

**Happy Birthday!**  
Jasmine, Luna &  
Anayah

## Staff Award winners 2021



Our 2021 award ceremony started with a heart-warming and remarkable speech from our Manager Hafiza. A special congratulations to Andrea and Peri, the two staff award winners from each nursery! Andrea is the Room Leader in Rainbow Room at Ottaway and Peri is the Room Leader for Star room at Brook. They are both dedicated staff members who go the extra mile for all the children and deserve this special recognition.

Hafiza has awarded them both an extra week's paid holiday to take in August. Well done to both and enjoy the break!



This year we had two runners up for staff award, Ciana from Rainbow room and Antoinette, our administrator. Thank you to all parents and staff and children who took the time out to vote. The praises from the parents were read out during the ceremony



some of which we have been included at the back of this newsletter.

We also had awards for other categories such as: Outstanding staff members, Excellent attendance, Excellent time keeping, Most Indispensable role, Best achievement, Loyal staff, Best teamwork, Most challenging role and Excellent commitment to the team.



**Thank you to Hafiza** for treating all the staff with gifts as part of Staff award and a lovely meal after the ceremony from a manager who really appreciates and values her staff team.

Thank you to the parents who also attended the ceremony!

### Our Graduation Ceremony for Star room leavers

We are fast approaching our graduation ceremony for Star room leavers. The children that will be graduating will have a special ceremony on **Monday 12th July** which the parents of leavers will also be invited to attend. The ceremony will begin with a speech by Hafiza at 2pm and finish at 2.30pm. The parents of those that are leaving will be invited to attend this ceremony. We will inform parents of further details soon.



The children are excited about graduation, they have already started making their graduation hats and will start practising the graduation song. We will be providing a copy of the graduation song to Star room parents, so please support the children to practice the song at home too! After the ceremony the children will celebrate by having a group and individual photo shoot and a party.

**We are looking for a volunteer to bake a graduation cake & an entertainer for the children for this special occasion. Please get in touch if you would like to help us out.**

**Photo shoot on; Wednesday 7th July 2021 at 9am.**



We will have a nursery photoshoot that includes group, sibling and individual photos too if requested. Please look out for the form we will give out soon.

If this is not your child's usual nursery day you are welcome to drop them off at 9 am and pick them up by 10 am so they can be part of the group photo.

Be sure to dress your children in **bright and colourful clothing** to stand out!

Please ensure your child arrives by 9am to avoid missing the group photo.

### Male Carers Day

To celebrate male carers day we will be sending activity hampers home for the children to do with their carers. Please remember to donate a small box and take pictures of you doing the activities at home with your child.



## Reminders

**Tiny Mites: Mondays, fortnightly**

**Football: Tuesdays, fortnightly**

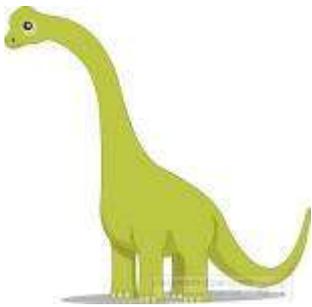
**French: Wednesdays, fortnightly**

**Book bags: changed weekly every Tuesdays or Thursdays**

A warm welcome to Safeeya who has moved up from Rainbow to Star room!

## Dinosaur week

### Understanding the world



Star room's most popular topic is dinosaurs! It was a week full of creative activities. The children participated in a variety of fascinating activities such as making their very own dinosaurs using various shapes and the children were able to name each one when asked, such as rectangle and triangle, as they used these shapes to form a dinosaur body. Although the children were familiar with some dinosaurs, they decided to make their own dinosaur. **The children were able to talk about some of the things**

**they have observed such as animals.** Ivor and Stanley showed that they were proud of their work and were able to stick the triangles as spikes on the top of the plate. Aria, Johnny, Matteo and Alba were able to discuss ideas of using the rectangles as legs and also added two eyes on the plate. Rafal commented "where are we going to put the mouth?" We continued the activity to next day and encouraged the children to add colour and more details and describe the different textures. Maila and Ivor sat with each other while adding details, Maila said "I put a really happy face on my dinosaur, he is smiling!" This activity enabled the children to be able to **begin to be interested in and describe the texture of things.**



### Mathematics



As maths is involved in the children's everyday life, we created an activity which was remarkably interesting and linked well with the children's interests in dinosaurs. The children were encouraged to match the correct sum (on the dinosaur egg) with the answer that was on the dinosaur's body. The children maintained focus for a long period of time and was greatly confident when sharing their answers. The majority of the children participated and

Jayden chose to observe his peers before joining in the fun. The children were first encouraged to read the question out with the practitioner and identify the numbers in the question, then they used the adults' fingers to work out the answer.



The children showed curiosity about numbers by offering comments or asking questions, for example Matteo said “there’s 5 dinosaurs but how many will there be if 2 of them go?” he was then encouraged to put 5 fingers up and put two down and was asked how many fingers are left up and Johnny said “3”. Yunus and Sara joined in and were able to develop their mathematical knowledge. We encouraged the children to use objects and their fingers to solve the number problems.

### Ramadan: Understanding of the world

We kicked off our month of May with an amazing birthday party for Jasmine! Thank you to her parents for the lovely cake, pass the parcel gifts and party bags. The children had so much fun and some even dressed in beautiful dresses to flaunt and spin around in while dancing!



As the holy month of Ramadan commenced, the children participated in a range of

discussions and activities which prompted their understanding of this beautiful time. One activity we carried out, was learning how Muslim people pray. One of our lovely students, Akhtar, agreed to demonstrate how she prays and what steps need to be taken before hand. This showed the children were able to [show an interest in different ways of life](#).

Maila, Iris, Stanley, Kitto and De’Andre were able to maintain their focus extremely well as they watched Akhtar prepare. Iris said “you have to take your shoes off first!” showing that she was able to [pay close attention to details](#). Iris even volunteered herself to demonstrate after she had watched Aktar. Akhtar explained roughly what she prays, providing the children with the opportunity to listen to Arabic first hand as she made a prayer to Allah. Oliver also joined in and



bent down, imitating the actions he had watched, then kneeled on the mat and bowed his head. We discussed how [some things that make them unique, and also spoke about some of the similarities and differences in relation to friends or family](#). Aria mentioned that she is Christian and goes to church rather than praying on a mat in a mosque, showing she has an understanding in the difference between two religions and their practices.

### Communication & Language

Star room also listened to the call for prayer in Arabic which signals the start of prayer times. The children watched a short video clip and were able [to listen and respond to ideas expressed by others in conversation or discussion](#).

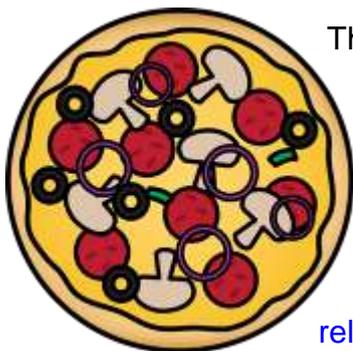


Oliver was much focused and kept his eyes glued to the people praying and bowing their heads. Maila, Iris, Johnny and Eiliyah were also intrigued and mentioned that they noticed the men and women prayed in separate rooms. The children also learnt some new terms such as *Quran, Allah, and Arabic*. The children were very



interested in listening to prayers as they all sat down and shut their eyes while listening. They tried to listen to the call to prayer and describe what they heard and how it made them feel. Jayden commented after he opened his eyes and said “the man singing, and people taking shoes off!” showing he was able [to build up vocabulary that reflects the breadth of their experiences](#). The practitioner asked the children how many times a day do Muslims pray and the children said “5”. This shows they were able to remember from our previous activity (the demonstration of prayer).

