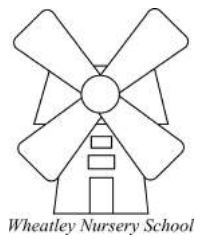


# Wheatley Nursery School Newsletter

## April/May 2023



### **Dates for diary**

Bank Holidays: 1st May, 8th May & 29th May

Half term week: 29th May - 2nd June

We return to Nursery on the 5th June

### **Summer Term 1**

A focus on Early Maths

#### **Getting started**

Did you know that children with good numeracy skills are more likely to earn more, stay in education longer and have more chances of actually being in work when they grow up?

Children are born with an innate mathematical ability and research has shown that parents have a massive effect on how this develops. Even if you feel you aren't good at maths, there are things you can do with your child now that will make a big difference to their ability:

#### **It's all about confidence...**

For children to be good at maths, they need to feel confident about giving it a go. Praising your child for their effort, not their ability, will increase their confidence and make them hungry to learn more.

#### **Positivity is the key...**

Children who succeed at maths are usually the ones who enjoy it most, so remember – maths is fun, everyone! Yep – just keep telling yourself that, even if that's not the way you remember it from your own childhood. We all know how easily children pick up on the things we say, so it's vital that you don't pass on your dislike or fear of maths by saying things like 'I was never any good at maths' or 'I hated maths at school' etc...

#### **Do maths together every day...**

This might not sound very attractive, but guess what? You already are. Maths is everywhere – helping your child get dressed, baking together, going to the shops, singing counting songs, building with blocks – practically every activity we do with our children involves maths. All we need to do as parents is find the learning opportunities in these activities and we'll be helping our children develop into happy and confident mathematicians!

We've made this handy guide for parents with mini-videos explaining how children's maths skills develop and suggesting

### **Nursery Update**

We were sad to lose one of the big trees in the garden but the children had a wonderful time transporting wood chips and setting up our climbing area. This was a great opportunity to work together as a team and use a variety of tools and equipment. The children have loved practising their climbing skills on the big logs.



It is a busy time in the garden and the children have planted peas, beans and potatoes. We are grateful to parents who have donated plants and money to buy new pots for our garden makeover.



fun activities you can build into your time together to help them develop these skills:

### **Number recognition**

Recognising numbers is one of the most important early steps for maths. You can begin by pointing out lots of different numbers to your child, such as the numbers on front doors, on the front of buses, on T-shirts, on television. After a while your child will recognise that the word “two” can also be written as a number “2”.

Activities for number recognition:

#### **1: Number spotting**

Can be done anywhere! Talk about the numbers on buses, front doors, price tags or even on the back of footballers’ shirts.

#### **2: Numbers Hunt**

Hide some cut-out numbers from 1-10 around the house and see if you child can find them – ask them to shout the number out loud when they find it.

#### **3: Tower of cups**

Building a tower of ten cups and counting them up as you build will help your child understand that numbers have a value.

What next?

Once you think that your child has “got it” try moving them on to the next stage. Pretend to get the answer wrong by asking them “is this one number 4?” and see if you child corrects you. Telling them that they’re better at this than you are will boost their confidence: nursery aged children really respond well to this.

### **Counting up and down**

Counting is important for understanding number names and order. Start by counting from 1 to 5, and once they’re confident with that, move on to 1-10, then 20 etc.

Activities for counting up and down:

#### **1: Songs and rhymes**

Songs and rhymes are great for helping young children learn to count e.g: “1, 2, 3, 4, 5 once I caught a fish alive” (for counting up); and “There were 10 green bottles sitting on the wall” (for counting down).

#### **2: Steps and stairs**

Count together as you walk up and down stairs while you’re out and about or when climbing the stairs to bed.

#### **3: Rocket countdown**

Ask your child to pretend to be a rocket and count down:

5,4,3,2,1 blast off!



### **Tadpole update**



We noticed that the tadpoles have been growing over the holidays and that they are very speedy swimmers now. We are looking carefully for any signs of back legs beginning to grow.

### **Farm Trips**



## Matching

You may also hear this referred to as “1 to 1 correspondence”: basically, this means that an object corresponds to another object, or an object is matched to a number. This skill helps young children when they come to simple addition and subtraction, because they can already recognise that “4” means 4 things or objects – and that they have to count to 4.

Activities for matching:

1: Count out toys For a very simple game that helps with teaching children about 1 to 1 correspondence, ask your child to give you a certain number of toys, for example “can you give me four marbles?”

2: Dominoes Matching the dots on one domino to those on another domino is great for developing matching skills and really helps children to get the idea of what “four” looks like.

## Comparison

Comparing numbers involves knowing which numbers are worth more or less than each other. This depends both on understanding cardinal values of numbers and also knowing that the later counting numbers are worth more (because the next number is always one more). This understanding underpins the mental number line which children will develop later, which represents the relative value of numbers, i.e. how much bigger or smaller they are than each other.

