



Ottaway **January 2023**

A very happy birthday to, Gabriel, Dylan, Musa, Nicholas, and Peggy.



### Welcome back and a Happy New Year!

A warm welcome back to all the children, parents, carers and staff! We hope you had a wonderful break. Rooftop Nursery would like to wish you all a happy New Year. We hope that your new year is off to a good start.

### Library Visits

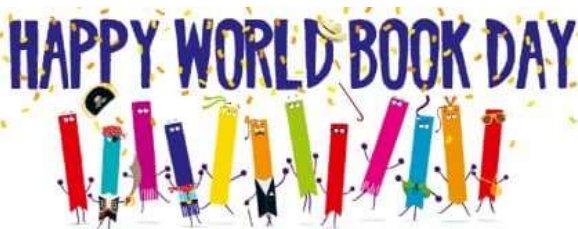
We are excited to reintroduce our fortnightly library visits for Star room. The children will have the opportunity to visit the library on Tuesdays, the children have the opportunity to sit for a storytelling session read by the librarian, then select books of choices to read and bring back with them to the nursery.

### Reminder of the Bonus programmes

Bonus programmes	For whom?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 11:15 am
Football	Star Room	Tuesdays (fortnightly)
Forest Play	Star Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Star	Weekly
Yoga/ Tai chi	Rainbow & Star	Weekly
Tiny Mites	Sunshine, Rainbow & Star	Mondays 10:30-11.30

### Parent Notices

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.



**World Book Day** will take place Thursday 2<sup>nd</sup> March; we will be doing a variety of activities throughout the week focusing on different books. Look out for our upcoming email with further information on this.

## Sunshine Room

Sunshine room are happy to welcome our new settlers who have joined this month and are settling in well.

### Settling back and Winter

The babies returned from their winter break with great spirit and excitement to be back. We spent two weeks settling the babies in and re-introducing them to the routine and ensuring that our babies are supported personally, socially and emotionally. We also carried out a 'Winter' theme as this was the season during the break and will continue for the rest of the month. We incorporated, texture, colours, shapes/symbols, as well as new words within sensory play and arts & crafts activities.

#### Personal Social and Emotional Development: Sense of self - Food sensory play

For one of our first activities of the term, the babies played with dry foods in the tactile tray. The practitioner placed some dry lentils, rice and pasta in the tray as well as a funnel, spoons and some random objects. Marlow, Jayce, Ruby and Leo went straight over and started to run their hands through the dry foods, they all enjoyed picking up and feeling the textures of the foods, this [showed growing self-confidence through playing freely and with involvement](#). The practitioner then showed the babies what happens when you put the lentils and rice through the funnel, they all got excited and were amazed as they watched the rice and lentils flow through the funnel. Jayce was eager for a turn so the practitioner helped him hold the funnel and pour a handful of the lentils and rice down the funnel. Leo found it amusing to pick up the lentils one by one and place them on the floor carefully. This [showed an emerging autonomy through asserting choices and preferences](#).



#### Communication and Language - Storytime

As one of our afternoon activities, the babies gathered around in a circle on the carpet as the practitioner read a storybook to them. To further [support their developing understanding of single words in context](#) the practitioner chose a winter animal book and pointed out textured pictures. Vincenzo and Jayce were very eager to have a feel of the different textures in the book. The practitioner encouraged Henry and Roxanne to also have a feel. As the practitioner read the story, she named the different objects and animals in the pictures and this encouraged them to [notice pictures and symbols and begin to recognise what they stand for in their familiar experiences](#). The practitioner repeated *dog, polar bear, whale, snow, water*, etc. Vincenzo repeated 'dog'.. All the babies were supported to [frequently imitate words and sounds](#) during the story session which also supported their bonding time [making relationships](#).