### Recipes & Cooking [Expressive Arts and Design](#)



This week was a very fun week for the children as it was all about cooking. This was inspired by the children recreating their own recipe books as Oliver said they were making “pesto pasta” and also “lasagne”! Star room children took part in making their own recipe for their pizza and drawing their pizzas and the toppings they want on their pizza. Matteo and Alba also discussed that they are both Italian and how amazing Italian food is, showing that they were able [to know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family](#).

The children were very creative. They were able to use their imaginative skills, for example, Aria said “I drew a rainbow pizza so I have rainbow pepperoni, onion and macaroni and my pizza is in flower shape”. Matteo drew a small pizza and said “on my pizza I put cheese, tomato and tomato sauce and it’s also very soft”. Jasmine said “I drew a plate first to put my pizza on it and my pizza has pepperoni, cheese and tomato sauce”. Maila said “next to my pizza I have a napkin to clean my mouth, I have tomato sauce, cheese and sweetcorn”. Oliver, Ivor and Kitto were very interested in supporting to staff while spreading the tomato puree over the base of the pizza using the back of a spoon to smooth it out.

This was a very fun activity for the children as they gained a lot of knowledge in many areas such as hygiene and [an understanding of eating a healthy range of foodstuffs and understands need for variety in food](#). We discussed the variations of pizza and spoke about how stone baked pizza and

thin crusts may be a healthier option rather than thick crust. This gave children the opportunity to use their imagination skills and expand on their interests. They were **interested and focused for a long period of time** as they enjoyed adding their own toppings. The children were also talking amongst each other and Jasmine asked Aria "Shall we go to a pizza shop together? It will be fun".

## Physical Development

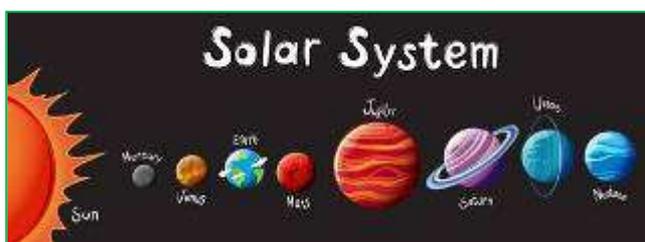
The children were very excited to make their dough for their very own pizza! First we made the dough and left it aside to rise. The adult put all the ingredients in front of the children and showed the children the ingredients one by one and spoke about the purpose of each one. They all took part in adding an ingredient inside.

We discussed ideas of **measurements and mathematical knowledge, such as how many spoons to use and the size of spoons such as tablespoons or teaspoons**. They started adding the flour in the bowl, the children were then asked to put the yeast in, the adult asked the children to guess which one they might think the yeast is. Maila pointed at the yeast and said "Is it this once?" The practitioner then asked the children to smell the yeast and asked the children how it smells and Rafal said "it smells like strawberry". After they put in the yeast the practitioner explained that yeast helps the dough to rise.



The children were able to follow instructions of how much of each ingredient to add. When it was time to add water the adult asked Ivor to pour water into the measuring cup and to fill it up to a certain amount and this enabled Ivor to use his **hand and eye co-ordination**. The children were watching very carefully when putting the ingredients in and maintained focus for a long period of time. This allowed the children to understand and **eat a range of foodstuffs and understand need for variety in food**.

## The Solar system Communication and language



Star room have been showing a lot of interest in learning about the solar system and space. A few children were very interested in exploring ideas of the moon and asking for the solar system songs whereby they had lots of dance moves and fun! The children learnt about where different materials and rocks may have come from as well as using

their imagination to pretend to be astronauts. For example, during forest play, Ivor commented after finding a rock "maybe it was part of a ginormous rock that fell from the sky!" Star room also watched a video clip about space shuttles and were amazed while seeing shuttle Atlantic take off, the amount of smoke it produced and how high it went. Kitto was able to discuss his ideas and made comments such as "The bottom part detaches from the shuttle and the rest goes into space!"

During one of the activities in the week, the children participated in drawing their very own alien. However, first the children had a visitor from space which was Alan the Alien! They were very excited and were listening to Alan the Alien very carefully, this enabled the children [to listen to others one to one or in small groups, when conversation interests them](#). Alan the Alien told the children he came from space and asked the children to guess what planet he came from, Ivor said “Jupiter”.



Alan the Alien then encouraged the children to close their eyes and imagine how space looks and what they imagined floats around in the zero gravity. Matteo closed his eyes and said “dark and glittery” following on from that Oliver said “cold”. This enabled the children to be able to use their imagination skills. The children used [available resources to create props to support role-play](#) such as foil to make the stone around Saturn. Alan the Alien then brought things from space for the children to see such as the rock around Saturn. Ivor said some of the stones are as small as an ice cube and following on from that Yve said “and some are as big as a car”. The adult then spoke about gravity and if there is gravity in space and Oliver said “there’s gravity on Earth because when I throw a basketball it drops back down but in space it will float”. The children were [able to talk about why things happen and how things work](#). The adult then asked the children to draw their very own alien in their feelings book. Oliver said “I drew an alien with a hungry plant on his head”. Yve drew “an alien with a fox friend”. Soriara said “I draw a rocket with an alien”. Eiliyah said “This is a baby alien and this is a mummy alien”. Ivor said “I drew an alien with one eye”. The children all demonstrated great ideas and communicated their thoughts of what they thought space may look like.

### Expressive Arts and Design

Star room children took part in making black space play dough using different resources in the play dough to create the space look such as glitter and sequins. This gave children the opportunity to [understand that different media can be combined to create new effects](#). The children were very excited as it was a new activity and it linked so well with our theme!



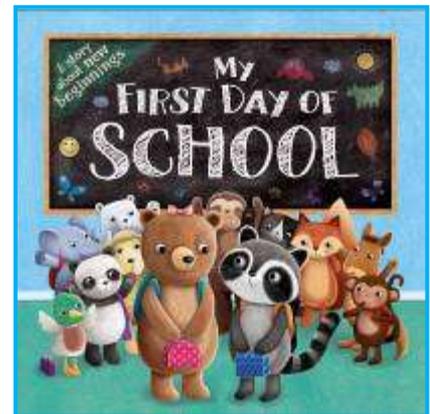
The children do not often add materials to their playdough, but were greatly encouraged to make their black playdough to look as shiny and attractive as possible! The adult first asked the children “what do we add first?” And Rafal said “flour”, so he picked up the flour and poured it in his bowl, and passed it onto his peers. Maila then said “we add some oil now and then some water” the children then proceeded to do as Maila said without any support from an adult. Once Jasmine poured the water,

she said to Rafal “let’s mix them all up now to make the play dough”. Once the play dough was ready the children added black powder paint to create the black space and sprinkled glitter on top. This gave children the opportunity [to use different resources to create something and explore the world around them and they maintained focus for a long period of time](#). Once the children made their play dough they decided to make an Alien out of the play dough and Rafal and Jasmine said “we’ll make the alien ship of our friend alien”. The children then added the small details for the spaceship such as small windows and doors. While adding the doors for the spaceship Rafal said “the aliens need the doors because they will need to come out to get food. The children were communicating amongst each other and sharing each other their ideas which allowed them [to use more complex sentences to link thoughts \(e.g. using and, because\)](#) in order express themselves better.

