest in playing with sounds, songs and rhymes**, as they listened to nursery rhymes while decorating their ice cream van incorporating write dance to use different skills while making marks.



Jasmine, used a glue stick to spread glue on a large piece of paper, Alba used a crayon and made circular motions and said 'car' while pointing at the wheels of the ice cream van. Iris used the glue stick holding it with a **tripod grip**

making small and big lines on the paper to stick on her mark making resources that she cut out. Overall, the activity went well with the children making lines and circles, and held their mark making tools in different ways. The children moved **freely with pleasure and confidence in a range of ways**, drawing on a larger scale and gave **meaning to their marks**.

Understanding the World – The World – Animal Week!

Following the children's interest in animals, Rainbow room took part in lots of fun animal themed activities. In recent weeks, one of our favourite free play activities had been acting out "We're going on a Bear Hunt" and so, Rainbow room had the opportunity to paint their very own bear! Before painting, we used a picture for reference and began to **comment on and ask**



questions about aspects of the natural world.

During the group discussion, Jasmine noted that "the bear has big hands and feet" and Rafal posed a question to the group asking "but where do bears live?" The discussion showed that Rainbow room are beginning to **talk about some of the things they have observed such as plants, animals, natural and found objects.**



Another favourite story book within Rainbow room is “Walking through the Jungle”. We love bringing books to life by performing actions and using large spaces in the room to act out different elements. The practitioner asked each child to use their imagination and think of an action for each page of the book. This gave us the opportunity to show how confident we have become in [make believe by pretending](#). Jasmine chose to “stomp” like an elephant, whilst Alba crawled like a “lion”. Combining elements of physical play with imaginative play allowed us to begin to make connections with different parts of the world and keep us fit and healthy!

Expressive Arts and Design – Exploring & using media and materials

Expressing ourselves through art is a great way to further our understanding of feelings and the world, we love creative activities! Using our interest in big animals such as elephants, giraffes and bears we created paper plate collages and animal masks for our dressing up area!

Having been given a wide range of materials to choose from, Jasmine and Mia worked together to pick a collage material that was “grey like the elephants”. Both children discussed and chose to use newspaper and stickers showing they are becoming more confident in [using various construction materials](#). Alba demonstrated removing a sticker from the paper with her right hand, beginning to show her [preference for a dominant hand](#). As the practitioner demonstrated the activity, Rafal began to use the glue stick independently, using the twist mechanism to push the glue up and paste on to the paper. As the activity progressed, Rafal showed his confidence in [using mark-making tools](#) by demonstrating to his peers and guiding them as they used the glue stick independently.



Physical Development – Moving and Handling

Whilst making our animal masks for our role-play area, the children had an opportunity to practice their pincer and palmer grips. [Showing control using tools for mark-making and beginning to show a preference for a dominant hand](#) allows us to develop essential early writing skills. During lockdown, we heard lots of stories about children engaging in fun and creative activities and it was great to see how far the children’s handling skills had come along. Both Mia and Alba showed great control in peeling stickers and arranging them in neat patterns on their masks. Whilst Maren and the practitioner worked together to try and stay in the lines whilst colouring, even showing her peers to colour “slow” to stay in the lines. Excellent work rainbow room, we can’t wait to show off our skills with our brand new displays!



Rainbow room have consistently been showing a caring attitude toward one another, demonstrating new skills and sharing equipment! Great work Rainbow room!

Water play and Toileting

Physical Development: Ice Play

Rainbow room children have been showing particular interest in ice play during our theme water play. Alba, Jasmine, Rafal and Leo played alongside each other in their own individual tuff spot with ice and animals. The children explored the ice in their hand and how it turns to water! We spoke about animals living in ice and their different habitats, Jasmine noted that “it would be really cold!” Sensory play is so important for us to explore the world and its colours and textures!



Expressive arts & Design: Being Imaginative (Role Play – Health and Self-care)

The “home corner” is one of our favourite areas in Rainbow Room! We love to role play with one another and relate to our own experiences! We set up our own “doll nursery” in the home corner and the children supported the dolls in using the potty and feeding. During the role play activity, Sara prepared food for the dolls whilst Alba comforted them as they were “crying” because they “are tired”. The role play showed just how well rainbow room are beginning to [make links with their own experiences](#) and understand their own health and self-care needs.

