

## St Catherine's Independent Nursery - Newsletter 6 - February 2018

Nursery Trustees – Jayne Chester (OFSTED nominated person), Lisa Maddock, and Belinda Pearson

Registered Charity Number:- 1152421

Ofsted Number – EY488889

Telephone: 01772 456304

Email - [info@stcatherinesnursery.co.uk](mailto:info@stcatherinesnursery.co.uk)

Website - [www.stcatherinesnursery.co.uk](http://www.stcatherinesnursery.co.uk)

Dear Mums, Dads and Carers,

St Catherine's R.C. Primary School will be closed for half term from Monday 12<sup>th</sup> February.

For those parents who are accessing the **FREE** funding nursery places may we politely remind you that the funding is only available for 38 weeks of the year. Therefore, during the week commencing 12<sup>th</sup> February children accessing this funding will not be in nursery. We look forward to your return on Monday 19<sup>th</sup> February, enjoy your weeks holiday.

Nursery is open for business as usual and sandwich boxes will be required for all full-time children, as the school kitchen will be closed.

### **Dates for your Diary**

**Half term – Monday 12<sup>th</sup> February to Friday 16<sup>th</sup> February 2018 (Funded only children)**

**Wednesday 21<sup>st</sup> March – Parent's Evening**

**Wednesday 28<sup>th</sup> March – Nursery closes at 6pm for Easter holiday (All children)**

**Monday 9<sup>th</sup> April – Nursery re-opens after Easter break**

**Monday 16<sup>th</sup> April – Funded only children return to nursery after Easter break.**

**Monday 7<sup>th</sup> May – Bank Holiday Monday – Nursery closed**

**Friday 18<sup>th</sup> May – Annual Farm Trip**

**Monday 28<sup>th</sup> May – Bank Holiday Monday – Nursery closed**

**Half term for funded only children – Mon 28<sup>th</sup> May to Fri 1<sup>st</sup> June 2018**

**Friday 13<sup>th</sup> July – Graduation Party for children leaving for school**

**Wednesday 18<sup>th</sup> July – Parent's Evening**

**Friday 20<sup>th</sup> July – Funded only children's last day of the Summer term.**

## **Suitable Outdoor Clothing**

Please ensure your child has suitable outdoor clothing, including a warm winter coat, gloves, and a woolly hat. Children will not be allowed outdoors without suitable clothing.

## **Parental involvement in nursery planning**

This half term we are focussing on 'Winter' and 'Dark and light'. We would like parents to take part in our Winter themed topic, and we suggest Winter walks in the park where you can talk and think about winter themed words, i.e; frost, ice, snow, crisp, fresh. A large percentage of children at nursery are particularly interested in playing in the dark with torches, so we are focussing on 'Light and Dark' this half term too. We suggest that parents talk to their children about light and dark and ask simple questions, such as; When is it light? When is it dark? How can we make it light or dark? Talk about different light sources i.e. torch, candle, lamp, sun, moon, and stars. Please use one of our 'Special Moments' sheets to inform your child's keyperson of any learning and development that takes place.

## **Mathematics in the home**

This half term we are also mainly focusing on Mathematics and urge parents to get involved at home to teach their child essential mathematic life skills.

Maths is everywhere in the home. With the support of parents, children can grasp many mathematical concepts through their play.

Children will begin to:

- know and understand early maths language of measurement, shapes, spaces, positions, early numbers, order and patterns
- know the sequence of numbers
- begin to understand positional words, e.g. in, on, outside
- show an awareness of time
- be aware of shapes in their environment
- be aware of 1-to-1 correspondence
- acquire new vocabulary
- learn number rhymes and songs, e.g. one, two, buckle my shoe etc.
- be aware of conservation

When we say a child "knows her numbers" what we often mean is that she can recite the names of numbers in ascending order. This is quite useful to be able to do, but it means very little in itself.

Children need to come to know what the number system really means. They can be helped to do this through play. One of the first things they have to learn is about conservation – that 3 is always 3 no matter how it is arranged or presented, whether it is the number 3, the letters for three, 3 bricks, 3 buttons on a coat or 3 Billy Goats Gruff. Before a child can understand numbers for things that can be seen – 3 miles, 3 years old – s/he needs real objects which can be seen and handled with a chance to check that the count is right each time.