## Getting ready for school **Understanding the World**



It’s the time of the year when some children will be graduating from Rooftop and will be making new discoveries and spreading their wings to a whole new world. So, to ensure the children are ready for this transition, the practitioners have been busy supporting the children by introducing a 'school theme' in



star room. The children were shown transition books and discussed changes and the new routines such as talking about visits to their new school, what colour the uniform might be, new environment of the school, making new friends, and new teachers showing good understanding of [adapting behaviour to different events, social situations, and changes in routine](#).



We read a story called “My first day of school” during island time and related our feelings about school. The story is about a raccoon on his first day of school. He's excited, but anxious, too. The story talks about his bus ride to school, circle time, the dinner hall and the playground. The book inspired some children to show good [understanding of numbers and time](#). For example, Kitto and Ivor commented about school hours been shorter than nursery. Johnny joined in and said “they finish at 3:30”. During the discussion

we named all the schools the children will be attending this September. Aria and Iris shared their feeling and said how much they will miss their friends and the practitioners at the nursery. Some children also spoke about how nervous they felt about going to big school and others talked about their sibling and cousin attending school. Jasmine thought of a solution and asked if the practitioners can come and visit them in their new school. The children then made a joint decision and agreed which days the practitioner will visit and what school. We then looked at all the transition books and named some schools in Hackney.

Furthermore, we challenged our creative skills and got busy making our graduation hat for the ceremony and developed our fine motor skills as we practiced holding the brushes using a tripod and digital grasp.

While painting the hat the children mentioned how excited they are to move to a bigger school. Aria said “are we going to throw our hats in the air?” and Alba said “I want too”. Following on from that Jasmine said, “Is this because we’re going to go to a big school soon?” And Aria replied back saying “yeah”. [The children were able to remember and talk about significant events in their own experience.](#) The children showed good attention skills and maintained focus as they carefully painted the hats. For example, Alba ensured that she covered all the corners of the paper with the paint.

To further support the children, we set up a school environment in star room; the children were given many opportunities to dress up in school uniforms and engaged in role play with their peers. We then practiced our graduation song as a group and imitated actions. Please find below the lyrics and link to the graduation song to practise at home.

### **Our Graduation song**

Two little words, two little words  
Two little words, Not good bye

It’s the end of the year, Graduation is here  
Our two little words  
To our Teachers, Moms, Dads, Grandparents and All

#### **Chorus**

Thank you, Thank you, Thank you everyone  
Thank you for all you’ve done  
Thank you, thank you, thank you everyone  
Thank you for all you’ve done

You taught us to read and write  
You taught us to learn  
You told us it’d be alright  
And how to take our turn

#### **Repeat above chorus**

You helped us to tie our shoes  
Learn shapes and colours too  
There’s so many things you do  
We just want to say

#### **Repeat above chorus**

[https://www.youtube.com/results?search\\_query=two+little+words+graduation+song](https://www.youtube.com/results?search_query=two+little+words+graduation+song)

## Bonus classes

### Yoga: Maintaining focus and understanding how to relax

Yoga is an essential tool that helps children unwind, gather their thoughts and relax. It's an important skill that they need to help support them daily.

During yoga we focused on the children's breathing techniques. The children were encouraged to do different positions to focus on their breathing. They practised belly breathing; they laid down flat on their back while listening to soft music in the background. The practitioner then put small objects on the children's belly asking the children to slowly breathe in and out and to watch what is happening to the object. This ensured [to support the children's focus, listening and attention skills and maintain their focus for long periods of time.](#)



The practitioner then walked around with a feather and rubbed it against the children's face helping the children to use their senses to keep them grounded to the present moment. The staff asked the children to close their eyes and imagine a bird is on their face.

The practitioner asked the children how it feels and Johnny said "it's tickling". Aria, Jasmine and Eiliyah were touching their tummy as they were breathed in and out.



The adult asked for volunteers to show us a yoga pose and Aria said 'I can do flamingo pose', Maila said 'I can't do it', and Matteo said 'look I can stand on one leg'. The children were encouraged to do the 'giraffe' pose. They practiced doing different poses such as being still as a tree, flamingo and giraffe. These poses help children to strength their muscles and stretch out which helps with the flow of blood circulation around the body.

We are encouraging children to [maintain focus for short periods of time](#) and give children the opportunity to learn and speak about different body parts and how to focus their attention on something.

## Football Physical Development



Star room started off their football session by taking part in 5 minute warm-up. The children were then asked to form a train by standing behind each other, and were encouraged to jump over obstacles such as the colourful cones. This encouraged the children to **play cooperatively as part of a group to develop and act out a narrative**. Coach Kai then added cones to run in and out of and the children did lots of laps and developed their understanding of spatial awareness, ensuring they did not bump in to each other on their way around the roof. This activity enabled the children to be able to **follow instructions as well as running skilfully and negotiating space successfully, adjusting speed or direction to avoid obstacles**.

The children were then stepping on the football with one



foot as this allowed the children to balance on one foot. Coach Kai started making jokes, pretending that the footballs have disappeared which shows that the children understand humour, e.g. nonsense rhymes and jokes. Their next activity was to put their footballs on top of the cones and the children were able to follow directions.

Star room were asked to walk around the cones and footballs making sure not to touch the football. This provided star room with the opportunity to use their hand and eye coordination. Coach Kai then asked the children to walk

backwards to make it harder and when walking backwards, Matteo said "we need to look over our shoulders if we walk backwards".

The children were then asked to put their football on top of a cone to shoot goals. Coach Kai counted down from 3, 2, 1 and blew the whistle, the children then kicked their ball into the goal and De'Andre started cheering saying "I scored goal!"



### Tiny Mites music session

This month's Tiny Mites session was super fun as always! The children learnt some new songs such as a song about stepping in puddles and using umbrellas as it has been very rainy recently. Star room used their imaginative skills and pretended to put up their brollies and **play alongside other children who are engaged in the same theme**. They then moved on to a new song about riding bicycles and used the same actions during



dancing as you would while riding a bike. Eiliyah, Ivor, Jayden, Stanley and Alba showed lots of confidence while dancing and answering questions. Jayden showed in interest in being a squirrel as they sang a song about the squirrel climbing trees and what he can do such as scratching and jumping high. Oliver puffed out his cheeks pretending he had nuts in his mouth just like a squirrel!

## Forest Play



The children started forest play after a long term

and were so excited to take part in the session again. We met up at Hackney Downs Park with the children and staff from the other site.

On arrival to the park, the children were encouraged to take their harnesses off and have a race! We stood in a line and encouraged the children to

respond to instructions involving a two-part sequence, as Hafiza said “On your marks, get set, go.” Once we got to camp base, Johnny said “this is camp base, we have to come back here when Hafiza says 1,2,3 camp base” showing that he is able to use talk to organise, sequence and clarify thinking, ideas, feelings and events. The children then took part in the circle time where we covered the rules of the session,



De’Andre was very proud of himself as he remembered “no picking, no licking!” The children then used their arms to mix the honey pot and stuck together!