### Physical Development - moving and handling - Snowflakes -

Continuing on from our winter theme the babies decorated their own snowflakes. The practitioner prepared this activity by using snowflake stencils on paper and gathering different craft materials for sticking in winter-themed colours (blue, white, gold). Mia, Leo, and Ruby showed great interest as they were engaged in this activity. **This encouraged the babies to grasp and explore different resources.**



Leo enjoyed dipping the glue spreader into the glue pot and spreading it all over his snowflake template and the table covers, he then started wiping his hands over the glue on the table and clapping his hands in excitement. Mia and Ruby enjoyed feeling the different materials and craft pieces in the containers, Ruby had some glue on her fingers so as she was touching some of the pieces of shiny paper, it stuck to her hands. Jayce participated as he started to spread some glue on his snowflake. The practitioner encouraged them to stick and feel the different materials to enable **moving objects around and placing them with intent.**

### Physical Development – Moving and handling - Winter-themed water sensory bottles

The practitioner prepared the activity by placing different winter-coloured craft pieces on a platter tray, the platter included blue, gold, green and white glitter, blue and white Pom poms, pipe cleaners, and straw pieces. The babies really enjoyed this activity as they **showed concentration and engagement.** The babies were fascinated by the different materials in front of them, and each **took turns to feel the different materials and textures.** Mia enjoyed filling up her sensory bottle with blue straws, and Leo enjoyed pinching the Pom-Poms in between his thumb and index finger. Jayce enjoyed running his hands through the glitter and picking it up then sprinkling it back into the platter. The babies all showed **good hand-eye coordination** when placing the craft materials into the bottle with some support. After all the babies had their turn the practitioner added blue-food colouring to the water, they all took turns holding the jug with the practitioner to pour the water into their bottles.



### Arctic Animals

The babies' interest in the winter theme was extended by introducing different arctic animals through varied activities such as using arts & crafts to make an igloo, they engaged in sensory play with jelly, then physical play with music, movement and paint and practised their communication skills through *What's in the bag?* and story sessions.



### Physical Development-moving and handling - Creating an Igloo



For one of the activities, the babies decorated their individual igloos. They spread their glue onto igloo templates and the practitioner joined in with them, so they can also imitate her actions. The babies really enjoyed dipping their spreaders into the glue and spreading it all around, **being able to grasp objects between their fingers and thumbs to make random marks through sensory exploration**. Leo got really excited and started flicking the glue and watching it drip. Once the babies finished spreading the glue, the practitioner placed cotton balls

in front of them, and then demonstrated how to stick them down onto the igloos. They were able to **carry objects, move them around and place them with intent**. Leo and Mia were fascinated by the texture and kept squishing them in the palm of their hands **using a palmer grasp**. Jayce had glue on his fingers, so the cotton balls were stuck to his fingers and the practitioner supported him to clean his hands. The babies then watched the practitioner stick the cotton balls down and Mia imitated her and did a really good job.



### Physical Development-moving and handling - Polar bear painting



The babies painted a polar bear on a large piece of paper. The practitioner showed the babies a picture of a polar bear from a book and used a toy polar bear as a visual so they could **make the link and connection** with what they were painting. Then the practitioner gave all the babies a paintbrush and white paint and allowed them **to make random marks** on the paper. Jayce really enjoyed this activity, he looked at the toy polar bear and started to make lines on the paper, and then with the practitioner's support, he was able to make circular marks.

Vincenzo tapped the paper with the paintbrush and then proceeded to make lines. As he listened to the practitioner he also repeated "bear" and pointed to the polar bear using **encouraging use of single words**. When all the children finished painting the practitioner gave them some googly eyes to glue on the paper. They then glued down the bear's nose which supported their **pincer grip by holding small objects**.



## Chinese New Year



The babies were introduced to Chinese culture during Chinese New Year which was on Sunday 22<sup>nd</sup> January. We set up images and props around the room which the babies observed during circle time and what's in the bag sessions.

We supported the babies to engage in adult led activities such as dragon fire breathers, lanterns, red sensory playdough, red rice play, paper-plate rabbit masks as it was the year of the rabbit and lots of dancing to Chinese traditional music.



