



Dear nursery school parents and carers,
This is your fifth 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 CONTINUE** TO MAKE SURE YOU IDENTIFY ANY COVID SYMPTOMS YOUR CHILD MAY HAVE AND GET A NEGATIVE PCR BEFORE RETURNING TO SCHOOL. THANK YOU FOR HELPING US TO STAY SAFE.

Housekeeping :

Thank you to those of you who have returned their all about me updates for their child's Focus Observation week.

Please could everyone make sure they do this as it is valuable to us to know what interests and experiences your child has at home.

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

A progression of skills in model making

We have been asking you to donate good quality junk modelling resources over the last few weeks and would like to thank you for the things you have brought in. So, I thought this week you might like to see the learning that goes on around junk modelling. The following shows how we have been exploring structures, mechanisms, control, design and making skills. All the time building creativity, problem solving, mathematical and communication skills.



Exploring the tactile experience of different materials.



Thinking about what we want to do and selecting the resource we want independently.



Playdough is a very accessible way of developing creativity and fine motor control and is a gateway experience to model making. Squashing, rolling, squeezing, cutting, shaping, designing, using tools. All these skills are learnt at the playdough table and developed in the art workshop.





Building up the skills we need to support making include:

learning how to use the sellotape dispenser successfully;

choosing the best tool for sticking and joining;
Helping ourselves; sometimes its glue; or sometimes...

learning how to join using something different.
Using a treasury tag, for example, and checking the join works.



Working on a blue whale until it looks the way we want. Choosing how to decorate a finished model.



With just the right amount of support and discussion from an adult, children can develop their confidence to make their own decisions to develop a model: adding a neck and head to a giraffe. This time being supported to use a pipe cleaner to tie pieces together.

Beginning to explore axels by sticking lollipop sticks through holes. The wheels won't turn this time, but this experience will be a reason to try again next time and work out how to make the wheels turn.



Persevering, struggling, coming back to a challenge, asking for help, succeeding and then reviewing how we can improve on a model next time. A model for learning important life skills.



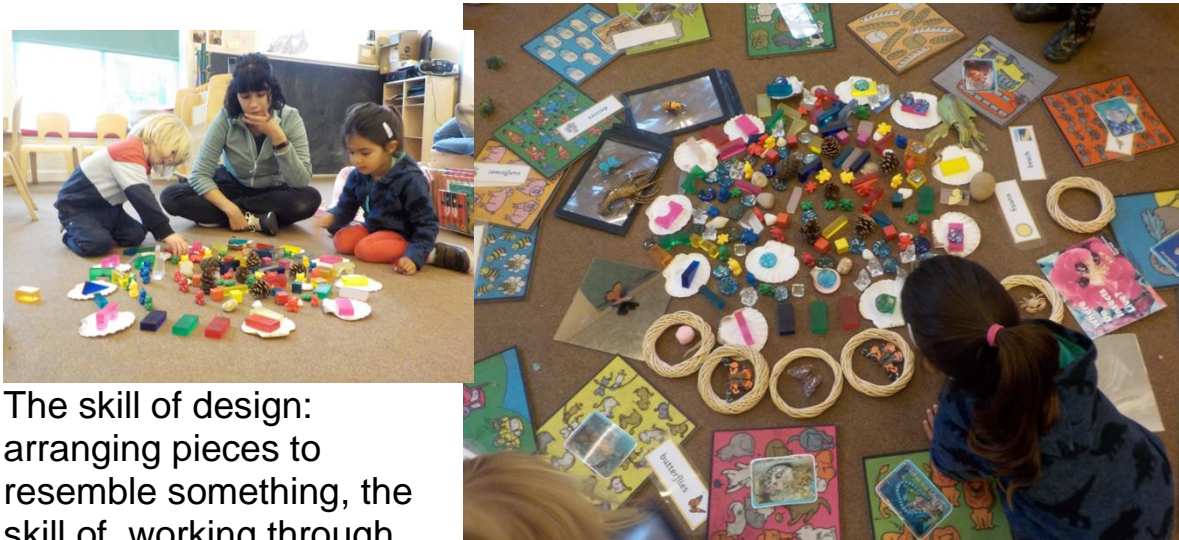
Calming our intent and focus onto one point and making the treasury tag go all the way through the hole. This level of involvement in doing something builds fine motor skills and is very satisfying.



Having the confidence to work on our own and independently thinking things through: choosing materials and believing in our creativity and ideas. Tessie made this Minion in blue dungarees. She stuck on arms and legs with sellotape. She came back to check on it and decided it needed more glue to keep the eyes on.



One child, quietly making, draws the interest of another and sparks an urge to make their own model.



The skill of design: arranging pieces to resemble something, the skill of working through the steps needed to assemble these pieces. Time spent doing this in the art workshop also develops and connects to the skill of appreciating pattern.

A teacher supports by posing a few open-ended questions and the children create an impressive piece of transient art on their own. In their art is pattern, symmetry, design, repetition and shape.