We each took small groups of children and explored different areas of the park within the taped area. Kitto, Johnny, Jasmine, and a few children from Brook, were able to discuss the different natural objects they collected. Jasmine was able to use ideas of maths when collecting different sized sticks, Kitto was also able to make comparisons on the



thickness of the sticks. The children showed they were able to [order two or three items by length or height](#) and also demonstrated ideas of being able to [extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words](#). This was shown as they learnt new words such as “skinny” “thick” “thin” and “tall” or “short.” We then discovered there was a wood lice in our bucket of objects that we collected! Kitto and Johnny said they were a little bit scared and did not want to hold it however Alba said she was brave and was willing to have it crawl on her hand.

## Transient Art

During Transient art, the children used the resources they collected from around the park and placed into their buckets. Aria, Stanley, Maila, Iris and Matteo made a frame using the sticks that they collected as a group, Matteo said “I want to make the park!” This shows that he was able to link his experiences of the present and past and combine them with his ideas of play, showing his ability to [understand that different media can be combined to create new effects](#) and also [manipulate materials to achieve a planned effect](#). Matteo used a large piece of bark which represented a road in his picture, he commented on this and said, “this is road which leads to Hackney downs park!” De’Andre continued to explore the natural area and said, “Look I found a cricket!” He showed the adult a small green insect that was sitting on the log and was fascinated by this, showing he was able to [comment and ask questions about aspects of their familiar world such as the place where they live or the natural world](#) and also [show care and concern for living things and the environment](#).

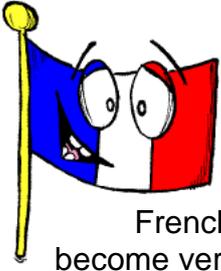
In another group, Kitto used the small pieces of bark to create a “fire!” He mentioned that there are also tents at camp bases and Johnny added “I have a tepee in my house!” This shows the children were able to link their ideas of the natural world with their experiences and [knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family](#).

## Mud Painting

De’Andre and Jayden helped the practitioner dig a hole and collect soil. Jayden used a large scooper to gather the soil and place it in each bucket. Whilst Jayden and De’andre dug through the mud they came across a worm. De’Andre confidently picked the worm up and placed it in his hand, he was able to [show care and concern for living things and the environment](#). “be careful” says De’andre to his peers.

During this session, Maila said “I am painting the branch,” Rafal said “I am painting my mummy” and Jasmine said “I am cleaning the branch with the brush!” all showing ideas of linking these actions with their real lives and experiences, as they discuss everyday activities such as cleaning, as well as discussing their feelings for loved ones, showing that they can [use language to imagine and recreate roles and experiences in play situations](#). Ivor and Jasmine had a brief conversation whereby Ivor commented “the mud is at the bottom of my bucket, as he put in the brush and attempted to mix it.” Jasmine joined in and said “you have to mix the mud to the top of it!” This showed that the children were able to work as a team to find solutions to solve a problem.





## French

Star room began their session by singing the welcoming/hello song in French. After singing, the children then took turns to introduce themselves in

French and said their names. Star room have become very confident while doing this and can now all say J'mapelle followed by their name, very well, showing they are able to **extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**

The children then pretended to climb up a ladder and count at the same time in French; this was a great way to link the children's understanding of mathematics and showed they were able to **understand that numbers identify how many objects are in a set.**



They then pretended to drop into water at the end

of the song and started shaking themselves to get dry which they really enjoyed.

The French teacher then showed a picture of a superhero as we are learning how to name pieces of clothing in French using Super Heroes to make it exciting! Debbie asked the children what the super heroes were wearing in French and Eiliyah said "mask" which is *Un Masque* in French.

The children then danced to a song and froze in their best superhero position whilst saying in French what items of clothing they are putting on. Afterwards they named the features on their face in French and sang head, shoulders knees and toes and the song started getting faster and faster. Star room really enjoy French every week and love it even more when learning about Super Heroes!



## Rainbow Room



### Earth Week

Our planet is an amazing place, but it needs our help to thrive! That's why each year Rainbow room and more than a billion people celebrate Earth Day to protect the planet and learn about things like pollution and deforestation. By taking part in activities like recycling and planting trees and plants, we're making our world a happier, healthier place to live! What a great week full of learning about our natural world!

### **Understanding the World: The World – Earth Craft/ Making nature frames**

To introduce the topic of the week the children watched two educational videos about the Earth. We saw clips on different natural events, about volcanos and the northern lights. Helena addressed the volcano as 'Big firework'. We looked at the two poles and in the video we were able to see how the large ice pieces are moving and some of the animals that are living there. The second video looked at recycling and showed some objects that can be reused.

As a follow up activity, the children decorated their earth with green/blue/white tissue paper on paper plates. Vida helped the practitioner to get the resources ready, then Helena and Vida ripped the tissue papers into small pieces, got them ready for their peers. **They enjoyed the responsibility of carrying out small tasks.** The practitioner explained what the colours will represent (green- grass, blue - sea, white - snow/ice). There were two sizes of paper plates to choose from and the children picked one each, either a big or a smaller one. The practitioner later on asked the children 'What is the blue paper for?', Vida and Helena said 'water', then the practitioner asked what the green and white paper is for, the children said 'grass and snow'. They showed that they can **recall past experience and understand 'what', 'where' questions.**

They took part in a nature frames activity. First, the children sat in a circle and then the practitioner explained to the children that the aim is to collect all of the fallen leaves and twigs. The children had been reminded not to pick new leaves from the trees in order to care for the environment around them. As they moved around the garden in a group, the practitioner pointed out distinguishing features of different plants such as the shape of their leaves. Vida noticed that one leaf was "like a heart" and Karaeah noticed that the leaf had "a little bit of brown". As the children explored



the garden, Felix announced "I found a flowerbed!" showing that he is learning **new words rapidly and beginning to use them within communication**.

As the children stuck down the natural resources the practitioner spoke about the seasons, Vida suggested that it might be "autumn because it's brown" whilst pointing at the dried leaf. Helena and Anu both showed interest in sticking the natural resources to our frames, Helena showed that she could **pay attention to details** as she carefully designed her frame, she said "yellow here" and "stick here". Anu enjoyed using the glue spreader to move the glue around the green sugar paper, he made large gross motor movements that are important for early literacy skills. We created some beautiful frames that are displayed on our Rainbow room window!

### **CL: Understanding/Speaking – Make bird feeders**

As part of Earth day we touched on recycling as well. The children took part in making bird feeders using cardboard milk/orange bottles. The practitioner cut two holes on them on each side. Juno asked the practitioner 'What are we making?' the practitioner said 'Bird feeders that we will hang up in the garden', she responded by saying 'Wow'. Gene said 'No milk' when the practitioner cut the bottle. Juno then asked 'where milk gone?' The children demonstrated that they are able to



**keep play going by responding to what others are saying or doing**. The practitioner then explained that she brought it from home and before bringing the bottles to the nursery she drunk the milk and the orange juice. Also, she explained that these bottles do not necessary need to go to the bin as they can be reused like we did. Blaise recognised the orange bottle and said 'Orange juice bottle' while pointing at it. Next, the practitioner gave a paint brush to each child and before giving the paint she explained to the children that they need to share the paint and the bottles as we have two. Delia and Juno worked together, Gene, Anu and Blaise painted it together. During the activity, **they demonstrated good sharing and understanding**. The children **showed control of holding mark making tools** and Delia **held the paint brush with three fingers**. Juno started to paint the orange juice bottle inside through the hole and when the practitioner asked her 'where are you painting?' she said 'inside', showing that she has a developing understanding of **prepositions**.