Young children have many mathematical experiences in their home environment.

For example:

- they learn about money as they go shopping with parents
- become aware of numbers as they count the stairs to bed
- start to understand the concept of time as they become familiar with the routine of their day – wash, dress, breakfast etc.

A child's daily life offers many practical opportunities to learn about number, shape, space, sorting and matching.

For instance:

- setting places at the table – a cup for me, a cup for you
- playing with water
- steering the pram
- helping to sort the washing, matching socks, big shirt / small shirt
- tidying up – putting similar items together
- matching lids to saucepans

Here are a few ways in which you can use play to learn mathematical concepts.

### **Sand and Water**

- Using sand can develop mathematical concepts and language, e.g. heavy, light, empty, full, big, little
- Conservation – how much will it hold
- Make shapes and patterns
- Provide boxes and materials of different shapes and sizes to compare weight and quantity
- Look at the differences between wet and dry as a means of looking at weights language
- You can help to promote mathematical language such as – heavy, light, empty, full, long, short, big, small in relevant contexts
- Look at your home environment to develop language, especially positional words – small object in front of big object, behind, in, on.

### **Dough**

The use of dough can help to develop a mathematical understanding for pre-school children.

- Develops mathematical language – short, long, fat, thin
- Make shapes of different dimensions – flat shapes, 3-d shapes
- Create opportunities to compare things that float with things that do not

### **Imaginative Play**

- Simple activities like letting your child set the table for dinner can help develop counting skills, e.g. getting out three pieces of cutlery.
- Involve your child with household activities. After washing, allow your child to sort clothes into different colours, or different types of clothes, e.g. t-shirts and socks. This will help to develop a child's knowledge of shapes and colours.

### **Books and Rhymes**

Enjoy stories and rhymes with your child that has a mathematical element, e.g. "One-two, Buckle my Shoe",

This can also help to develop literacy skills by showing your child that the print reads from left to right.

Let your child count out items in the books – how many animals are on the page, how many items are blue.

Using rhymes can also help develop your child's awareness of sequencing

## **Physical Play**

- Develop fine motor skills through physical activity, e.g. Sorting out a jigsaw, Threading beads
- Block play or playing with toy cars can help to develop sequencing by encouraging your child to sequence according to size, colour, use (e.g. bike, car, lorry)
- Playing with different sized blocks can help to develop an understanding of weight and dimensions.
- Tidying toys away allows children to sort into different sizes and colours.
- It can also develop mathematical language – first, second, third, how many are blue, which is largest / smallest.

## **Nature**

By planting seeds, you can help to develop your child's understanding of time and the life cycle of plants. Watch as the plants grow and even measure your plant – develop language such as taller.

Teach your child about the different seasons and plant different items at different times of the year to compare colours, flowers, smells.

There are many opportunities for learning Maths through Play. For more ideas on Learning through Play, get a copy of "I Want to Play", a publication full of practical ideas to use at home with young children, available at Early Years, 6c Wild Flower Way, Apollo Road, Belfast, BT12 6TA, Tel: 028 9066 2825

## **Nursery Rhyme of the week**

Reading, reciting and singing nursery rhymes are an excellent way to help children get ready to read. When a child chants a rhyme repeatedly, they develop key pre-reading skills such as the ability to hear the distinct sounds that make up words, discern sound and word patterns and broaden their vocabulary. Studies have shown that the more nursery rhymes a child knows, the easier it will be for children to learn to read. The nursery rhyme of the week will be sung at singing time, and we encourage parents to sing the nursery rhyme at home with their child.

