

THE BULLETIN

BROUGHAM STREET NURSERY SCHOOL



MESSAGES

Half Term
Reopen: 07 June

Summer Holiday
Close: 23 July

Uniform is in stock in the
office. Polo shirts £6.50,
jumpers £9

Keep up to date with news by
regularly checking Tapestry
and our Facebook page.
Please 'like' and comment so
we know you have seen posts.
Share your news with us too!

HANDA'S SURPRISE

Each half term we introduce a new theme to stimulate our children's interests. Last half term we focused on Africa, leading with the story Handa's Surprise by Eileen Browne.

The theme took us through all parts of the EYFS as we explored pattern and number in our tribal art, size in our building, understanding the world through African artifacts and drumming, literacy through our story telling and our communication.

It has been a lot of fun and we all have learned alot too!

For example, we learned that as giraffe's grow, their voice gets deeper until eventually it is too low for us to hear. So even though we can hear the calves we cannot hear the adults call to each other!

We have explored African food both within the nursery school classroom and outdoors at Forest School where we cooked flat bread on the Kelly Kettle. We even learned how to track African animals by identifying their poop!

We are looking forward to the next half term of learning adventures. Whatever will we discover next?

SETTLE STORIES

Thank you very much to Settle Stories and Professional storyteller Cassandra Wye for taking us on an adventure to the moon!

Information from Settle Stories:

Through interactive storytelling we were introduced to elements of 'understanding the world', exploring the changing shape of the moon, the surface of the moon, night and day, animals and habitats. It was brilliant, and all signed in Makaton too!!



THANK YOU!

We are part of a very generous community so we need to say lots of thanks to:

Wendy Turvey: For sharing her African drums with us and leading us in a Handa's Surprise inspired drumming circle.

Elanor Rawlinson - For sharing a variety of African artefacts from her travels.

TESCO and Morrisons for a selection of beautiful plants and seeds for us to share and grow.

We have been incredibly lucky :)



LEARNING PLANS FOR THIS HALF TERM

Changes

We have got lots planned including:

- The Very Hungry Caterpillar
- Getting ready for school
- Recycling
- Changing state: Solids, liquids and gases
- Seasons
- Caterpillars in the classroom
- Dressing ourselves
- Baking
- The Ugly Duckling
- Mixing colours



Our theme this half term is inspired by the fact that many of our children will be moving onto primary school. But change isn't just about starting school, we can 'get changed' by ourselves, we can change one thing into another, we will watch as a caterpillar changes into a butterfly etc. We use stories as a starting point for our learning, so we will begin our new theme by sharing the story 'The Very Hungry Caterpillar' by the late, great Eric Carle. You can listen to the story by accessing our new interactive bookcase which is at the end of this newsletter. There are lots of other stories too that we hope you enjoy reading together!

We would love to hear your ideas about what we could do. Please share them with us via Tapestry. Thank you!!

LOOK AT SOME OF OUR LEARNING EXPERIENCES



ACTIVITIES YOU CAN DO AT HOME

You just need yourself and your child for these activities all about the Prime Areas of Learning: Personal, Social and Emotional Development, Physical Development and Communication and Language.

Revisit routines – children's needs change, so it can be a good idea to look at any routines you have at home - or ones you don't have but might want to introduce. Perhaps you'd like to try something different when you're getting ready to go out, or make a change at mealtimes or bedtime? Do you notice any triggers that create issues at a particular moment? At later stages of development you might be able to chat with your child about a routine and ask them what they think! I've noticed you don't like getting out of the bath when bath time is done – I wonder what we could do to help you feel happier to get out and get ready for bed? At earlier stages of development you could try offering your child a choice between 2 things – dinosaur T shirt or bear T shirt when you're getting dressed. Sunhat on, or pushchair hood up when you're leaving to go for a walk on a hot day.