### **Natural events: Science experiments**

Science projects are beneficial for children at all ages. It helps develop a child's resourcefulness, particularly their skills at goal-setting and problem solving. It also nurtures intellectual curiosity, helping children acquire new ways of asking questions and understanding the world.

Following on from the children's interest we decided to do some scientific experiments and introduce new activities to the children. The week before, the



children showed interest in volcanoes which they suggested were 'fireworks', how colours change or how ice melts so we extended on these topics.

### Communication & Listening- Listening and Attention - Oil and Water experiment

The classic oil and water experiment is sometimes referred to as 'fireworks in a jar' because it looks like fireworks falling down from the oil. It is an easy and fun activity which we carried out as the children showed interest in fireworks and it was a different way of linking to it. Rainbow room children **enjoy the responsibility of carrying out small tasks**, especially when getting activity resources ready. Vida, Juno, Helena, and Blaise sat around the table and before starting the activity we talked through the resources, then Vida helped to pour the water into the bowl. Juno helped to pour some of the oil then Helena had a turn as well. Oil and water do not mix; so visually demonstrating it to them was more effective to help them understand this. The children leaned over to see what happened when we poured the oil over the water and they said 'Look, bubbles are coming up'. Blaise and Juno then tried to pop it with their fingers. Next, we added some food colouring and observed how it flows through the oil. Juno said 'It is green now'. Once we added the food coloured droplets, they started to drop down since they are heavier than the oil. They were fascinated by the little green coloured veins in the water, expressing words such 'Wow' and 'More, more'.

### Cabbage experiment

Another experiment that the children took part was with water, food colouring, and cabbages to test whether the cabbage leaves would change colour when added to coloured water. The practitioner prepared the resources and cut the cabbage leaves off, ready for the children to use. The children sat around the table then the practitioner introduced the activity. They recognised that it was a cabbage and Blaise asked 'Can I eat cabbage?', so we tried it. The children had their individual cups and they took turns pouring water into them, and when pouring the water **they showed control in holding and using jugs to pour**. Juno managed to fill it up independently and when the practitioner asked her to fill it up just halfway, she



understood as she stopped when her cup was filled about halfway and said 'I am done'. After, she passed the jug to Blaise. Blaise needed a bit of support but he also managed to do it alone as did Precious. Next, we added the green food colouring and the children took a cabbage leaf each which we placed into the water. Throughout the day we observed whether the cabbage leaves absorbed the green water and change colour. It didn't on this occasion but it was still an engaging activity!

### Understanding the World: The World – Nature Soup

The children explored an activity called 'Nature soup'. Together they collected natural resources from the garden into a bowl. Delia and Vida found a red leaf and Vida explained to Delia that the red leaves come in the autumn, showing she is **beginning to understand the changes in the seasons** and that they can **demonstrate friendly behaviour**

and initiate conversations. When they finished collecting the objects they poured water over them. Gene enjoyed mixing the soup and Blaise noticed that the water turned “brown” as he mixed it. The children showed that they can represent **their experience in play** as when the practitioner asked the children to describe the ingredients for the soup, Aharon said "vegetable" and Juno said "pasta". Felix showed interest in pouring the water as he moved independently toward the tap and attempted to turn it on. Felix found a watering can and rushed over to the group saying "I found more water for us!" showing that he is **beginning to give cues to others to join his play**. Anu joined Felix and they carried the large watering can over to the activity area together. Throughout the activity the children **displayed friendly behaviour toward one another and the adults, listening to each other in small groups** and attempting to continue or extend conversation.



### Ramadan/Eid

Ramadan and Eid is a very important time of year for much of our community! It has been a pleasure learning about the festival from our peers and practitioners this week and sessions have really opened our **eyes to different ways of life and values of communities**.

We started the week by introducing the theme to the children through books. Safeeya kindly shared her books from home with her peers. The practitioner read a storybook called '*Musa and Friends Do Ramadan*' for them. While looking at the book we talked about mosques and we decided to make one for our home corner using junk modeling. Safeeya also demonstrated to her peers how she prays at home with her parents. She brought her praying mat from home and showed it to her peers. Thank you Safeeya!



### **Understanding the World: People and Communities - Dress up time!**

During outdoor play the children enjoyed playing with scarves and dressing up in cultural outfits such as salwar kameez. Vida **began to use available resources to create props to support role-play** as she fashioned her own skirt from a scarf independently. She wrapped herself in the scarf and attempted to tie a knot in the skirt, and said “look I make my own”. Helena showed real enjoyment and excitement throughout the activity. She loved wearing the “pretty dress” and twirled around whilst dancing with the practitioner demonstrating that she can **imitate movement in response to music**. It was great to see Anu, Blaise and Felix become so involved with dressing up, they attempted to dress themselves and helped one another.

Once everyone was dressed they took part in scarf dancing together, Delia handed out scarves to her peers and Juno helped the practitioner to play the music, she pointed out the play button and gestured the practitioner to press it, showing **understanding of symbols within her environment**. Leonardo played with the scarves over his head and attempted to start a game of peek-a-boo with his peers, **showing that he is beginning to demonstrate friendly behaviour towards his peers**



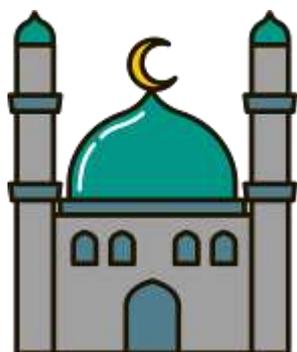
and familiar adults. He followed the practitioner saying “my scarf”, “my headscarf”. Helena noticed that both herself and the practitioner had chosen to wear a headscarf and said “look like you” showing understanding of similarities between herself and others.

### Physical Development: Moving and Handling / Health and self-care - Making biscuits

In rainbow room, we love to explore new flavours and tastes. The practitioner gave the children a choice if they wanted to take part in the baking activity and they all said yes and rushed over to the table and sat down. The practitioner introduced the ingredients to them and explained that we are using gluten free flour as Juno can only have that. The children were all supportive and said “for Juno”. Next, we took a large bowl, Vida and Blaise helped to pour the flour. They were both able to do it independently, showing good control in using jugs to pour. We added some baking powder with a small spoon, then we passed the bowl around and everyone took a turn mixing it.

Next, the practitioner introduced the dates to the children. Vida asked the practitioner 'Can we try it', so the practitioner gave a date each for everyone. The practitioner asked the children 'How does it taste?' Delia said 'I don't like it'. Blaise, Vida and Helena said 'It is sweet' showing that they beginning to be interested in and describe the texture of things. Next, the practitioner gave a date for each child and asked them to cut them into pieces and put it into the mixture. They were all able to follow the instruction.

The next ingredient that we used was banana. They all had a piece and cut them into small pieces like the dates. Blaise and Felix showed very good cutting skills and held the knife properly. When we added the butter the mixture started to come together, and Felix said 'We need to put milk' showing that he can express his experience in play. He came over to the practitioner and asked 'Can we touch it' and he helped to form the round shapes. Leonardo showed interest as well and joined in and tried the dates. Great work Rainbow room!



