

### Dates for diary

Cotswold Wildlife Trip 9th July

Existing parents to see new space

17th July- open afternoon 3pm-4.15pm

July 23rd -Butterfly leavers sing song 1.30pm followed by a family picnic for all parents and carers in butterflies and ladybirds at 2pm.

Term finishes on the 23rd July for the Summer.

We return on September 4th.

### Spring Term 6

Our topics this term are:

- **Commotion in the Ocean**
- **Treasure Seekers**
- **Minibeast Mayhem**
- **We're going to the Zoo, Zoo, Zoo**
- **Rumble in the Jungle**

### Moving on to school

For those families moving onto Primary School in September it is an exciting time but it can be quite a worrying time for the children, especially if they do not have any older siblings. Here are some tips to help a smooth transition. We have transition meetings with the reception staff so we can let the staff know about the children's strengths, interests and fascinations. Most schools come and visit the children at nursery.

#### **1. Talk to your child about starting school**

Bring the topic of starting school into daily conversations. Perhaps you could ask your little one what they expect from school or what they hope it'll be like.

You could tell them about your school days and show them pictures of you on your first day or with your school friends. Even if you didn't enjoy school, it's important to be positive about it around your child so they feel more relaxed about their new adventure.

New experiences can make us a bit nervous as well as excited, so if you or your little one has any worries about starting school do have a chat with their teacher.

#### **2. Read books together about school**

### Butterfly class update



Froglets at last!!

The children have been watching the changes that have been happening since our frogspawn arrived in March. They have used information books to find out more about the Frog Life Cycle, and have been very excited to see first back legs and then front legs appear. The tadpoles' tails are now disappearing as they turn into tiny froglets, ready to go back to the pond.



Swap out one of your bedtime books for one that talks about starting school. Whether your little one is excited or nervous to start school, reading fun stories about school adventures might help them get used to the idea. Visit your local library and ask the librarians if they have any suggestions for you, you might even bump into other families while you're there!

### 3. Practise the basic skills they'll need for starting school

If you can, try to spend some time with your little one each day chatting about what you are doing and listening to them, commenting on colours or counting their stuffed toys. It can be as simple as talking about the colours of the **flowers in the park** or counting how many stuffed toys they have.

**Mark making** is another fun activity. It's a simple way to encourage your little one to draw; whether it's a dot or a squiggly line, you could doodle together or take a bucket of water and paintbrush outside to get creative, all this helps them with their writing skills.

By incorporating these skills into their daily activities, children will learn through play and begin to understand the world around them during their everyday life.

### 4. Visit their new school

If possible, try to visit your little one's new school and ask for a tour. It'll help them feel at ease and get used to their new surroundings. Some schools even offer 'settling in' days which are a great opportunity for your child to get used to their new learning environment.

### 5. Practise self-care

Being independent is a useful skill when a child starts school, so encourage your little one to do things like getting dressed themselves, blowing their own nose and **going to the toilet alone**. Make sure you give them plenty of time to practise these important life skills and remember to praise all their efforts, no matter how small, as this will build their confidence.

If your child is not fully confident in going to the toilet alone or getting dressed, don't worry! Take some time to practise self-care with your little one until they become more confident. There's no rush and every child progresses at their own speed.

Try not to let any anxieties you have as a parent rub off on your child, they quickly pick up if their parent/carer is concerned and it makes them feel worried too.

Take pictures on visits or look at the school website and hopefully they will have a virtual tour or an introduction to the teachers page.



We had a great time using the rollers to paint a watery background for our Five Speckled Frog display.



### Food, Glorious Food

The children enjoyed our topic Food, glorious food, making fruit salad, soup, biscuits and bread together.



Find out if there are any other children from nursery school going to the same school or in the same class and maybe have a play date before you go. Talk about what will be the same e.g. group times, having time to play, having a key person/teacher, parents not being there, and what will be different and why it is okay that some things will be different.

Children feel most settled when they have secure relationships with their adults, know the routines and know what the rules are. These will develop with time as they settle into their new school and for those who are staying on with us next year there will be some adjustments they will make with new friends coming into their group.

