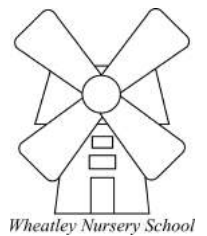


Wheatley Nursery School Newsletter November/December 2023



Dates for diary

Christmas Performances Tuesday December 12th at 10.30 am
and Thursday December 14th at 1.30 pm
7th December Christmas Light Trail 4.30pm
End of term Wednesday 20th December @12pm

Autumn Term 2

Week 1 Seasonal changes, fireworks and fire safety

Week 2 Nocturnal animals

Week 3 The Gingerbread Man & Whatever Next

Week 4 My senses

Week 5 My senses

Week 6 Christmas

Week 7 Christmas



Welcome back to school, this term is a very busy but a magical one. We will be busy preparing for our Christmas performance and we will be having a fundraiser on the 7th December with more details to follow.

We hope you have all managed to meet with your child's key person to discuss how they have settled in and their next steps.

Any questions, queries or concerns do get in contact.

Best wishes,
Natalie



A focus on maths at home

Everyday experiences and routines, rhymes and games provide excellent mathematical learning opportunities for children under seven. Opportunities for mathematical learning can happen anywhere and should be practical wherever possible. What matters is building young children's confidence and their willingness to have a go, whether at counting, construction or shape puzzles. Since supportive relationships are so important, it is imperative to find activities that not only children enjoy, but that adults can enjoy too.

Recognising the maths in everyday activities helps to develop children's mathematical learning even further. When playing and engaging in everyday activities, such as eating a snack, children can learn lots of maths.

Important mathematical learning for birth to seven years includes:

Wheatley Nursery update

A big welcome to Ali, George and Max who joined us after half term.

We started the term on a real high with our Autumn sponsored walk. It was so exciting to go out all together and explore the Wild Woods. We found special pictures along the way for the children to tick off their sheets. When we got to the middle of the woods we found our pumpkin lantern glowing and sang some songs as we sat around it. A huge THANKYOU to everyone who supported us with this.



- counting by just saying number words
- counting objects; making and comparing small numbers of things
- comparing sizes and dimensions, capacities and weights
- exploring properties of shapes by fitting them together and building models
- exploring spatially, describing where to find things and giving directions
- spotting and discussing different patterns
- finding different ways to solve problems practically
- Time for independent exploration

Very young children need plenty of time to freely explore the mathematical resources and activities on offer; to pursue their own interests and to make sense of what they see, hear and are taught. They need to do this independently as well as with other children. Adult engagement is essential in order to deepen their understanding and help them develop the confidence to play with and extend their ideas.

Simple games can provide children with repeated opportunities to develop early maths skills. Playing alongside an adult or older child provides opportunities for a younger child to observe the various maths skills involved, and once the game is familiar, young children can begin to play by themselves. As they get older, children will take turns and organise games.

Books and rhymes provide many valuable and meaningful contexts for young children's mathematical learning. Picture books are particularly powerful at this age, containing rich and varied images of quantities and patterns for children to enjoy sharing with adults. Rhymes often consist of learning and repeating early number sequences alongside finger and body movements. The best apps combine aspects of direct instruction with play, they can be motivational and enjoyable whilst productively supporting learning. However, too many of the commercially available apps can be classified as 'edutainment' and fall short in terms of the learning approach and the mathematics content. Apps can support the mathematical learning of 3-5 years olds but these need to be high-quality, used for a limited amount of time per day and ideally supported by an adult to help children understand the mathematics and make sense of what they are experiencing.

Three and four year olds

At this age children often enjoy ...

Counting out loud as far as they can

Recognising two, three or four things without counting and showing 'finger numbers'



We really enjoyed exploring the inside of a pumpkin and noticed that there were lots of seeds inside. We are drying some pumpkin seeds ready to plant them in the Spring.



Fizzy Fireworks

The children had fun making fizzy fireworks, exploring what happens when we mix a potion of bicarbonate of soda, vinegar and food colouring.