### Communication and Language – Listening and attention: What's in the bag?



The babies took part in 'What's in the bag'. They were fascinated by other children, watching them, and interacting with them by offering toys, and by reaching for objects that another has. The practitioner filled the bag with objects related to Chinese culture and tradition which were then also set up during free play which allowed the children to focus and learn the names of the objects with the aim to imitate and repeat words and sounds. The babies all had a turn to pick something out of the bag, they were all fascinated by the items that they pulled out, as they picked something out the practitioner named each item and Roxanne tried to repeat most of the words. We had a lantern, a traditional dress, a fan, chopsticks, a calendar and some soft toy rabbits.

### Physical Development - moving and handling: Dragon fire breathers.



For another activity, the babies were supported in creating dragon fire breathers. The practitioner prepared this activity by gathering cardboard tubes and kitchen rolls, yellow tissue paper, gold paper pieces and red paper to represent flames. The babies gathered around the table as soon as they saw the glue and colourful cut-outs, they all had an interest in glueing and sticking, this supported the babies to be able to use resources they can grasp, squeeze, tug, and throw. The practitioner demonstrated how to spread the glue onto the tube, Mia and Jayce followed the instructions well. Jayce held the glue spreader with a pincer grip and spread really well. Vincenzo picked up a tube and started to dip the end of it into the glue, he found this amusing, he then went on to

use his fingers to rub the glue around the tube and proceeded to stick the tissue paper around it. Leo enjoyed swirling the glue spreader in the glue palette as he observed the movement and marks he made. Once dried, the practitioner showed the babies how to blow through the tube to make the paper wave about like flames





## Rainbow Room

### Happy New Year to all children and parents



We would like to welcome all the children and parents back to the nursery and wish you all a happy New Year and hope that this year will be filled with fun and laughter.



### Settling in / Winter

As the children returned from their winter break, we explored winter as a theme for the whole week. Rainbow room decided on this theme as the children played in the snow, explored the texture and characteristics of the snow, and showed a lot of interest in winter before the Christmas break.

#### Expressive arts and design / Physical development: Designing winter wear



Rainbow room participated in decorating winter items such as hats, scarves, and gloves on a worksheet. The children were given a selection of crayons, glitter, glue, and cut-up decorative paper to choose from. The children were given opportunities to make choices during such activities to promote values such as **individual liberty** and **democracy**. The children were prompted to share their thoughts, ideas, and feelings.

Blue-Jean showed a high level of interest in this activity, she picked up the crayons, and carefully picked the colours she wanted, she then explained that she would only use green and blue to decorate her hat, scarf, and gloves. She **showed increasing control in holding, using, and manipulating a range of tools and objects** during this activity.



Dylan showed a lot of interest in glitter, he used glue and stuck glitter on the hat. He used the white glitter and poured it all on the paper to make sure the hat was completely covered. This encouraged Dylan **to continue to explore colour**.

Zephaniah observed the other children for a short period and then became involved. He chose a red crayon and made marks on the paper. Zephaniah was encouraged to **hold mark-making tools with his thumb and all fingers**.

During the activity, Soul mixed the crayon colours which showed that he **enjoys and responds to playing with colour in a variety of ways, for example combining colours**.



## Personal, social, and emotional development: Handprint penguins



Continuing our winter theme, the children created handprint penguins.

Dylan and Soul encouraged each other to join in the activity by saying, “You can do it.” This demonstrates they are **showing empathy and concern for people**.

Phoebe observed the practitioner demonstrate what to do, then proceeded to copy the practitioner’s actions, implementing them

into her own work. She put her hand in the black paint and showed the practitioner what she was doing, by vocalising to attract the practitioner’s attention. She **mirrored and improvised actions that she observed**. This broadened Phoebe’s awareness and knowledge of different ways to create her own art pieces.

The practitioner encouraged the children to freestyle making their penguins and to use their imagination. Marley showed more interest in the white paint, and she experimented with the paint, making squiggly lines and circles. Marley is **continuing to explore and experiment with an increasing range of media and movement through** her art pieces.



## Expressive arts and design / Communication and language development: Creating an igloo



To support the children’s **creativity and imaginative development**, the children engaged in an arts and crafts activity where they were provided with crayons, PVA glue and some decorative materials to decorate a template of an igloo.