This week we have also explored the rhythmic patterns in a different medium: tapping out of different rhythms on a drum to make music with your friends.



Learning the skill of sequencing steps in making a model might also help a child understand the sequence of the day in a visual timetable. Here we are also learning to read left to right with symbols and pictures as well as words.



A lovely bit of symmetry! I wonder if you two were thinking the same thing?



Recognising patterns improves mathematical thinking. If you can see the pattern of five in different arrangements, you build quick calculation skills by seeing 2 lots of 5 make 10





As I walked up to the sandpit these children called “We are talking about footprints.” They were seeing what patterns they could make in the sand.



Making a clock face - an ancient model of time. Doing this was inspired by a fascination with a grandfather clock.



At group time, I asked “how are rivers made?” The children in green group thought.

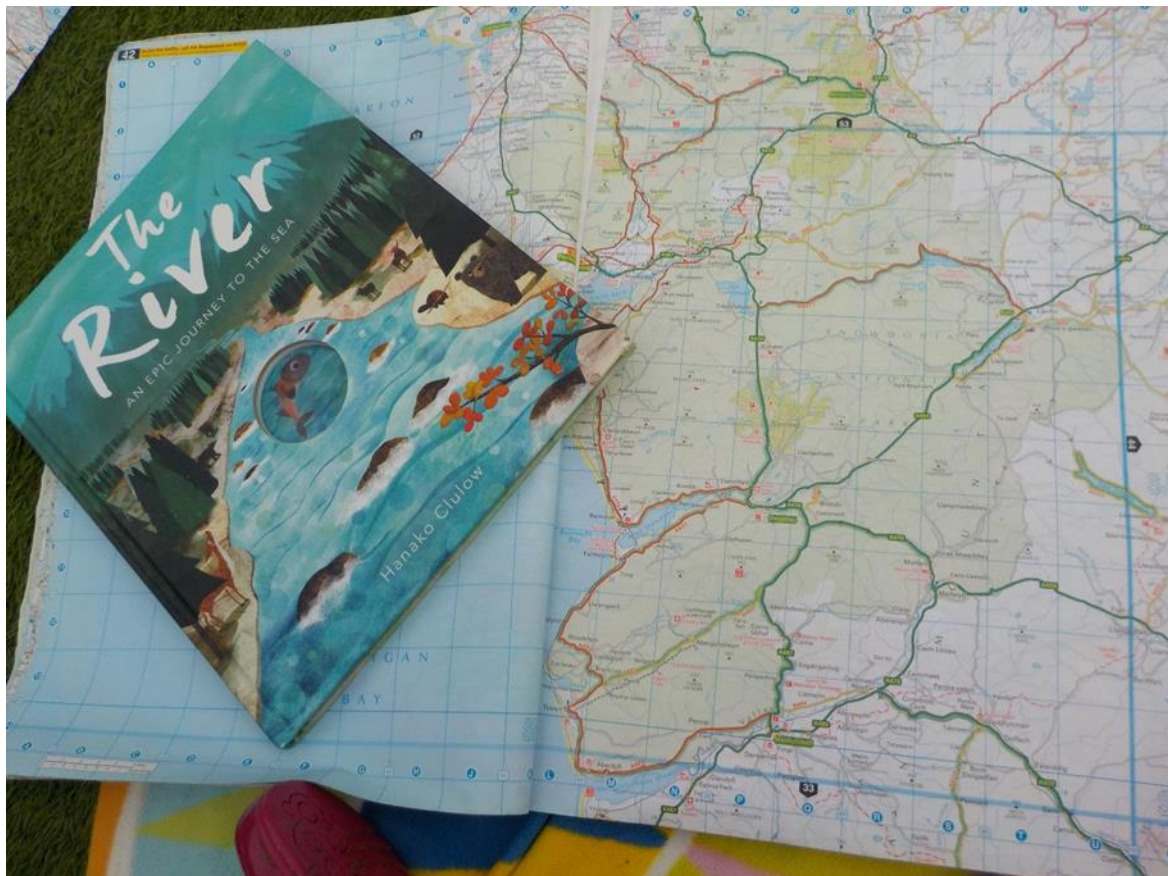
“The start” said Sam

“In the mountains” said Tessie.

“The rain” said Ned.

Collective brilliance!

Our story followed the river from the start in the mountains down to the sea. Then we linked what we had learnt to the lines on a map. We traced the blue rivers that started in the mountains and ran to the sea.





We will continue to focus on model-making skills until half term, so please do continue to provide good quality junk modelling. When we are ready we will introduce woodwork as a next step in the children's skill base to "make their own model". As you can see – there's a lot to learn!

Next Week's Poems

We shall revise and revisit all the poems we have learnt so far this term and continue with rhythm and rhyme:

- Chop Chop, Choppity Chop
- Cup of Tea
- Falling Apples

And.....

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.

**Hope you are having a lovely weekend and see you all next week.
ACE Centre Nursery School Tea**