

# Our Nursery Newsletter



15th October 2021

Dear Parents and Carers,

Good to hear from some of the children that they have been watching and listening to the nursery rhymes on EducationCity that we access in Nursery (and you have recently received the log in details for). If you are having trouble accessing it please let me know. It is not an "App" and can be found by typing "EducationCity" into the search bar.

Our Big Book this week was "Walking Through The Jungle" by Julie Lacome. The book reinforces animal vocabulary alongside action words. We talked about each animal and how they were similar or different to other animals found in the jungle and also used positional language we have used in earlier weeks. The children made sounds similar to the animals in the book and we played listening games where the children had to guess the sound they could hear. Staff use questions involving "who", "what" and "where" to focus our conversations with the children. After listening to the story we try to remember what happened and in what order. "What animal did we see first?" "Where did we see the crocodile?" and so on. "Why" questions for those children who are ready might be, "Why can a monkey swing through the jungle but a lion can't?" Have a look on YouTube and you will find the story to listen to at home and you will also find rhymes to go with it the children will enjoy. Follow up discussions included size, colour and pattern and also which was our favourite animal and why. In the provision we sorted farm animals and jungle animals and described them using language we had used during the class input sessions.

Whilst reading the Big Book the staff point to the words as they read. In this way the children can see that print has meaning, we read English text from left to right and from top to bottom, the names of the different parts of the book (cover, title, beginning, end) and page sequencing. When reading with your child at home these are the sorts of things you can also do. The main thing also is to talk about the pictures and what is happening on each page to "tell" the story. Maybe as we have been doing in Nursery focus on the "actions" of characters in the story, "The rabbit is running," or "The boy is jumping" and so on. You know your child best so keep the sentences simple or extend them, "The rabbit is running because ....."

In Maths we have been using our fingers to represent different numbers whilst singing number rhymes. Mr Lucas says he is very impressed with the children. When he was singing "5 Little Speckled Frogs" the children were great at taking away 1 each time and saying how many they had left. We compared sizes of animals, bigger, little, smaller and counted animals with patterns/4 legs/ a long body and so on sorting them in different ways. Every day staff use the language of "more than" and "fewer than" whenever appropriate, "more" they don't have problems with as this is a word they are usually familiar with but "few", children often found this more difficult to understand. At home if you can find opportunities to compare two groups, maybe in the fruit bowl, count the apples then the pears, then use the language "We have more apples but fewer pears".

A reminder snack money is £1 per week and for those children who stay for lunch there is a charge of £1 per day for the lunchtime supervisor as this goes beyond the 30 hours (Mon-Fri 8.40am-3.00pm 31hrs 40mins).

Many thanks

Nursery Staff