The practitioner explained to the children what an igloo is, where we might see igloos and why they look the way they are. Dylan and Soul repeated: “That’s a very cold house” and then stated; “It’s very cold outside today”. This showed that Soul can **hold a conversation** about the activity that he is doing with the practitioner, using his **own knowledge, and connecting it to his own experiences**.



Maya used a purple crayon to make marks on her paper. When Maya **holds crayons, and chalk, she makes connections between their movement and the marks she makes**.



## Winter theme

We continued our winter theme this week by focusing on specific winter animals such as polar bears, walruses, owls and many more. We talked about the different countries these animals live in and the different types of weather and temperatures. We also looked at what hibernation is, the type of animals that hibernate and how they survive in different seasons.



### Mathematics (Numbers): Animal footprint painting



During one activity, we focused particularly on the varied footprints that animals leave as they walk. We spoke about animals that live in colder climates and the different sizes of footprints they leave when they walk across the snow - some large, some small.



The children were provided with a range of colours including green, black, grey, and blue to encourage them to make choices and explore mixing colours. This gave the children the opportunity to **create their own unique marks**.

A selection of different small-world animals, such as cows, rhinos, tigers and penguins, were available for children to freely choose from. This encouraged them to share and explore the different types of footprints. The practitioner demonstrated how to dip the animal feet into the paint and then press them onto a long roll of paper. Soul held a wolf in his hand and dipped the feet into green paint before slowly dabbing it across the paper. William chose a rhino and dipped its feet into grey paint. He also dabbed it onto the paper, **showing increasing control in holding, using, and manipulating tools and objects**.



The children noticed the different colour footprints on the paper as they moved and tapped the animal's feet across the paper.

### Mathematics (Measure): Winter playdough



We also had a playdough activity in which the children took part in making winter-themed blue playdough. Throughout the session, the children were prompted to use 1 cup of flour, 1 cup of water, a small drop of oil and a pinch of salt. To support the children's understanding of measurements, they used baking cups to measure the amount of flour and water to use.

Maya, Soul, and Dylan participated joyfully and **showed a high level of energy and fascination**. Each child practised their independence skills as they used the ingredients to make the play dough. Soul **showed a sense of autonomy by asserting his ideas and preferences and making choices and decisions**. He used a tight grip on the spoon to mix the



play dough very fast showing increasing control in holding, using, and manipulating tools and objects. Maya showed a high level of energy and fascination as she was very attentive and willing to have a go. She demonstrated listening by copying the practitioner's actions throughout the activity.

### Expressive arts and design (Creating with materials): Arctic foxes



Rainbow room children also made arctic foxes using shredded paper.



Gabriel showed a high level of interest and energy as he spread some PVA glue onto his paper, then picked a few small pieces of shredded paper using his thumb and fingers, gently placing them onto the areas with glue. Marley had her own ideas and explained that she wanted to make a polar bear instead, so the practitioner spoke to her about what animals live outside during the winter



season, such as walruses, owls, penguins, and big whales live in the sea where the water is icy cold. Marley then proceeded to make a polar bear by spreading the glue, grasping a glue spatula with her right hand, and gently smearing the glue onto the paper.

This activity promoted children's use of communication and language to express their thoughts and ideas, as well as using their imagination to create their own arctic foxes or polar bears.

## Chinese New Year

Happy Chinese New Year to everyone! This year is the year of the rabbit and Rainbow room is excited to celebrate this wonderful event and participate in lovely activities that are planned around this time of year. Celebrating different cultural events encourages mutual respect for one another.



### Expressive art and design / Physical development / Personal, Social and Emotional development: Making Chinese lanterns

The practitioner explained what the Chinese New Year is and the significance of the lanterns and how homes are cleaned during the New Year.



We encouraged the children to make Chinese lanterns. We used red paper and decorations such as glue, glitter and small coloured paper which enabled the children to use their fine motor skills and hand-eye coordination. Dylan, Soul, William, Juliet, and Marley all participated in the activity. Soul and Dylan picked up the glue and spread it onto the paper. Soul took the red bottle of glitter and sprinkled it onto the lantern, Soul then asked Dylan, "Can I have the green glitter?" Dylan passed Soul the green glitter.