### We made a Mosque!

Next, the children made a Mosque with the practitioner; they used different materials to create their version of a mosque. The children enjoyed spreading the glue using a variety of different tools, such as paintbrushes and glue spreaders to move the glue around the box and create an even layer. Then they selected materials of their choice, expressing their interest and preferences. Felix picked out some and said “It’s shiny”. As the sun was shining, the material reflected onto the messy mat and made rainbows, Helena said “rainbow”. The children

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stuck some paper tubes which represented the doors and the windows of the Mosque. The practitioner also cut some moon shapes out which they then stuck on the box and once it was all stuck on, Isioma, Juno and Helena counted them with the practitioner, showing that they can [recite some number names in sequence](#). Great team work Rainbow room!

## Bonus classes

### Tiny Mites

Rainbow room children enjoyed taking part in a Tiny Mites musical session. Jeanine sang the Tiny Mites opening song, The Five Buzzy Bees, Windy Day, Incy Wincey Spider and the Floating Bubbles song. The children danced along to the music, some attempting to copy the actions of the adults, singing to the music showing that they are beginning to [join in with dancing and ring games](#). Delia and Gene were particularly interested, they stayed close to Jeanine, and actively engaged in the session. Felix enjoyed the songs and observed the session as it was his first time joining the session. Karaeah enjoyed the 'Windy Day' song, as she twirled around with the wind. Towards the end of the session, the children enjoyed the bubbles; Vida said "It's my birthday" showing she is [making links between her experiences](#).



While singing the 'Incy Wincy spider' song, the children showed that they can [use some number names accurately in play](#). Jeanine asked the children 'How many legs do you think the spider has?' Karaeah replied '8', then the children counted them together.

### Outdoor Yoga/Mindfulness

Rainbow room children took part in a yoga/mindfulness session on the playroof. Felix, Anu, Ameenah and Safeeya showed the most interest as they listened and [followed](#) carefully to the practitioner's [instructions](#). The children all managed to hold the 'tree pose' for 20 seconds. They stood on one leg in the tree pose, and then decided to pretend to be farm animals showing that they are [beginning to give cues to others when playing](#). Anu liked the farm animal idea and giggled as Felix said "I sound like a cow". Karaeah and Safeeya showed that they [are developing a special friendship](#) as they held one another up to practice standing on one leg while doing the 'flamingo pose'. After, the children engaged in mindfulness. They put the yoga mats in a line then they lied down on them and stared up at the clouds to see what shapes they can see.

**Heuristic Play** The children took part in heuristic play which the practitioner prepared by covering everything else to ensure there are no distractions for the children. We set up different objects, such as buttons, belts, zips, pots, lids and so on.

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

During the session, Blaise and Felix spent much of their time playing together. They used



available resources to create props to support their role-play as they took out cardboard tubes and made a “band” by using the tubes to hit against metal pots exploring the sounds that it made. Delia and Safeeya observed their peers before beginning with the activity, as they were unsure but with some gentle encouragement from practitioners they explored the areas. Delia demonstrated knowledge from different objects and showed elements of play within the transporting schema, as she filled a bag with objects and moved it around the room transporting from one area to another.

Anu made “dinner” for his peer Vida using belt buckles, wooden spoon and a large metal bowl. Vida helped Anu to make extra food as she collected wooden pins and said “I make you spaghetti”. Karaeah used a ribbon and tied it through a hole in the furniture, telling her peer Ameenah to “go under, go under” showing understanding of prepositions. Some of the children also showed interest in the table with the different sized and coloured

lids. While playing, they demonstrated friendly behaviour towards each other. Blaise said 'a white one' while showing it to his peer. As a response, Ameenah said 'blue' while showing it to Blaise. Anayah, Delia and Gene then moved on to play with the plastic peg holders. They looked at them closely, turned them, and tried to twist it to investigate the objects further, showing some curiosity about objects in their environment.

## French session

The French teacher Debbie began with asking the children how they were feeling and used flash cards to support the children’s understanding. The children were able to repeat after the practitioner “bien” (good/happy) “ca va mal” (sad) and “en colere” (angry). Debbie’s teddy bear (nunos) or Marcel, decided he would like to dress up as a superhero. The children were fascinated and danced along to recap the superhero song from the previous week. Aharon was particularly excited and spoke loudly and clearly of what he could remember in French! Isioma chose to observe the group and occasionally interacted with the teacher. Anu showed great focusing attention throughout the session as he answered questions and showed he could follow more complex instructions as he dressed the bear with Debbie.



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## Healthy eating/ Food play

At Rooftop, we encourage healthy eating and encourage the children to try different types of food. Learning about healthy eating is crucial as it will help children understand the importance of eating a balanced diet. Children need just as big a variety of foods as adults, they need that fuel for their busy days of learning, playing and growing. We also used this opportunity to encourage independent skills, such as spreading their own cracker or cutting their fruits.

### Physical Development: Health and Self Care: Pasta play

Rainbow room children took part in pasta play with boiled pasta and vegetables. The children used plastic forks and spoons to help themselves to the pasta and vegetables into their individual bowls. The practitioner and the children talked about the importance of vegetables for our health and the children named all the vegetables that they saw in the bowl. Some of the children mentioned the ones that they eat at home, [representing their experiences in play](#).



Vida used her right hand to hold the fork and her left hand for the pasta bowl; after she put some spaghetti into her bowl then she asked the practitioner 'Can I have some vegetables now'. Skyla used her independent skills and [imitated everyday actions and events from own family](#) as she ate the spaghetti using a fork and a spoon, then she put her fork into the middle and did twisting

motion to roll the spaghetti. Juno [showed preference for a dominant hand](#) as she used her left hand to hold the fork, she said 'I don't want vegetables' but when then practitioner encouraged her to taste them and she started to pick them one by one while naming them, such as 'baby carrot'. This activity allowed us to talk about the importance of vegetable for our health and how they can be used to make different dishes.



### Rice play

The practitioner set up two tables for the children to explore. On one table there was the option to mould rice into shapes and taste, whilst the other table mixed rice with paint. The children explored the texture of the rice; Blaise said "It's sticky" showing that he is [beginning to describe textures](#). When asked what they were moulding, Juno and Blaise

had some very interesting ideas, Juno said that she was moulding "daddy's face" whilst Blaise said he was moulding a "jellyfish".

On the next table, Ameenah, Precious and Gene explored mixing paint with rice; they used paint brushes to take the paint from the pots. Precious [imitated drawing simple shapes such as circles and lines](#) and said "look circle". The practitioner then followed their interest to begin writing letters in the rice, such as the beginning of their names. During this activity the children were able to see that we can use food and other resources in many different ways.

## Make smoothies

Rainbow room children made smoothies using banana and oats milk. The children sat around the table with the practitioner and explained what they will make. Each child was given a chopping board and a butter knife which they used to chop up their bananas. Before making it, the practitioner asked the children if they have made smoothies before at home. Anu, Vida, Blaise said "meeeeee!" while raising their hands. The practitioner then asked 'Which one did you make?' Vida said 'Banana one', showing that they can **retell a simple past event**.

Vida and Karaeah showed they understood the process of making a smoothie as the practitioner questioned them; they detailed the steps together. Vida said "chop bananas" and Karaeah added, "then yummy milk".