-Children need opportunities to apply their understanding by comparing actual numbers and explaining which is more. For example, a child is shown two boxes and told one has 5 sweets in and the other has 3 sweets in. Which box would they pick to keep and why? Look for the reasoning in the response they give, i.e. ‘I would pick the 5 box because 5 is more than 3 and I want more.’ If shown two numerals, children can say which is larger by counting or matching one-to-one.

-Children can compare numbers that are far apart, near to and next to each other. For example, 8 is a lot bigger than 2 but 3 is only a little bit bigger than 2.

-Children need opportunities to see and begin to generalise the ‘one more than/one less than’ relationship between sequential numbers. They can apply this understanding by recognising when the quantity does not match the number, i.e. if a pack is labelled as 5 but contains only 4, the children can identify that this is not right.

-Support children in recognising that if they add one, they will get the next number, or if one is taken away, they will have the previous number. For example: ‘There are 4 frogs on the log, 1 frog jumps off. How many will be left? How do you know?’ .



We have started our farm trips with a visit to a farm in Waterperry. The children watched calves drink milk from their Mothers, found eggs and drove a tractor. We will be continuing our farm trip throughout April and May.

## Little Windmills update

We have been busy scooping and shovelling the woodchips. We used a wheelbarrow to transport them to the bottom of the garden to spread over the mud. This has created a lovely area to sit and listen to the music made from our pots and pans which are hanging from the branches in the trees!

The new logstacle course is a fantastic addition and will help the children build their core strength and evaluate appropriate risks. Some of the larger logs have holes in, we think where birds may have nested...we will investigate!



We will also be focusing on children's number skills at whatever stage they are at. Some children may be ready to think about adding amounts together, others may still be practising their subitising skills (recognising small quantities without having to count them). Board games are a fantastic resource for practising maths skills. Old favourites such as snakes and ladders and uno. Or cards games, snap, pairs

**Whilst researching different board games, one site reminded me of the importance of board games for helping children listen, communicate, follow instructions, be a good loser! and work as part of a team. One piece of research I found suggested, playing a board game if your child is having some problems regulating their behaviour. This can be a good alternative to time out, bringing the child closer when they aren't making good choices and giving them positive attention.**

Some of the children in our school community are moving onto Primary school in September. Please do not forget to accept your child's school place.

We are developing the children's readiness for the next stage in their education at the moment.

**What does being "school ready" mean?**

- having strong social skills
- can cope emotionally with being separated from their parents
- are relatively independent in their own personal care
- have a curiosity about the world and a desire to learn

Your child doesn't need to be able to read, write or do sums before they start school. Children start school with a wide range of skills and their teacher will be skilled at helping children progress at their level.

Chat with your child about starting school. What do they think it will be like? What are they most looking forward to? Is there anything they're unsure or worried about?

- Read books together about starting school
- Look at the school's brochure, prospectus or website together and talk about the pictures.
- If your child seems anxious about school, try focusing on the things they'll like best – maybe the sandpit, playhouse or new friends. Perhaps they have some friends from preschool who will be starting reception
- Find photos of you and other family members at school, and chat about happy memories from your own school days.



Our core book in Little Windmills this term is Jasper's Beanstalk by Nick Butterworth. The children have already been busy planting their own beans, just like Jasper does in the story, let's hope ours grow as tall as Jasper's!



at the same time.

- If possible, visit the school with your child before they start – either on formal open days, or fêtes, plays and other events.
- Practise the school morning routine, including getting dressed and eating breakfast in time to leave.
- Practise the school run so that you're both prepared for the school morning journey.

If your child has a particular worry – perhaps about wetting themselves, not liking the food, or feeling ill – talk about these concerns with your child and with the class teacher. Provide reassurance by discussing what to do and who to tell in these situations.

- If you have arranged childcare before or after school, talk this through with your child. If the childcare arrangement is new, try a settling-in period for this before the school term starts. Try putting together a wallchart of the week to help your child know what to expect.
- If your child has a favourite security toy or blanket, try to get them used to being without it during the day. Talk to the class teacher to find out if your child is allowed to bring their toy or blanket and leave it in a tray or on their peg.

### Things to Avoid

- Don't over-hype school, as your little one may feel let down or mistrustful if it doesn't live up to expectations!
- Try not to bombard your child with endless talk about school – treating it in a matter-of-fact way rather than focusing on the “big step ahead” will help.
- It is natural for you to feel nervous about your child starting school, but remember your child can easily pick up on your emotions. Try to be relaxed and positive, rather than showing your own nerves

### -Some Books about starting school

- Harry and the Dinosaurs Go to School by Ian Whybrow and Adrian Reynolds
- Come to School too, Blue Kangaroo! by Emma Chichester Clark
- Starting School Sticker Book – Usborne
- I am too Absolutely Small for School (Charlie and Lola) by Lauren Child
- Starting School by Janet and Allen Ahlberg
- Topsy and Tim Start School

As the term approaches try to get them into the school routine, so your child gets used to getting up, going to bed, and having meals and snacks at the times they will on school days. Bath time and stories instead of TV and tablet games all help children to wind down before bedtime. Making time in

Nature Watch!! We will continue to observe the tadpoles, who have grown over the Easter holiday.



