



Dear nursery school parents and carers,  
This is your fourth newsletter of term one.

## Notice Board

### Dates and times:

- 25.10.21 – 29.10.21 is our autumn **half term** week
- 1.11.21 is our **INSET** training day after half term so children return to school on Tuesday 2.11.21
- 20.12.21 - 5.01.22  
**Christmas holidays.**
- Children return to school after Christmas on 6.01.22 for the start of **Spring Term.**

### Important Notices :

- **PLEASE MAKE SURE YOU FOLLOW THIS ADVICE:**

**Covid19:** Please help our nursery school children, families and staff stay safe while the numbers of cases of Covid19 are very high at the moment in Oxfordshire. If your child is feeling unwell, please check all their symptoms against the latest government lists for Covid19. If any of these symptoms are apparent, please keep your child at home and get a negative PCR test before returning to school. You will need to show us the negative test results on your return. **Please make sure you have a copy of and read the covid 19 updated procedures. If you don't have a copy please ask for one, or you can find it on our school website.**

### Housekeeping :

#### MEDICINES

Please never leave medication or ointment in your child's bag. If your child has a need for medication at school speak to a member of staff and they will make sure that you fill in a medication administration form and then we will keep the medicine in a safe place, making sure that the whole team is aware of where it is and who it is for.

**ALL MEDICINES** need to be provided in their original prescribed box with expiry dates clearly marked.



### Requests:

#### JUNK MODELLING

Please would you continue to help us build up our junk modelling resources. We would like good quality and interesting packaging for the children to paint,

stick, join, cut and design with. **This coming week we will be making models inspired by our poetry basket poem – mice and of course much more. Please remember – no egg boxes, and check packaging is clean and free of nuts.**



## This week's Learning

Over the past few weeks we have talked about specific planned learning around our dialogic reading group times. This week we thought we would give you a snapshot of a some of the range of every day learning experiences which your child might get involved in throughout their week at nursery school. Adults come alongside children to create learning opportunities in their play. This is done by tuning into a child's thoughts and endeavours then interacting skilfully with just enough support to allow each child to think through what they are doing and discovering; how they could develop their ideas even more; and, reflect on the skills they are learning or need to learn to make the experience successful. A lot of early years educational research and pedagogies revolve around being in this magical "zone" of learning (L.S. Vygotsky, Siraj-Blatchford, Julie Fisher and many more), where you quietly accompany your child to a place where they experience mental struggle and strive to make connections and problem solve for themselves. This is one way we support children to become great learners. The rush of good feelings a child gets from being deeply involved, and succeeding in their efforts, fills them with well-being and a joy of learning. A resource to draw on through primary and secondary school and beyond.



Making our own musical instrument involves working out what to use, how to scoop, how to make, match or fit a lid. You can also tune into the sounds pasta and rice make as they pour, scrape and shake in the pot.

Once individual instruments are made, how important and successful they are when they come together in a band:

listening to start and stop together; making quiet and loud sounds; fast and slow; and shaking out rhythms.



We all naturally move to music, but doing so together is joyous: a chance to learn large movement control; use and move in and out of a space; improve coordination and balance; use cross-lateral circles (great for later letter formation!); and, express and celebrate being alive together.



Another snapshot moment, usually going on, is snack. Important self-help skills are taught here: washing hands and collecting your own cup and plate. Using a chopping board and a safe knife to help contribute to the serving plate of fruit and vegetables; then, tongs to manipulate and counting out of three pieces of fruit or veg at a time. A teacher is always at the snack table and may be found reading stories, examining unusual fruits and veg and just discussing whatever is in the air as children come and go as they need.

What children learn at dinner time at home and at snack time at school is taken into their play and used to inspire roleplay, where children are the experts. New vocabulary is tried out and worked into stories within their friendship groups.



Simple props are enough to fire a child's imagination and admit them into the unlimited world of make-believe. If you can think it: you can be it!

Mark-making tools are always available no matter where we are. They are initially used as a tactile experience, then to leave our mark, then we expand the types and size of marks we can make before representing things from real life. We can later illustrate stories and learn to represent initial sounds in words – such as our own very important first letter of our name.







A maths book, like “One Fox” expresses number in a way that catches a child’s interest. We make sure that maths investigations can lead on directly from this by providing the right kind of resource for children to carry on their thinking and exploring actively in their own time.

Outdoors we breathe fresh air and learn to feel confident and connected to nature in all areas of the garden.



In the mud kitchen a cookery book inspires using text to enhance our play. Following a recipe can introduce ideas other than our own, a sequence and a purpose to what we are making and great early reading practice.

Outdoor challenges introduce new skills and encourage persistence to try and try again. If it's difficult, and in response to “I can't do it” we encourage a growth mindset of “we can't do it **yet**” and involve those who can to model and teach. Reflecting on skills learnt and progress made helps us believe we can learn more.



Problem solving outdoors can rely on introducing the right tools. A pulley is a magnificent invention and holds a child’s interest for hours, working out how it works and what it can do. A creative mind will apply its use in many different ways.

## **This week's Poem for next week's learning**

### **Falling Apples**

Here is the tree with leaves so green

Here are the apples that hang between

When the wind blows, the apples will fall.

And here is the basket to catch them all.



### **Next Week's Poem**

#### **Mice**

I think mice are rather nice  
Their tails are long, their faces small  
They haven't any chins at all  
Their ears are pink, their teeth are white  
They rush around the house at night  
They nibble things they shouldn't touch  
and no one seems to like them much  
But I think mice  
are rather nice.



### **Online Links for home learning**

Have a look at this link to get some ideas for rhythm and rhyme at home.

<https://www.twinkl.co.uk/blog/10-ways-to-practise-phase-1-phonics-rhythm-and-rhyme-at-home>

This coming week we were listening to rhythm and rhyme. We started this work on rhythm with clapping out our names this week and will continue next week with our mouse poem and see if it inspires model making and we may try to make up our own rhymes around these models. Of course, many books explore rhythm and rhyme in stories and poems and we shall share these with you in the next newsletter.



**Have a lovely weekend and see you all next week.**

**ACE Centre Nursery School Team**