Dylan was very focused while sticking a feather onto a piece of paper. He showed **increasing consideration of other people's needs and gradually more impulse control in favourable conditions**.

At first, Juliet watched as her peers decorated their lanterns and then slowly picked up the glue spreader, dipped it into the glue and used her right hand to spread it onto the paper. Juliet **showed increasing control in holding, using and manipulating a range of tools and objects**.

Marley decorated her lantern using different resources from the tray.



### **Expressive arts and design / Physical development: Chinese Sun/Farmer Hats**

Our aim for this activity was to make simple hats with the children. The practitioner talked about Chinese culture and how hats protect people from the very hot sun. We used feathers and pom poms, shiny colourful wrapping paper cut into pieces and red tissue paper for children to get creative with. The children used their **fine motor skills** and **hand-eye coordination** when grasping the spreader, dipping it in the glue and , then spreading the glue on the hats, before choosing and sticking the decorations on their hats.



Soul, Dylan, Adam, Phoebe and Zephaniah participated in the activity.

Zephaniah dipped the spatula into the glue and spread it onto his hat.

Phoebe said, "I need a glue stick." Once Phoebe spread the glue, she then picked some colourful pom poms and a pink feather and stuck them onto her hat. This showed that Phoebe **developed her own ideas through experimentation with diverse materials**.



### **Bonus Classes**

The children began the French session with the "bonjour" song and the children used **their hand actions to wave** "hello".

Debbie took out the yellow inflatable ball and passed it around to each individual child. As they caught the ball they were encouraged to state their name: "**Je'Mapelle...**" Next, Debbie began the mini beast-themed session by reaching her hand into the bag and taking out a small spider soft toy, then encouraged the children to say 'Hello' in French to the spider. She then put the music on for the children and began to encourage them all to move in different directions.

They wiggled their bodies and moved sideways, forwards and backward. Debbie explained to the





children that we say: "Arienye" (meaning Spider) The children all then had a go at looking at a few picture cards which displayed different scenery. The children's task was to find the spider in the picture, a little like where's wally.



Debbie called each individual child to the front and encouraged them to spot where the spider is hiding. Soul stood up confidently and pointed his finger toward the picture, he spotted and **showed excitement and joy as he achieved what he set out to do**. He noticed the spider was hiding behind the trees! Then it was Alaia's turn, and she spotted the spider up in the tree.



Next, William took his turn and Debbie said William can you show me where the spider is hiding behind" William searched closely, **noticing small details** in the picture when he spotted the spider hiding behind the sun. The children stood up as prompted and began singing Incy Wincy spider with Debbie's support. The children used their hands and feet to climb up the waterspout and used their thumbs and fingers to make a web shape as they **mirrored Debbie's actions**.

### Star room

During the first week back from the holidays, the children were supported by the practitioners to settle back into the nursery routine. They were happy to show and tell their peers about all the things they did during their holidays such as going to their grandparents' house or abroad and so on and they were also excited to share the presents they received for Christmas.

### New Year's Resolution - **Understanding the World: People and Communities**



We asked the children to talk about any New Year's resolutions they have for this year and what they would like to achieve and provided them with resources such as coloured pencils and paper to write or draw their resolutions down. The practitioner gave an



example "I want to learn how to add numbers maybe even 2-digit numbers this year" to help the children understand the aim of this activity. Nicholas said "I want to write my name and numbers", and Mikael said, "I want to learn my name too and also play with my brother". Nicholas and Lowen were proud of their drawings as Lowen said "this is blue sand" and Nicholas also said, "I want to go beach". Peggy is aware of some of the letters in her name as she said "ppp is for Peggy" and Amaya added, "my name is



aaamaya”. They are aware of some of the things that make them unique and can talk about some of the similarities and differences in relation to one another. Juno, Amaya, Gene, and Emmett confidently wrote the first letter of their names and said that their new year’s resolution is to learn counting and adding numbers. Emmett said “I know how to write some of my name letters” and is aware he has *two e’s, m’s, and t’s*. Willow also added, “I have two w”. The children showed interest and confidence in what they would like to learn and achieve showing understanding of their development and [talking about significant events in their own experiences](#).