Please do ask for support from your child's key person if they are struggling with the transition

### **A focus on: co-regulation, self-regulation**



#### **What is co-regulation and why is it so important?**

At its simplest, co-regulation is when an adult helps a child self-soothe in times of stress. It's a building block for self-regulation, and a big step in learning how to handle our own feelings, which is why it is so important to start co-regulation in early childhood. To look at it more in terms of child development, co-regulating is about sharing space with a child as they move from a dysregulated state to a regulated state. A regulated state, also known as "emotional regulation," is having the right energy or stimulus level for a given situation.

When children struggle with this, it's likely because their stimulus level does not fit the situation. This shows up in symptoms of emotional distress, and often shows up as fight, flight, or freeze. You might have read about self-regulation before. Self-regulation is what the child does, and the co-regulating focuses on the adult's role. But self-regulation skills don't happen overnight — children need supportive adults. That's where co-regulation comes in.

#### **Co-regulation requires self-awareness from adults**

Children will often match and reflect your own energy, so in these situations it's important for you to be calm. Only a regulated adult can help a child regulate — after all, you can't give what you haven't got.

This can be difficult, as a crying, screaming, or hitting child will cause us to be stressed. It's important to pay close attention to your own stress, and perhaps start with some deep breathing. To help children problem-solve their own big emotions, you need to ensure your own body language, facial expressions, voice and



demeanour are gentle and supportive. Then, and only then, can you help address a child's distress.

### Doing the Co-Regulation Dance

#### How does co-regulation work with children?

You can think of co-regulation as sharing space and a relationship with children, working through strong feelings and helping them self-regulate their emotional state.

Here are some important steps for co-regulation:

- Approach calmly. Take a deep breath yourself if needed.
- Label the child's emotions: both the feeling and how it shows up in their body. "Hey Charlie, I see you gritting your teeth. You seem angry."
- Assist the child with finding a calming strategy, such as:
  - Taking deep, controlled breaths together
  - Hugging a stuffed animal or trusted adult
  - Swinging or rocking
  - Watching objects with slow soothing movements, like a glitter jar or fish tank
  - Chew something appropriate like a chew toy, gum, or dried fruit.
  - Moving away from stimulus that is causing distress
- When the child is relatively calm, try talking about what to do now. "What would you like to play with now?" "Do you want to read a book with me?"

If there's still a conflict that needs to be resolved, use open-ended questions. "You want to build with blocks alone and Sheila wants to build a store. -What could we do to solve this problem?"

If the child is still upset, repeat step three until they have calmed down and will be able to hear what you are saying and answer your questions without getting more triggered and distressed

This approach also works with dysregulated partners too!!!

#### Co-regulating starts with labelling children's emotions

When you first start using co-regulation, it's easy to jump right to trying to fix the problem by trying to get the child to stop crying. This is where that impulse to say "You're okay" comes in — but saying 'you're okay' doesn't make the problem go away.

Instead, the first step is to always observe and label the child's emotions. As the adult, you need to be able to describe and put into words what and how the child is feeling. Then, you should verbalise what you have noticed to the distressed child.

### Ladybird class update

Welcome to our new Ladybirds room!! We are so excited to explore the new environment!

The children have been enjoying playing with sea creatures in the water tray, we have used seashells to create impressions in playdough, we have used bubble wrap and paint to create starfish and we had a very busy snack time making our own cream cheese, carrot and cucumber 'fish shaped' sandwiches!

We made an 'underwater' cave using a huge cardboard box! The children enjoyed listening to the story Bright Stanley and the cave monster' by Matt Buckingham





You can do this by naming the emotion and describing how it is showing up in their body: *"Hey Charlie, I can tell you're mad. I hear you yelling and your fists are clenched."*

Children's distress can be overwhelming, and a child may feel there's no way for them to regain control. But it's a lot easier for children to separate themselves from their overwhelming feelings, once you give those feelings a name. Also, describing how these big feelings show up in their body allows them to notice how this feeling is affecting them, so they can start self-soothing.