Next, the practitioner showed them the banana and asked them "Where do banana's grow?" Felix said "tree", demonstrating that he **can talk about some of the things they have observed such as plants**. The practitioner cut the bananas into smaller parts and gave the children one each to peel **using a pincer grasp** and while chopping them up the practitioner talked about the benefits of eating bananas such as giving us lots of energy and that has vitamin C in it!

After, the practitioner blended the banana and the milk and the children had the opportunity to taste it. They **described the texture** of it: "hmmmm yummy it tastes like a banana". Some children said they didn't like the smoothie but they were praised by the practitioner for giving it a try! All of the children received a twinkle star for their healthy eating knowledge and **staying focused** together for the duration of the activity. WE LOVED IT!



## Maths - Shape, space and measure: Fruit puzzles

The children took part in a fruit puzzle activity. This was a new set of puzzle that the practitioner introduced to the children. The fruits are cut into different pieces; some are into 2, some into 3/4, both inside and outside of the fruits can be made. Juno wanted to do the orange one, so the practitioner showed her the inside part and said to Juno 'Can you turn and do the outside part of the orange?' she said yes then she turned the pieces and put it together, **showing understanding of prepositions**. She looked at the practitioner and said 'round' and made the circle shape with her hand, showing that she **beginning to talk about the shapes of everyday objects**. Delia did the pear one which was two pieces and she did both the inside and outside part while **maintaining focus on her activity**. Precious chose the melon puzzle and she spotted the seeds. Blaise joined in as well and when he sat down he said 'Help me Andrea', **showing confidence in asking adults for help**. This puzzle

activity was a great opportunity to talk about numbers, shapes and prepositions, and encourage turn taking.

# Sunshine Room

Sunshine room said Goodbye to our friend Zori who has left Rooftop to start a new journey with his parents. We held a goodbye party to wish him farewell. We will miss you Zori!

## Summer

Sunshine room spent a week exploring the summer season and engaged in many activities around summer. The children showed interest in the outdoor area and enjoyed digging in the flower bed and watering the plants. Therefore, we implemented this into the weekly planning to allow the children to explore further.

### Sensory play with flowers and playdough- **Physical development: Moving and handling**

The children engaged in a play dough activity where they were encouraged to poke and prod flowers, branches and leaves into the yellow play-dough. **They were able to make connections between their movement and the marks they make.**

Lowen used a small twig to poke the play dough. Zori and Thomas used their thumb and fingers to pick up the small flowers and used his index finger to press the flowers into the dough. Some rolled the play-dough back and forth in their palms and then tapped the dough to flatten it. Cleo dug the tips of her fingers into the dough, making small dents in the dough. Ziggy and Dylan tapped and pressed the dough in between their hands.



### Hand printing to create a flower effect: **CL/Understanding**

The practitioner used fresh flowers as a visual example to show the children that we are going to handprint flowers. The outcome of this activity was for the children to **understand simple sentences** which was successful as the children showed understanding and used their listening and attention skills.

They saw the paint as we had the colours yellow and green to represent outdoor garden flowers. The practitioner guided them and showed them to paint onto their hands which they looked at with amazement and looked at their hand, the practitioner communicated step by step what's happening next so they were aware.



Once their hands were painted, they were shown how to print onto their paper, then they were given the opportunity to paint more onto their hands which they did and continued to pat their hands on the paper. Zori rubbed his hands together and said "wow". Thomas repeated the words, *yellow*, *green* and *flower*. Dylan picked up the flowers saying "wow" and attempted to put them into

the paint. The practitioner supported Dylan, Ziggy and Lowen in painting their hands and stamping it onto paper which they then continued doing as more paint was added to their hands. Lowen didn't like the feel of the brush on his hands but he put his hand into the paint instead and printed it on his paper repeatedly. The practitioner emphasised the marks they made and used language such as "pretty flowers, yellow flower, green flower, flowers in the garden".



### Sensory Bin with natural objects - Understanding the world: The world

The children explored a tuff spot filled with hay, sand, mud, pretend play insects, shells and magnifying glasses. Ziggy took handfuls of the hay, lifted it up and let it go, watching it all float down into the tray. He repeated this play a few times over. Dylan played alongside the tuff spot, he gripped a small handful of sand and let it flow through his fingers. Zori

explored the sand and the seashells, grasping the sand in his palm and rubbing his hands together with the sand in the middle. He picked up the shells and put them against his ear saying: "ba deh". Through this activity the children enjoyed playing with small world objects.



Luna picked up small clumps of mud in between her thumb and finger and threw it gently over to another side of the tuff spot. She picked up the spider with her thumb and finger and said: "pider" as though saying "Spider". Luna then took the spider over to the flower bed pointing and placed the spider into the soil. She was able to notice detailed features of objects in her environment and used her initiative to where it belonged. Thomas held onto a magnifying glass and often put it up against his face, looking through it. He also used the magnifying glass to scoop small amounts of mud and transfer it elsewhere in the tuff spot.

### Ramadan and Eid

Sunshine room were introduced to Ramadan, a month of fasting observed by Muslims. They engaged in many activities related to this topic throughout the week.

### Physical Development-Health and self-care & Moving and Handling

#### Tasting Dates

Dylan, Ziggy and Cleo, joined by the activity table as the practitioner brought down all of the resources. The practitioner handed them plastic chopping boards and plastic knives were provided for them to take as they wish. The practitioner began by cutting and taking out the pip inside the date and placed it onto their chopping boards. The practitioner modelled tasting the dates. Dylan smiled and licked the date but didn't actually put it inside his mouth, however he was willing to try new food textures and tastes. Ziggy spat it back out and walked away from the table showing that the children are beginning to develop their own likes and dislikes in food and drink.



Cleo tasted a date and seemed to enjoy it, asking for more by using eye gaze and pointing with her index finger to the dates that the practitioner was chopping. Thomas and Lowen showed curiosity towards the dates, they enjoyed it and asked for more.

### Baking Coconut and Date Cupcakes.

We then used the dates to bake cupcakes. Thomas and Lowen helped to cut the dates to put inside the cupcakes later on. Lowen picked a date with a knife and lifted it to his mouth, tasting and eating it. Thomas tried to copy the movements that the practitioner was doing as she was slicing the dates, cutting back and forth. They watched the practitioner mixing



the wet ingredients together, including; two eggs, butter, oil and vanilla extract.

Thomas showed interest in mixing the ingredients together, he swapped between his left and right hand a few times then continued to stir with his right hand, showing that Thomas **may be beginning to show preference for dominant hand**.

### Eid biscuits

We made biscuits for Eid as this was a follow on activity from the baking cupcakes activity as they **showed control in holding and using jugs to pour, and mark-making tools**. We linked it to the theme with special cutters. The children sat alongside the practitioner and observed them cutting dates for tasting.

“Yummy dates” says Thomas. Ziggy used a child friendly knife to help cut the banana into pieces. The practitioner said

“cutting banana” and Ziggy babbled along in response and nodded his head. Kei helped to pour the flour into the bowl, when the practitioner said it was a bit too much he covered his mouth making gestures that we had made a mistake. We used gluten free flour so all the children can



join in and taste it. Thomas mixed the ingredients together and used language such as “yummy”, “use spoon” and “like it”. Dylan, Ziggy, Kei, Cleo all had a chance to mix the mixture. Ziggy repeated after the practitioner “mix mix”. When rolling out the dough, Thomas said “playdough” as he pointed. Thomas and Dylan helped the practitioner to push the cutters in the mixture to cut biscuit shapes which were Islamic themed cutters in line with the Eid theme.