### Snack Time

#### Healthy snacks are the best!

This year we will be having a shared snack. We are asking parents and carers to bring in donations of fruit, vegetables, crackers, cheese etc to share with their key group, each week. The children will be helping to prepare the snack and will be pouring their own water and milk. This all helps with fine motor development, self regulation and independence. We ask parents to avoid sending in any foods containing **nuts or sesame seeds** in order to maintain a safe environment for children with allergies. Please remember that small fruits such as grapes need cutting in order to avoid choking.

### Oral Health & A Healthy Start



Here is a video for you to watch about a Healthy Start.

<https://youtu.be/rwf7yjypQvU>. Please visit the website for more information <https://www.healthystart.nhs.uk/> please speak to Laura in the nursery if you require some help or more information.

### Class Dojo and Tapestry

We use the class dojo app to communicate about the experiences your child/ren have had during the week. We also use it to give quick messages. Important information will be communicated through parentmail. Tapestry is an online learning journey. Throughout your

the evening to chat about your day for 10 minutes can be a lovely routine for sharing fun times and any worries. Nutritious meals and plenty of sleep will help them to concentrate, learn and thrive at school.

If you have any questions, queries or concerns do feel free to catch me then, alternatively you can email me on [WNShead@johnwatsonschool.org](mailto:WNShead@johnwatsonschool.org)

Natalie Headteacher

Provision	Session Times	Cost
Nursery School 3-5 yr olds	9:00 - 12:00, 12:00 - 15:00	£16.00
Little Windmills 2 Yr olds	9:00 - 12:00, 12:00 - 15:00	£17.00
Breakfast Club 2-5 yr olds	8:00 - 9:00	£5.00
After School Club	3.00-5.30pm	£15.00

**Windmills Breakfast Club** Breakfast care opens from 8am until nursery starts at 9am. The children have breakfast and then can play in the nursery.

### Windmills After School Club

After School Club

Started on the 17th April

Monday - Thursday 3 - 5.30pm £15.00 per session.

Each week we will have a different theme, during Week 1 our theme was Spring Flowers, the children were involved in activities such as painting daffodil pictures, making tissue paper flowers, cooking spring shaped biscuits as well as having access to the normal Nursery provision.

Each week there will be a different menu, tea will be served at 4pm

Example: Week 1 menu:

Monday - Beans on Toast

Tuesday - Pasta & Sauce

Wednesday - Crumpets & Cheese

Thursday - Cheese and Salad Wraps

Everyone will be offered yoghurt and fruit afterwards.

We are offering a drink and toast session.

3-3.30pm £3.00 a session

This is designed to help parents who need to collect children from other schools.

To book any of these sessions please email the office on [wheatleynurseryschool@johnwatsonschool.org](mailto:wheatleynurseryschool@johnwatsonschool.org)

child's time at Wheatley Nursery School, your child's key person will be recording their wow moments, key shifts in their learning and any other relevant observations. These will be shared with you regularly and we really appreciate it if you could share any experiences they have had at home to form their learning journey. These observations will be the key ones as we expect the staff to be interacting with the children and scaffolding their learning not to be behind an iPad.

### Sickness reminder:

Children with sickness and diarrhoea should not come back to Nursery until 48 hours after the last episode of vomiting or diarrhoea. We have had a few cases of chickenpox recently - please ensure your child only returns to Nursery once all the spots have scabbed over, this takes at least 5 days.

### Staff at Wheatley Nursery School

**Head Teacher** - Natalie Wilson

**School Business Manager:** Amy Wilkinson

**Teacher** - Judy Whittingham

**Special Educational Needs Coordinator-** Natalie Wilson

**Early Years Support Workers**

Laura Ashmore

Beth Ind

Anna Brand

Louise Noble (Little Windmills)

Joanne Nelms (Little Windmills)

### Teaching Assistants

Sharon Butterfield

Lucy Sheldon -Moncur (Little Windmills)

Sharon Slatter

Kayleigh Collins

Julie O'Day

Leah Hudson

**Apprentice** - Daisy Pinkney

**Administrator** - Anna Harries

### Wheatley Nursery School Website:

[www.wheatleynurseryschool.org](http://www.wheatleynurseryschool.org).

Our Facebook Page is working well, please like us by searching Wheatley Nursery School.

### Themes for this term are:

- Growing up, up, up
- Royal Nursery Rhymes
- Food, glorious food

**Our core book this term is: Jack and The Beanstalk**



Contact: 01865 452 725 or

[wheatleynurseryschool@johnwatsonschool.org](mailto:wheatleynurseryschool@johnwatsonschool.org)

[www.wheatleynurseryschool.org](http://www.wheatleynurseryschool.org)