### **Expressive Art and Design: Being Imaginative and Expressive - Transient Art -**

Star room children took part in Transient art. Transient art is the creative experience of placing open-ended resources together on a surface. As part of transient art, children will explore shape, space, pattern, positioning, colour, texture and overlapping in a frame or layout where they can create pictures using natural resources such as conkers, gems, and sticks.



The children took part in the activity, three at a time, Ada, Juno and Willow started the activity first. Ada said he was making a beach because he went to one in Turkey. Willow said she was making a sandcastle and a forest. Gene, Mikaeel, and Emmett then began the activity, Gene wanted to make Spiderman because he got that as a present and Mikaeel said he is making his baby brother and Emmett said he is making the two packets of sand he got for Christmas. Lowen made the Gruffalo and Nicholas

made a police car. Lowen asked Nicholas to help him make his Gruffalo. They both began adding the sticks to make the legs and the arms, [using available resources to create props or creating imaginary ones to support play](#). Peggy came over to the table and asked, “What are you doing?” The practitioner responded, “We are making the presents we got from our family.” Peggy responded, “I’m going to make my pink unicorn that I got”. The children [showed engagement in imaginative play based on their own ideas or first-hand or peer experiences](#).



### **Winter continued**



Star room’s focus for the week was winter. As it is the coldest season in the year, it was important that the children learn and understand the importance of keeping warm in the cold as well as discovering all the different things that happen during winter such as exploring the natural environment and the animals that come out in the winter.



## Expressive Art and Design: Creating with Materials - Creating Winter Hats

In line with our winter theme Star room children were provided with resources to make different winter hats. The children were encouraged to use their creative skills and use their own designs. Gene wanted to use the orange paint as he added strokes of paint onto his hat and then said, "I want the glitters". Juno was very precise with her painting making sure she doesn't mix the colours. Mikaeel enjoyed sticking the cotton wool as he said, "so soft". Ada said "I want to mix the colours" as he took the green, orange, and blue paint and mixed it together, all the children [continued to explore different colours and how they can be changed](#). Ada also said "I love mixing paint, I know yellow, and blue make green" very confidently. Emmett, Zayn, and Willow joined the activity after and the practitioner asked, "why do we need hats in winter?" Willow replied, "to keep warm" to which Emmett added "and so our ears don't get cold". Emmett also said, "I have a rainbow hat, I'm going to make one for my dad". Zayn used the hat the practitioner used as a visual to make his. He used orange paint to paint the middle and then used blue and green paint. The practitioner supported him by also adding glue and glitter. The children were able to use [the tools for their own purpose](#) as well as work effectively to [join pieces, sticking vertically and horizontally, making enclosures, and creating spaces](#).



## Understanding the World: - The People - Trip to The Library: Clapton Library

We are happy to announce that Star rooms library sessions have resumed, and our library visits will take place fortnightly.

The day before the trip, the practitioners explained to the children where they would be going and what to expect. Juno, Willow, Musa and Mikaeel told the practitioners they were excited to go to the library and that they had visited a library previously. We talked about safety measures such as looking left and right when crossing the road and making sure we are holding onto the practitioner's or peers' hand. The children talked about their surroundings as they walked down the road, whilst walking we saw a big truck pick up big stones which led to conversations about the stones. As we stopped at a zebra crossing, whilst crossing the children shouted, "thank you", as they [took practical action to reduce risks](#) when crossing. The practitioner asked the children whether they are allowed to talk to strangers, and the children responded, "noo".



As the children arrived at the library the practitioner reminded the children of the rules of the library [to show an understanding how the environment may vary from one another](#). Peggy asked why we must be quiet and the practitioner explained that lots of people come to the library, some people come to do their work and some to read and a library is a quiet place for everyone". The children explored their surroundings and gathered in the children's story section. Each child picked a book of their interest, Peggy, Willow, Zayn and Nicholas enjoyed looking at the books with flaps so they could see what was



underneath. After the children had an opportunity to explore their surroundings the practitioner read a book to the children about animals.