Giving two, three or four things when asked
 Recognising number symbols to 5, and those related to their lives, e.g. bus or door numbers and ages of siblings
 Checking whether small amounts have been shared fairly
 Creating and building towers and enclosures
 Collecting things that are alike (or different!)
 Lining up or arranging objects in a pattern
 Doing things for themselves

Activities

Count small collections of objects, indoors and out.

Number hunts involving finding seven leaves, getting three apples or one for each family member.

Talk about large numbers of things you can see (e.g. There must be at least 100 cars in this car park!)

Home play and tea parties for toys involving counting out the number of plates, spoons and food items; posing sharing problems in order that everyone has the same amount.

Snack-time fruit: help to cut this up, count and share it out fairly.

Cooking: weighing, counting and mixing ingredients, using recipes with numbers of cupfuls and spoonfuls.

A mud kitchen, with old saucepans, jugs and balance scales, as well as ladles and spoons.

Number games

Throw 5 beanbags into a tyre or box, 'How many can you get in? How many are out?'

Dice and track games, for example chalking steppingstones outside, rolling a dice and jumping along that many stepping stones until you reach the end.

Spinner or dice outdoors: call actions to be counted(e.g. star jumps, twirls, hops).Shape and space game

Take it in turns to throw a dice, choose that many blocks and build the tallest tower you can. Others can then make suggestions for making it taller.

Songs & Rhymes

5 little ducks: subtracting by counting back - show the numeral and fingers for the number left

5 speckled frogs: try, two jump off the log - how many on the log and in the pool now? Show using fingers

. 1,2 buckle my shoe: a counting-out rhyme to 20 , or make up your own rhymes to 10

Hickety tickety: an adaptable number bond song.

Prepare your fingers to show the combinations:

'Hickety tickety rumpa rickety hornicup:

How many fingers do I hold up?

Two: one for me and one for you!

Three: two on the ground and one in the tree

Four: three in the room and one out the door



Little Windmills update

We have enjoyed collecting leaves from the garden, we dried them out over the weekend, then scrunched them up to create tiny leaves to make a collage



We have been busy exploring pumpkins. We discovered that they had bumpy skin and that there were lots of seeds inside, we are drying them out to sow next Spring.



The children have enjoyed creating sparkly firework inspired paintings and collages!



Five: four buzzing around and one in the hive



Primary School Applications

Parents of children born between 1 September 2019 and 31 August 2020 (inclusive) need to apply for an infant or primary school place for September 2024.

Before you complete an application, we recommend visiting the school you want your child to attend. [Contact the school](#) to arrange an appointment.

You can also:

- talk to other parents
- look at your catchment area
- attend open days.

Consider schools in your catchment area

Many, but not all, primary and infant schools have catchment (or designated) areas.

Where your child has a catchment area school, they are more likely to get a place, but it isn't guaranteed. If there are more applications than places, they follow the school's published admission rules to decide priority. We advise that you list your catchment school as one of your preferences if there is one for your address.

You can find details of catchment areas for schools that use them on our [list of schools page](#).

Here is the link to the application portal

<https://www.oxfordshire.gov.uk/residents/schools/apply-school-place/reception-applications>

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)

Lucy Sheldon -Moncur (Little Windmills)

Teaching Assistants

Sharon Butterfield

Sharon Slatter

Kayleigh Collins

Julie O'Day

Amber Hill

Apprentice - Daisy Pinkney

Administrator - Anna Harries



The children thoroughly enjoyed making Fizzy Fireworks. We introduced descriptive language to describe the sounds that real fireworks make 'whoosh, fizz, bang and pop!!'



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.

Wheatley Nursery School Website:

www.wheatleynurseryschool.org.

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



Contact: 01865 452 725 or

wheatleynurseryschool@johnwatsonschool.org

www.wheatleynurseryschool.org

Please remember that small fruits such as grapes and cherry tomatoes need cutting in order to avoid choking.

We enjoy celebrating the children's birthdays at Nursery. If you would like to bring in a cake for the children to share that would be lovely but please do not feel that you have to. Please avoid bringing in sweets, chocolate and no banners or balloons as this can cause disruption.