Bonus Sessions: Yoga

During a yoga session in Rainbow room; Alba, Leonardo and their peers from Star room laid down on the yoga mat outside. They laid on their back and looked up at the sky, closing their eyes and listening to the calming music. Alba and her peers used their bodies to make different moves that they had learnt previously and all the children performed the simple moves with ease. Yoga allows us to begin to [make connections between our movement and the marks they make](#). Matteo led the play and showed the movement to his peers and they followed, Alba sat down and did the child pose and all the other children copied the movement. Exploring our favourite yoga moves encourages [independence as young children explore patterns of movement, sometimes referred to as schemas](#). We gradually moved on to breathing exercise the children focused on their breathing, inhaling and exhaling for a few minutes.



Rainbow room couldn't wait to show Shirin just how much they had learned in their yoga sessions! When she came back the children proudly showed Shirin how they could [squat with steadiness and rise up to their feet without using their hands](#). Jasmine showed her peers her skills by standing on one leg whilst Iris crossed her legs and moved them up and down like a “butterfly!”

A warm welcome to Zaccy who has joined Star room

Getting ready for school

Literacy/Phonics

As September approaches, we are taking every opportunity possible, to ensure the children are confident with their sounds and writing skills! We have been practicing our new sounds every day, and blending them together to form 2-3 letter words such as pin, at, pat, rat etc. as we continuously introduce new sounds at a pace that best suits the children. This shows the children are able to not only [link sounds to letters, naming and sounding the letters of the alphabet](#) but we can proudly say that they are also able to [segment the sounds in simple words and blend them together and know which letters represent some of them](#). This month we have recapped our group 1 sounds every session and added a new sound every week which are H, M, R and CK from group 2 of the Jolly Phonics Program.



Star room have showed continuous progress and enthusiasm during phonics, we are aware it is a tricky subject to learn but the children are doing tremendously well and we cannot wait for them to be able to read small words! For example, Ivor is already able to recognise some words, during a story session, Ivor was able to read the word "Forest" with no support or hints whatsoever! This demonstrates his abilities and shows he is [beginning to read words and simple sentences](#).

Star Room have also been reading lots of books about change and moving on to school to prepare them. We also have the children's transition books all around the room in each area of learning, this is to ensure that their move in smooth and as easy as can be for them while they enter a whole new chapter in their lives. Star room are able to also show an [understanding that information can be retrieved from books and computers](#). They have shown their understanding during discussions or when spontaneously asking questions, for example, the children may ask questions that we may not have a book that represent their ideas, so we often use the computer to search for our answers or pictures. The children are now aware that you can use the computer as a handy tool to learn lots of new things with the support of an adult!

Mathematics

Maths is a topic the children are currently using and will be using in their daily lives, for the rest of their lives! For this reason, we wanted to ensure the children are fully aware of the letter that represents a number and also show their understanding of how to form them before we continued any further with the addition and subtraction sums. Star room took part in a sorting activity where they demonstrated that they could [use the language of 'more' and 'fewer' to compare two sets of objects and also in practical activities and discussion, the children are beginning to use the vocabulary involved in adding and subtracting](#).



The children were asked to find the amount of rocks that was written on their individual papers, after they found the correct amount of rocks, they were asked to form the letter by writing or tracing if needed. In another activity, we asked the children to do some simple addition and subtraction sums which went very well as we are using objects to represent the numbers.



Trip to the school

Due to COVID-19, we were unable to arrange a trip to go inside of the school so soon, however we went for a walk around the area and visited the outside of Nightingale School and Benthall School. We looked at the playgrounds and the types of entrances at both schools. For the future, we will plan to go inside of the schools to get a feel of what the children can expect for the future in September!



Endangered & Extinct Animals: Understanding of the world

A few of the children in Star room are constantly asking to play with animals and show a tremendous amount of interest in dinosaurs. Jack, Oliver, Matteo, Johnny and Zam have inspired the adults in Star room to further the children's understanding of dinosaurs and wild animals, by learning about those that are extinct or endangered!



Of course, before we started anything, we needed to learn what the terms 'endangered' and 'extinct' mean. The children have done a fantastic job of remembering the definitions and just need reminding that endangered means that the animal is ALMOST extinct. Gracie & Oliver were able to remember so many different facts about the animals and the causes of extinction such as hunting, pollution, habitats being disrupted etc.