The librarian then read two different stories, *The Crocodile Who Doesn't Like Water* and *Click, Clack, Moo: Cows That Type*.

The librarian asked "who knows what animal this is?" they all said, "crocodile" as they put their arms out and snapped saying, "snap snap". In the story the crocodile took a shower, and the practitioner asked, "What is the crocodile doing?" Nicholas responded, "it is raining and he needs to put his hood up". The second story involved counting. Peggy, Juno, Emmett, Ziggy, Amaya and Willow all counted with the practitioner. After the story session, the children chose a book to take back to the nursery.



### Communication and Language - Creating Owls

Willow, Juno, Ada, Emmett, Peggy, and Amaya participated in an activity creating owls with brown and white paint. The practitioner modelled brushing and stamping the paintbrush to create the owls' feathers. Willow wanted to use brown paint to make a brown owl and white for a white owl. She made two white owls, a small and a big one and then a little brown one. The practitioner asked "when do owls come out" and Juno quickly responded "at night time", showing [understanding and responding to questions](#). Juno wanted to use only brown paint as she said she likes brown owls, and she began slowly stamping the paint and asked the practitioner to guide her. Amaya asked "what other animals come out in the winter" being curious and asked questions about familiar things, [extending her vocabulary and asking open-ended questions](#). Willow added, "bats come out and foxes".



Ada wanted to mix white and brown to make his owls which made a light brown colour, [developing his own ideas through experimentation](#). Emmett only wanted to use brown and he said, "I want to make a big one". The practitioner asked, "what do owls do when they feel cold" and Ada replied "they use their wings to sleep and not be cold" [being observant of animals and explaining why things occur](#). The children enjoyed participating in the messy activity and will be decorating their drawings with eyes and other features for the owls.



### Chinese New Year – Sunday 22<sup>nd</sup> January 2023

The children focused on Chinese New Year as it is the year of the rabbit. We incorporated various activities relating to Chinese New Year such as making lanterns, Chinese fans, and handprint dragon painting. The festival signals the beginning of spring and the start of the New Year according to the Chinese lunar calendar. They celebrated the cultural festival by looking at the calendar, trying on cultural dresses, tasting Chinese food as well as listening to and dancing to cultural music.

#### Understanding the World: People and Communities - Making Lanterns



Mikaeel, Zayn, Gene, Juno, and Willow showed interest in making lanterns as they loved using the arts and crafts resources for their work. Juno was enjoying using the glitter whilst applying glue generously and proudly said “I will hang this lantern in my room”, [talking about things that are unique to them](#). The practitioner showed pictures of different lanterns to the children so that they have an idea of how to make them, she also modelled how to make one. Zayn was



happily using the green glitter whilst Mikaeel was interested in the red paper and feathers. Musa also wanted to have a go at doing the activity and he said “I will make it for my mum”. Peggy came in a little later but was happy to join in the activity as she began glueing and sticking the glitter and red paper. She carried on using the resources for her own interest and put her creative skills into her lantern-making. The children were [showing awareness of similarities and differences between themselves and others, and among families, communities, cultures, and traditions](#).

#### Expressive Art and Design: Creating with materials - Making personalised fans

Willow, Ada, Mikaeel, Nicholas, Thomas, and Emmett took part in making their own personalised Chinese fans. The practitioner showed the children fans that had different designs to get the children to think about all the different designs they want to try. Nicholas was excited to use all the resources more specifically the green glitter and feathers. He said ‘I want my fan to have lots of feathers and Ada added ‘it will fly’ imagining they are the wings, [developing their own ideas through experimentation with diverse materials](#). Ada said, ‘I want to draw dragons on my fan’.