Managing Feelings and Behaviour and Self Confidence and Self Awareness

Mirror sounds – what happens to your face, mouth and tongue when you make different kinds of sounds? If you have a mirror, look into it with your child as they make sounds, or you could use the selfie function on your phone. Try ahhhh, oooooo, mmmm, lalalala. Copy each other making sounds and different shapes with your mouth. Can they see their breath on the mirror for any of the sounds? What about your tongue, can you stick it out when you make an ahhhh sound? Or curl it upwards for lalalala? Use sounds that are familiar from the languages you speak together. At earlier stages of development copy your child's facial expressions and the sounds they make as though you are their mirror. At later stages, make up silly words that use lots of different sounds and teach them to each other – balazzzooommm!

Listening and Attention

Which way? – go for a short walk with your child. As you leave your home, ask them 'Which way shall we go?' When you come to another 'junction' ask again 'which way?' See where you end up! At earlier stages of development, you could point one way and then the other, and your child could point to show their choice. Or you can use lots of talking out loud as you go one way or the other. At later stages of development your child might recognise where a direction takes them (the bus stop, gran's home), or you could introduce the words left and right. Notice things together that will help your child recognise directions – "...this is the road with the tall tree/ the big building site is at the end of this street."

Understanding

Opposites – can you make your body into a very narrow shape? Are your arms tight by your sides? Or maybe they are stretched up above your head? Now can you make your body as wide as possible? Are your legs apart? Your arms reaching as far as they will go on each side? Try making yourself as short as possible, then as tall as possible. Or you could move a body part as fast as you can, then as slow as you can. You can adapt this to your child's needs, maybe moving just the arms, or just the head. Or you can hold their hands/feet and gently move their arms/legs outwards and together again.

Moving and Handling

Learn a new word today – will it be a colour word? Yellow? Maybe the name of an animal? Cat? Or a good describing word? Slippery? Think about what you are doing with your child in the moment – perhaps you're getting the bus today and you can point out the yellow stripes on it, or the yellow bars for holding onto. Maybe the next door neighbours have a cat and you keep seeing it out of the window? Or perhaps the soap in the bath is slippery! Find lots of ways to say new words to your child, and for them to say them back to you if they are ready. Learn new words in the languages you speak together. Whatever their stage of development, talking to and with your child really helps with their language and communication.

Speaking

Month **10**



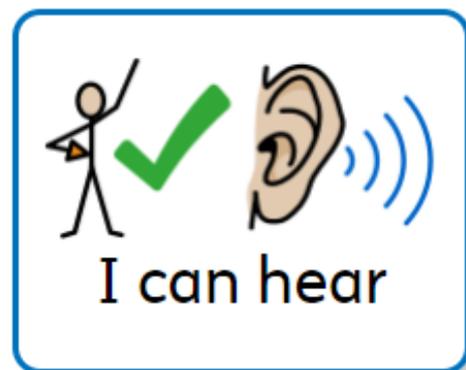
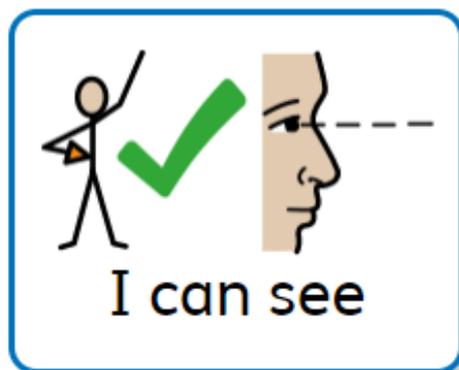
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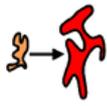


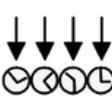
COMMUNICATION & LANGUAGE

In nursery school we use lots of symbols, both alongside our speech and as part of our reading provision as part of our language rich environment. Because they are pictures they can be read by all children, including those with English as an additional language or those who have Special Educational Needs and/or Disabilities. The programme we use to create our symbols is called Widgit Communicate InPrint 3 and was kindly purchased for us by a former parent. Symbols are brilliant for enabling children to make choices for themselves, for us as adults to communicate our message with them and to help them to understand the world around them. Reading symbols is something that we do as adults every day, whether it is the identification of logos or the App symbols on our phones. For children it is the same, reading symbols is the first step to reading words. Below are some conversation starter symbols, perhaps you could try using them at home too?