## Physical Development: Mark Making – Moon and Star mobile



Rohan and Ziggy participated in a creative activity, where they painted moons and stars for a hanging mobile decoration. The moons and stars represent the Islamic symbol which contains a crescent moon and a star, so to link with our theme, Ramadan and Eid, we decided to create this simple activity linking the Islamic symbol. Rohan used a thin paint brush to make tapping motions which left very short line marks and small dots. He then

began to stir the paint around with his left hand and painted his right hand! Later on Rohan picked out a few of the moons and stars and walked around the room, flipping them over and over, gazing at them and babbling. Ziggy used his right hand to grip a thin paintbrush and make stroking movements, leaving soft brush marks. He noticed a practitioner dipping her paintbrush into the paint pot, so he reached over and dipped his paintbrush in to gather some more paint as well. He then tapped the paintbrush onto the cardboard moon and stars leaving splurges of blue paint. The practitioner then sprinkled some silver glitter onto the moon and stars which excited Rohan who responded by saying “Oh wow”



Ziggy babbled and pointed to the moon and stars as though to share his interest in the glitter being sprinkled.

## Understanding the world: people and communities - Building a mosque

The children were shown visual examples of several mosques to support them to make links. When looking at one picture, Tommy noticed the large pillars attached to the Mosque and said “wow, big”. The practitioner explained that we are going to build a mosque with the cardboard materials. [This supported them to explore and experiment with a range of media through sensory exploration.](#) Ziggy and Thomas used their thumb and fingers to help the practitioner rip up some tissue paper to stick to the boxes, as decoration. Dylan and Ziggy used their right hands to hold a paint brush with a palmar grasp while Thomas used a tripod grip to hold the paintbrush, covering the cardboard in glue. Once they glued all over the cardboard, we stuck on lots of tissue paper and the practitioner showed them how to connect them together and create a 3D image of our mosque building. Thomas said “wow. Mosque”.



## Vehicles and Garden Project

Considering the children’s interest in vehicles and gardening that they displayed last week, we planned and implemented adult led activities inspired by vehicles and nature including: Vehicle painting, making a 3D vehicle and water play.



### PD: Moving and Handling - Junk Modelling Vehicle

For this activity, we encouraged the children to make a choice of what kind of vehicle they would like to make. We asked the children this question while pointing to the vehicles, set as free play provision, to support them to [make links](#) and help them understand what we are asking them. Ziggy walked over to the vehicles and picked up a small fire truck, putting it on the table making eye contact with the leading practitioner and making sounds as though to [gain her attention](#) to the fire truck.

We then began to apply PVA glue, paint and decorate three pieces of cardboard (representing the body of the vehicle) and a few yoghurt pots (representing the wheels). Luna, Ziggy and Cleo used paintbrushes to stroke glue onto the cardboard and also used red paint as they chose to create a fire truck.

### UW: The World – Tyre Track Painting

Linking with the children's current interest in vehicles, we conducted a painting activity, where the children used vehicles to dip into paint and roll across paper, leaving track lines with paint. The practitioner had to model what to do first and then they all took turns using their right hand and run the car along with the paper repeatedly as they saw the practitioner doing this. They were shown to re-dip and paint again, some swapped vehicles. The children observed as the practitioner demonstrated and then mirrored her actions, in their own ways.

Ziggy used some small vehicles to roll across his palm, leaving tyre marks on his hands, then made sounds and held his hand up to a practitioner as though to share his interest. Dylan noticed this play and thought of his own idea, proceeding to dip his hands into the paint and rubbing together, feeling the texture of the paint through sensory exploration.

### PD: Health and Self Care – Making milkshakes

Although this doesn't link into the theme for the week, Sunshine Room children participated in a cookery activity to practice and support the children to overcome fussy eating habits, the children practiced their independent skills by chopping banana and strawberries to put into a blender.



Kei did really well in this activity, **concentrating intently** and throughout the activity, concentrating on chopping the fruits on his chopping board using a plastic knife.

Ziggy and Dylan tapped the fruit up and down with their knives and Ziggy moved his knife side to side, moving the fruits out of the way.

The children then went into Rainbow room with the leading practitioner, where they added the strawberries and bananas, cream and milk to the blender and the practitioner turned the blender on creating a fruit milkshake. Dylan, Ziggy and Kei all watched as the ingredients swirled around inside the blender.

The practitioner then poured the milkshake into their cups and they all drank the milkshake, although Dylan threw his cup away, spitting the milkshake out.

### **Bonus Class – Language Group: Attention Bucket**

This week the children were introduced to an 'Attention Bucket' to support the children's focus and attention skills by exploring a single item whilst simultaneously developing language skills. The practitioner only took one item of interest from the bucket to avoid overwhelming the children with this new concept.

She took out the slinky and used key words such as "Bounce" and "Stretch" to develop their vocabulary. The children were fully attentive and watched as the practitioner stretched and bounced the slinky.



## **Bonus classes**

### **Tiny Mites**

Cleo, Luna, Thomas, Ziggy, and Dylan sat down for Tiny Mites. The children have engaged in a few sessions now and are familiar with the teacher, Janine. Cleo waved and said "Hiya". As the music began to play and the children could see the puppets, Thomas became excited and began to jump up and down. Cleo clapped her hands and jumped up and down to the beat of the music. Ziggy got up on his feet and moved from side to side dancing to the music. Kei sat and looked carefully at Janine for a few minutes looking unsure if wanting to join in. After encouragement he got to his feet and began to dance along.

## Parent Notices

- ✓ Breakfast Starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30am to avoid disruption to the routine.
- ✓ Please provide a labelled bag with adequate amount of spare clothes (underwear, trousers, socks, nappies, wipes etc.)
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ Please check your child's pockets to ensure they do not bring items from home.
- ✓ **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**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify every one of events and updates. If you have not been receiving any emails, then please get in touch. Email: [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)
- ✓ **Tapestry:** If you need support accessing Tapestry please contact Sabina on [office@rooftop-nursery.com](mailto:office@rooftop-nursery.com)



**Open Father's / Male Carer's day**  
Fri 18<sup>th</sup> June (8.30am to 11am)

**Photo Shoot**  
Wed 7<sup>th</sup> July (9am-1.30pm)

**Graduation Party**  
Monday 12<sup>th</sup> July (2pm to 2.30pm ceremony)

**Parent's Afternoon & 27<sup>th</sup> Month Review**  
Fri 16<sup>th</sup> July  
(9am to 11am, 2pm to 2.30pm & 5.30pm)

**Eid Holiday**  
Around 20<sup>th</sup> July (To be confirmed)

**Annual Trip with parents- cancelled due to Covid-19 restrictions**  
Friday 23<sup>rd</sup> July – Nursery will be open

**Summer Holiday**  
**Last day Wed 11th August - Nursery closes at 4pm**  
– Re-open Wed 1<sup>st</sup> Sept  
Mon 30<sup>th</sup> August – Bank Holiday  
Tues 31<sup>st</sup> August - Inset day

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### Comments/ Suggestions

Please feel free to email us any suggestions/comments you may have.