Mikaeel was more focused on spreading the glue all over his paper and asked the practitioner to help him design it. He wanted to use pink paper and said ‘I like pink, I want pink and gold and glitter’, [increasing his knowledge and understanding of tools and materials to explore his own interests](#). Willow said ‘my mummy has a similar fan at home and I want to make one too’. She also added ‘we also have clothes like that’ pointing at the cultural outfit that was displayed for them, [talking about similarities and differences](#)



between themselves and others. Emmett was very precise with how he wanted his fan and said 'I want to make mine simple with just some glitter and maybe cotton'. He also said 'I went outside with my parents and saw these big balls' pointing at the lantern hanging whilst also **talking about past and present events in his own life**. Thomas was a little shy at first and wasn't quite sure what to do with his fan but the practitioner encouraged him and showed him a fan that he attempted. He then said 'I will make a pink one for my mummy, she likes fans'. Thomas **expressed and communicated his working theories, feelings and understandings using a range of art forms and visual arts**.

## Bonus classes

### Yoga – Physical Development – Health and Self-care



In line with our bonus classes, the children participated in a yoga session which they show interest in as they enjoy showing their poses to their peers. Before starting the session, the children watched yoga positions and stretches on the iPad and then copied the practitioner. Juno and Amaya were really interested in this activity and they carried out the stretches really well. Jad needed a little bit of help performing the stretches and tried his best whilst trying to reach for his toes. Musa really enjoyed this activity, he had fun, especially when trying to balance on one foot and copying the practitioner with breathing exercises, **experimenting with**

**different ways of moving, and testing out ideas**. Lowen and Nicholas were interested in showing their poses as Nicholas said 'copy me like this' whilst he put both hands on the floor and one leg in the air. Towards the end, Willow said 'I want to show mine' and laid down flat on her tummy and tried putting her hands and legs in the air. Her peers copied her, some were able to follow while others giggled as they tried their best to choose **to move in a range of ways, moving freely and with confidence**.



### Communication and Language - French

Star room took part in their first French session of the term, the practitioner started by saying Happy New Year in French to all the children "Bonne annee" and the children responded in English "Happy New Year". The French teacher, Debbie, then asked the children to introduce themselves in French; "J'mapelle Ada". Debbie then asked the children to express how they feel. The children showed their emotions through facial expressions and actions. Debbie asked them to stamp their feet, 'tape du pied' and try touching the ground, 'toucher le sol', as well as jumping in the air, 'je saute en l'air'.





She then asked, “who knows what season comes after winter?” Ada, Juno, Amaya and Peggy gave responses such as summer, Christmas and Halloween. Debbie asked if the children know about spring to which Musa and Amaya responded that is when their birthday is. Debbie explained that they will look at pictures of different animals and insects that can be seen during spring such as a spider ‘un araignee’, snails ‘un escargot’, butterfly ‘un papillon’, worm ‘un ver’, caterpillar ‘une chenille’ and lady bird ‘une coccinelle’ **the children used intonation, rhythm and phrasing to make the meaning clear to others.** They played a game of hide and name the insects that were hidden. They excitedly called out each name. Debbie called each one back as the children said, “it’s hiding behind you”. They then sang ‘5 escargots walking and one fell and bumped his head’ and said “eyyy” for ‘oww’ in French whilst going around in circles. The practitioner ended the session with bubbles and a goodbye song, and all the children popped the bubbles with excitement. The children **made some errors in language but absorbed and used language they heard around them.**





### Half Term – Term time children

Mon 13<sup>th</sup> February to Friday 17<sup>th</sup> February 2023

### Mother's/ Female Carer's Day (Plan TBC)

Fri 16<sup>th</sup> March 2023 (8.30 am to 11 am)

### 27<sup>th</sup> Month Review

Thursday 9<sup>th</sup> March 2023

### Parent's Afternoon

Fri 10<sup>th</sup> March 2023

9 am to 11 am, 2.00 pm to 2.30 pm and 5.30 pm

### Easter Holiday

Last day Thursday 6<sup>th</sup> April – Re-opens 17<sup>th</sup> April 2023

### Eid Holiday

Around Friday 21<sup>st</sup> April (To be confirmed)

### Inset day

Friday 28<sup>th</sup> April – Inset Day

## Parent Notices

- ✓ Please remember to wash your child's hands upon arrival and drop off at room door
- ✓ 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 call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ **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)