I can...













Change Isn't Always a Good Thing by Alison Stewart






A zebra living in Africa





Didn't like his stripes






He wanted to look different






He didn't feel quite right







He wanted to change his pattern






The stripes were too boring







He thought he'd change the colour







Maybe pink would be more his thing?







He ran out onto the plain







The pink stood out bright and large





But then a lion ate him



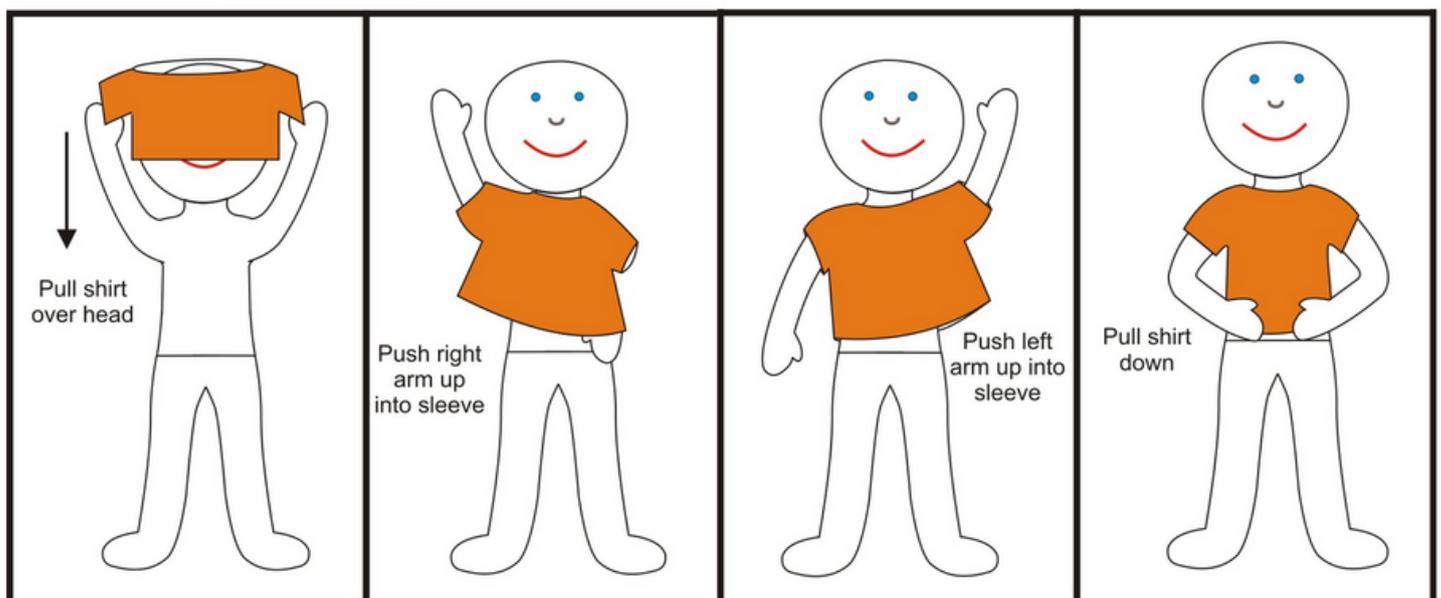

Because he'd lost his camouflage!

TRANSITION TO PRIMARY SCHOOL

In September, a large proportion of our children will be moving onto primary school. Already we have welcomed to our setting teachers from Carleton Primary School and Coates Lane Primary School; we have lots of other visits lined up too. In addition to teachers visiting us, we know that many children will be taking part in transition visits to their new schools during this half term. We would greatly appreciate it if you would share with us information about your planned visits, so that we can fully support your child as they make their transition to primary school.