The children have watched small 3 minute clips of the Blue Planet and Planet Earth



documentaries to show them a true representation of the animals that are in danger of becoming extinct. Star room have been asking nonstop, to see Blue Planet and to learn more about the animals they might not have concentrated on too much before this theme, such as the Giant Panda, the Siberian Tiger and various types of dinosaurs.

While Alex explained that some animals are hunted for their fur and pretty patterned skin, the children asked lots of questions showing that they were able to talk about why things happen and how things work and also show care and concern for living things and the environment.



As we spoke about Siberian Tigers and looked at some pictures of them before doing our collage, Zam and Camille asked "Is it real life? Are they being hunted right now in real life?!"

When the adult confirmed that unfortunately some animals are being hunted, the children were interested to know more and said “wow! They are real tigers in real life!” This shows that 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.**

Expressive Arts & Design

We provided the children with lots of different ways to explore their creative ideas and create some amazing art pieces!



The children created collages of Giant Pandas; they even created their own idea of how a Giant Panda looks, as well as a representation of a stegosaurus with a spikey back and the skeleton of a Mountain Gorilla. Star room were able to **construct with a purpose in mind, using a variety of resources and also understand that different media can be combined to create new effects.**



While creating our stegosaurus piece, Jack convinced us all that there are still some dinosaurs left in North America; he added that he believes the dinosaurs are hiding from the scientists and people. In Jack's words: “The dinosaurs are hiding from people so that they don't get hurt; the types of dinosaurs are Triceratops, T-Rex, Diplodocus, Ankylosaurus, Argentinosaurus, and

Stegosaurus. They might get cooked and eaten!” This shows that Jack is able to **initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.** Star room have done an amazing job of learning about extinct and endangered animals that we have furthered their learning on to sea life animals which are not the popular, white shark, and dolphins!

Sea Life/Under the Sea

Communication and Language



After learning about extinct and endangered animals, Star room continued to develop their own knowledge and moved on to being fascinated by the different types of species living under water. We assume this has stemmed from the nonstop demand for Blue Planet Documentaries and the sea life resources set up for imaginative play. We took this opportunity to provide the children with new facts and activities based on sea life species which they may not be as familiar with. We provided opportunities for Star room to **listen and respond to ideas expressed by others in conversation or discussion** as we encouraged discussions about their ideas of what jelly fish used their tentacles for, why octopus produce Ink, and whether specific sea life live in deep or shallow waters and why.

While learning about hammerhead sharks, Camille, Maila, Matteo and Johnny were able to describe the body parts that they drew while illustrating a picture of a hammerhead shark. Gracie spoke about its gills and Aaron said “that's how it breathes under the water.” This led us to speak

about different types of sea life and mammals, we explained to the children that although dolphins and whales live under water, they are not fish and they are in fact mammals as they cannot breathe under water. This showed that the children were able to **extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**

The children took part in a range of creative activities to demonstrate their idea of what these sea creatures look like, showing that they are **able to follow a story without pictures or props and listen and respond to ideas expressed by others in conversation or discussion.** We also learnt about octopuses and how their mothers pass away after they have laid their eggs, leaving the father to raise the babies. The children were astonished by this, it led to even more conversations and the surprising question of “what does it mean to die?” from Stanley. We then decided to have the conversation with the children in the simplest form possible and mentioned it is when an animal passes away and is no longer with us or goes to sleep forever. However, to ensure the children were not disturbed or thrown off, we made it very clear to the children that this applies to animals only, and when you go to sleep at night, you will have dreams and wake up in the morning!

Graduation Ceremony

Star room, we will miss you greatly and have loved every single moment being with you. From the tears, the melt downs, to the smiles and the uncontrollable laughter, we will miss it all.

Star room celebrated the leavers and the class of 2020, Zam, Camille, Sonny, Aarav, Tayo, Safiyyah, Amarii, Jack, and Gracie.

We celebrated with an amazing party and lots of food, while we wiggled to music and had our last groove together. Star room have made exceptional progress

and have come such a long way this year, despite COVID-19 stepping in to our path, we did not let it affect the last few strides to the finish line.



Star room have picked up their phonics and mathematic skills so well after returning from lock down and shown that they will do outstanding in big school. So to our class of 2020, Rooftop wishes you nothing but amazing things for the future and we hope you come back and visit in your new uniforms!!