### Helping children when they're feeling overwhelmed

There are countless coping strategies for the little ones, but of course, every single one will not work for every child. It is important to find the best coping skill(s) for each individual child. You can help the little ones learn what works for them by offering a variety of options and techniques: (Of course, you want to suggest these in a way that does not overwhelm the child.)

Taking deep breaths works for almost all children, because it increases the oxygen flow to the brain. Gently engaging the senses, especially touch, help slow the child's breathing and heart rate. You might look to your classroom's sensory table, or to children's comfort objects, like a blanket or stuffed bear. Proprioception is our awareness of our bodies, and supporting that can help us feel more in control. Engaging in sucking or chewing activates the proprioceptive sense in a calming way. The vestibular sense relates to balance, and engaging this can also help soothe children. Rocking motions are a good way to activate this sense, as children move between balance and unbalance.

With that said, it is important to note that of course, overstimulation of the senses will have the opposite effect. Bright lights or loud sounds can be stressful for anyone, but for some even moderate light or sound can be too much. Caregivers need to take the time with each child to understand what amount of sensory stimulation is calming and what is overwhelming. Over time the child will also learn their tolerance to sensory stimulation, and learn which coping strategies work best for them. Over time, they will build up their skill set and have multiple coping skills and techniques to help them self-regulate and use when they find themselves distressed and activated.

### The child seems calm - Now what?

As children calm down, they'll reach a point where they are ready to try a new activity. They may still be recovering from their frustrations, so moving on to something new can help. There is no easy way of knowing exactly when it's time to help the child move on. All you can do is suggest an activity. Here are three common suggestions:





Reading books often works because it keeps you and the child connected while giving them something else to focus on.

Drawing or building are good activities because the child focuses on the ideas in their head while using their hands.

If there was a conflict that precipitated children's distress, you can help them resolve the conflict at this point.

If a child gets more agitated when you suggest other activities, that's a sign they need some more co-regulation. Make sure that you, as the adult, are remaining calm. Then, continue to rely on their coping skills, or try finding other coping skills if needed. The child is not the only one who learns from co-regulation — it teaches emotional intelligence to both children and caregivers. All of us become dysregulated at times. There is no way to avoid it for yourself, or the children you care for. What you can do is co-regulate, by sharing space with them while they regain their ability to self-regulate.

### NEW OFFICE SPACE.



The office is now based in the new part of the Nursery. If you need to get in contact our new phone number is 01865 598044, the email address is [admin@wheatlynurseryschool.com](mailto:admin@wheatlynurseryschool.com) or just pop in to talk to me face to face.

### Staff at Wheatley Nursery School

**Head Teacher** - Natalie Wilson

**Teacher** - Judy Whittingham

**Special Educational Needs Coordinator**- Natalie Wilson

#### **Early Years Support Workers**

Laura Ashmore

Beth Ind

Anna Brand

Louise Noble (Ladybirds)

Lucy Sheldon -Moncur (Ladybirds)

Amanda Lyne (Ladybirds)

#### **Teaching Assistants**

Sharon Butterfield

Sharon Slatter

Kayleigh Collins

Julie O'Day

Amber Hill

Keely Chatteris





Shalni Mashi

**Apprentice** - Daisy Pinkney

**Forest School After School Leader** - Sophie Naish

**Administrator** - Anna Harries

**Wheatley Nursery School Website:**

[www.wheatley-nursery-school.org](http://www.wheatley-nursery-school.org).

Please note our phone number has changed to **01865 598044**

**NO NUTS  
NO SESAME  
SEEDS**



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



Contact: 01865 598044 or [admin@wheatleynurserieschool.com](mailto:admin@wheatleynurserieschool.com)  
[www.wheatleynurserieschool.org](http://www.wheatleynurserieschool.org)



The children helped Amanda to find some leaves in the garden for the stick insects. We cleaned out the net and placed the branches in water. The children discovered that the stick insects move quickly...up our arms and onto our heads!!