BBC Bitesize have created a game to play called 'My First Day at School'
<https://www.bbc.co.uk/bitesize/topics/zhtcvk7/articles/znc9vk7>

When children move from nursery school to primary school, the biggest change will probably be that there will be less adults to help them, possibly only one/two adult(s) per class of 30-32 children. It is therefore really important that children have mastered self care skills such as putting on and zipping up their own coat; putting on their own socks and shoes (we recommend velcro fastenings) and wiping their own bottoms. Another key skill is learning how to dress and undress yourself AND keeping your clothes together. To help with this, several schools ask children to change within a hula hoop on the floor, so that the clothes stay in one place. You will appreciate how difficult it is for one or two adults to manage 30 sets of uniform! The sense of pride a child gets when they put on their own shoes for the first time, or zip up their coat is wonderful - boosting self esteem and confidence which is just what they need as they start their new adventure.



TOP TIPS TO HELP CHILDREN TO DRESS THEMSELVES

When children learn how to dress themselves it is a huge accomplishment. Independent dressing is a skill that needs to be taught and practiced. Here are some tips from <http://yourtherapysource.blogspot.com/2011/11/tips-for-teaching-child-dressing-skills.html> for teaching a child how to dress:

1. Children will usually learn to undress first. Remember to allow children practice time to undress. Praise them for being independent when undressing (if appropriate).
2. Be patient. Do not try to teach dressing skills if you are in a rush. It takes children a long time to dress themselves. Perhaps pick out clothes the night before to eliminate one step.
3. Provide verbal cues as necessary. Try to use the wording on each step by step direction for consistency. As the child becomes more independent, reduce the verbal cues until they can be discontinued completely.
4. Try teaching dressing using backward chaining. Backward chaining means that an adult provides assistance throughout several steps until the child can complete the last steps independently. For example - you help the child hold shirt, put arm through, put overhead and put other arm through. The child then completes the last step independently of pulling the shirt down. Continue this process by advancing to the child completing the last two steps...then last three steps...etc until the child is independently putting on the shirt.
5. If you are not sure where to start, try the easiest items first - elastic shorts, elastic trousers or shirts without buttons.
6. Lay the clothes out in the proper order and direction for the child. Make sure all the clothes are turned right side out.
7. Practice dressing skills with larger dress up items to increase motivation levels.
8. Model the steps by dressing a doll first. The child can practice dressing and undressing dolls or stuffed toys.
9. If the child is sensitive to clothing, try cutting tags out of the shirts or purchasing seamless clothing. Try washing the clothes several times before wearing.
10. If the child needs complete assistance for certain steps, try doing hand over hand to complete that step until the child becomes more independent.
11. Once the child can complete the dressing tasks independently, practice the skills in different environments (i.e. bathroom versus bedroom) or with different types of clothing (i.e. tighter fitting versus looser fitting).
12. Try practicing getting dressed in front of the mirror unless it confuses the child.
13. Try completing the dressing skills in sitting on the floor or on a bench if it is too difficult in standing.
14. If the child has one side of the body weaker or tighter than the other, dress that side first. If undressing, remove

SUPPORTING BRAIN DEVELOPMENT



YOUNG BRAIN BIG APPETITE



The brain is the organ with the longest development and maturation time - it starts in the third week of pregnancy and continues throughout adulthood

Sleep

Sleep plays an important role in healthy cognitive & psychosocial development during the transition from infancy to childhood.

Sleep is made up of three states:

Non-rapid eye movement (NREM) - restful and restorative with low brain activity

Rapid eye movement (REM) - consolidating memories, dreaming and building connections in central nervous system

Wakefulness



Important factors for infant sleep

- ✔ Regular and consistent bedtime
- ✔ Safe and comfortable place to sleep
- ✔ Being put in cot drowsy but awake
- ✔ Limited screen time
- ✔ Appropriate activity & exposure to daylight

Sleep timelines

0-3 months	2-3 months	4-12 months	12-18 months	18 months - 4 years
day/night reversal is common, no circadian rhythm	regular periods of sleepiness & alertness	more nocturnal	two naps a day	one or no daytime nap