Weather/Natural Disasters

Personal, Social, Emotional Development:

Before the children prepared to head off for big school, we wanted to teach them new facts and increase their knowledge. We also usually carry out a summer theme however as the weather has been so confused in London recently, we took the opportunity to learn about the weather changes and natural disasters!

We carried out a range of science experiments such as creating rain and creating mini tornados in a bottle, this encouraged the children **to begin to be able to**

negotiate and solve problems without aggression. This was demonstrated as we carried out an experiment using a glass bottle, water and glitter to create a tornado.





However, we ran into a problem as we spun the bottle and no tornado was created. The children were confused and said “We can’t see one Alex!” To find a solution, we watched a video of a man doing the experiment and asked the children to spot the difference between our experiment and the man’s one. We noticed that the man had a plastic bottle with a curve and our bottle was a large glass bottle with no curve. This meant that as we spun or bottle and let the water come out, the shape of the tornado was not able to form. We then tried again with the experiment and the children were astonished with the new results and Gracie said “Let’s do it again!” This showed they were

able to **show awareness of the boundaries set and of behavioural expectations in the setting** as they were encouraged to stand together around the table without pushing the bowl where the water flooded out from the bottle.

Understanding of the World

The science experiments also developed the children’s understanding of the world as they were able to question weather conditions, the causes of them and the consequences. This showed they were able to **talk about why things happen and how things work and also develop an understanding of growth, decay and changes over time.**

The children learnt about a range of natural disasters such as tornados, hurricanes, flash floods, tsunamis, and earth quakes. Zam asked “How are earthquakes made?” We explained that in the centre of the earth, there are something called *tectonic plates*, when they slide against each other and move, this causes an earth quake.

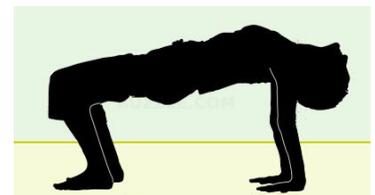


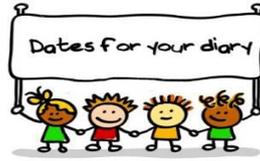
The children were then concerned of course, if we have earthquakes in London! We explained that we are not close to the equator and that London does not have many severe earthquakes. We also explained that London is surrounded by lots of buildings as it is a city, we are not close to the sea and next to rivers and lakes, meaning we are less likely to be involved in a tsunami or hurricane. Star room were able to focus their attention very well all week and asked lots of questions about the consequences of natural disasters showing they are able to **show care and concern for living things and the environment.**

Yoga

During July, the children continued to make exceptional progress. They have used their whispering voices to communicate their next poses and have been transitioning into their poses very slowly and mindfully.

This shows they were able to **experiment with different ways of moving their bodies.** The children also have learnt some new poses such as the crab and have practiced this every week, it encourages the children to move their body in a more gymnastic type way as it involves putting weight onto their arms and raising their core high in the air. The children have also practiced the Cobra pose which involves the children first laying on their stomachs and holding their legs behind them, raising the heads and stretching their body until their legs are off the floor. We are encouraging the children to understand the importance of yoga and how it keeps us calm when we may be feeling frustrated or overwhelmed towards the end of the day, hence why we practice this every Wednesday afternoon as it is the middle of the week.





27th Month Review

Temporarily suspended at nursery, parents are expected to get a call from their own Health Visitor to arrange a review over the phone.

Annual Trip with parents: Update: Trip cancelled due to Covid-19

Fri 24th July- Nursery premises remains open

Eid Holiday: Update

31st July: Nursery will remain open

Summer Holiday

Last day Thurs 13th Aug, Nursery closes at 4pm

Nursery Re-opens for all children

Wed 2nd Sep

Review us

We would like to take this opportunity to thank you for choosing Rooftop Nursery as your childcare provider, we hope it has been a pleasant experience for you and your child.

We would greatly appreciate it if you could kindly please take a moment to review our nursery so that we are able to promote our services to other parents and families.

Ottaway <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

Brook <https://goo.gl/maps/hQrp23ouxaMXy3KY8>

Comments/ Suggestions

Please feel free to email any suggestions/comments you may have or complete and return the slip to the office or post it into our suggestion box located on Rainbow Room counter.

Name (optional): _____ Date: _____