Below is a list of the next few Nursery Rhymes of the Week;

This week the nursery rhyme will be 'Five Fat Sausages'

The week commencing 5<sup>th</sup> February it will be '1,2,3,4,5, once I caught a fish alive'

The week commencing 12<sup>th</sup> February it will be, 'There were ten in the bed'

The week commencing 19<sup>th</sup> February it will be 'Five little speckled frogs'

The week commencing 26<sup>th</sup> February it will be 'Five little ducks'

The week commencing 5<sup>th</sup> March it will be 'The Grand Ole Duke of York'

## **Word of the Week**

The staff incorporate the 'Word of the week' into normal routines and activities throughout the day, and we ask parents to join in at home to develop their child's vocabulary. We have been very impressed with the children using the 'Word of the Week' in the correct context whilst playing with their friends. Please let a member of staff know if your children have been using any of the words of the week at home.

This week the word of the week is 'pretending'

w/c 5<sup>th</sup> February – 'discover'

w/c 12<sup>th</sup> February – 'enthusiastic'

w/c 19<sup>th</sup> February – 'concentrating'

w/c 26<sup>th</sup> February – 'achievement'

w/c 5<sup>th</sup> March – 'estimate'

## **Sound of the Week**

To all our new parents ~ Letters and Sounds is a six-phase programme designed to help teach children to read and spell with phonics. At Nursery we will be concentrating on Phase One. The aim of this phase is to foster children's speaking and listening skills as preparation for learning to read with phonics. Parents can play a vital role in helping their children develop these skills, by encouraging their children to listen carefully and talk extensively about what they hear, see and do.

Each week we have a 'Sound of the Week', for instance the sound of the week for the week commencing 29<sup>th</sup> March is 'b', we ask parents to help their child to bring in something from home with the sound 'b' for our sound box.

The week commencing 5<sup>th</sup> February it will be the letter 's'.

The week commencing 12<sup>th</sup> February the letter 'a'.

The week commencing 19<sup>th</sup> February the letter 't'.

The week commencing 26<sup>th</sup> February the letter 'i'.

The week commencing 5<sup>th</sup> March the letter 'p'.

## **Policy of the Month**

Please find attached our 'Parents and Carers as Partners' policy for you to read. If you have any queries or would like to contribute your ideas regarding our policies and procedures, please feel free to speak to a member of staff.

Nursery **policies and procedures** are available to view on our website, and I urge parents to **become familiar** with them. If you do not have access to the internet you

can request to view our policies and procedures at any time, just speak to a member of staff who would be happy to assist you.

Please follow the link below to view our policies and procedures:

<http://www.stcatherinesnursery.co.uk/policy-documents/>

### **Used Children's Magazines needed**

If you have any used children's magazines, please bring them to nursery and they will be placed in the book room for the children.

### **NSPCC – Online safety**

Please find attached the NSPCC's updated online safety information for parents.

### **Spare Clothes**

Please ensure your child has several changes of clothes in their bag, as we are really running short on spare clothes.

### **Communication and Language**

Please find attached a fact sheet on how to teach children new words.

### **Storytime tips for parents**

#### **1. Snuggle up together**

Make it cosy! Make sure your little one can see the book the right way up, and that they can see you too. They will learn so much from your face as you read.

#### **2. Chat about the book**

Explore the pictures together and talk about anything you can see - animals, colours, patterns, places. Make links to familiar things: "There's a slide like the one in our park."

#### **3. Make lots of noises**

Make animal noises, weather noises, traffic noises. Watch out for anything in the story which makes a sound.

#### **4. Use your voice!**

Make stories exciting by changing the way you speak. Give a giant a deep, loud voice, and a mouse a tiny, squeaky one.

#### **5. Move about**

Make stories for babies and young children active. Copy the movements in a book - bounce when the horse gallops or wiggle like a caterpillar in the garden.

**6. Get your little ones to help**

Children love to join in. Get them making sounds and doing actions with you, and, as they get older, encourage them to remember some of the words or rhymes.

**7. Sing at story time**

Sing a song you already know which fits in with something in the pictures or story. Or use a tune you know well and make up your own songs about something in the story.

**8. Play with the books**

Go on a bear hunt in the park or munch like The Very Hungry Caterpillar at tea time!

**9. Keep talking**

Tell them how much you love the book and they will love it too! Ask your child what they liked best in the story and tell them about your favourite bits.

**10. Take books everywhere**

Put them into toy boxes and always keep some in your bag for emergencies.

Yours sincerely

Helen Brockliss

Nursery Manager