Good sleep benefits:

-  Learning & memory
-  Emotional regulation
-  Cognitive development

Nutrition

Optimal nutrition in the fetal period and first few years of life is central to the development of a healthy brain architecture needed for lifelong cognition

Iron is currently the quintessential nutrient for the discussion of:


Timing


Dose

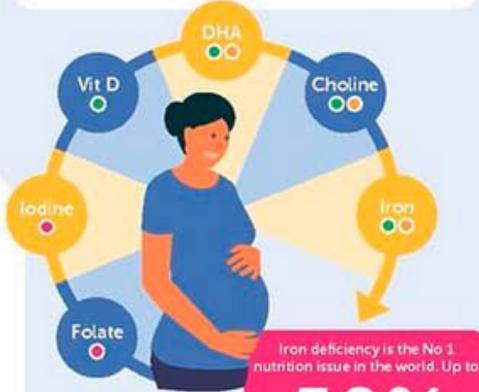

Duration of a deficiency

When a fetus is iron deficient for extended periods of time, brain development does not proceed on a typical trajectory

Six nutrients commonly associated with early cognitive development

These nutrients are important from pre-conception to pregnancy and after birth:

● Pre-conception
 ● Gestation
 ● Post natal



Iron deficiency is the No. 1 nutrition issue in the world. Up to

50%

of women worldwide are deficient.

Energy

The brain consumes a high proportion of the body's energy, especially during times of rapid growth

The developing childhood brain uses up to 60% of the body's energy requirements

Infant brain volume vs that of an adult:

27%
At birth

72%
1 year

36%
2-4 weeks

83%
2 years



The adult brain uses glucose for energy



The developing brain needs glucose and fatty acids to produce energy



Annales Nestlé Vol. 77, No 2, 2019 Annals of Nutrition & Metabolism Vol. 75, Suppl. 1, 2019

FUNDRAISING FOR SCN8A

We are encouraging our children in nursery school to raise money to increase awareness of SCN8A. We are asking you to hunt for the letters S, C, N, A and the number 8 in the world around you, we call this environmental print. You might spot them on a road sign, a car registration plate or maybe a house number. If you have not got a sponsorship form or are not part of nursery school but would like to take part too, please click on the link. As so little is known about this genetic condition, the more funds we can raise the better. Please share photos of your hunts on Tapestry. Thank you and happy hunting! We are excited to see how you get on <https://tinyurl.com/SCN8A>



GET TO KNOW OUR TEAM



Hi everyone, I'm Ayesha and I am the new school administrative officer here at Brougham Street. I have lived in Skipton for all of my 26 years of life and I simply adore it here. Although there's quite a few faces I don't yet know so well, many of you will already know me, as I have been at Brougham Street Nursery for almost 10 years (I know I don't look old enough ha!).

I originally did my work experience at Brougham Street Nursery back in 2010 when I was attending school to try and figure out what career path to follow. It's safe to say I LOVED IT. Shortly after leaving school in 2011, I began working at Brougham Street Nursery as an apprentice at just 16 years old (a baby). I studied at Craven College for 3 years and went on to achieve my Level 2

and 3 qualification in children's and young people's workforce. I have experience working with all ages from 0-5 and I just can't pick a favourite age range as it's so rewarding in all of the rooms. Since 2015 I have been a room leader in both the toddler and baby room and in 2019 until early 2021 I stepped up as acting childcare manager. So that leads me to now, 10 years later and I am forever expanding and building on my skills and experience in yet another role within the nursery. I view working at Brougham Street as a real privilege as it really just feels like we are one big family!

Outside of my busy life at Brougham Street, I love to go for walks with my husband, bake, shop and when we can, explore different parts of the world!

We love to hear from parents/guardians throughout the year and have an open door policy for you to contact us with any questions or concerns. Alison, Amy, Ann, Ayesha, Beccy, Bethan, Bev, Gene, Holly, June, Lorraine, Madiba, Pauline and Michael

