

THE BULLETIN



BROUGHAM STREET NURSERY SCHOOL



MESSAGES

Half Term

Close: Friday 12 Feb

Reopen: Monday, 22 Feb

Easter

Close: Friday 26 Mar

Reopen: Tuesday 13 Apr

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.

Please share your news with us too!

FLIGHTS OF FANCY

As we start our new term we are commencing a new exciting topic 'Flights of Fancy'. Our focus will be things that fly. Inspired by the children's interest at the end of last term when children were creating owls in the continuous provision arts and craft area and more recently, we have had lots of children asking to make paper aeroplanes.

We are planning experiences that centre on our young children's interest in wind and flight and we will use this to provide a wide range of learning opportunities. From blowing bubbles to operating a kite.

We have lots of exciting plans ahead including creating a mission control in the nursery classroom. Building a giant rocket and designing and constructing a flying machine!

We also have lots of experiments planned investigating forces. Through everyday experiences and play with a variety of toys and other objects, we will learn to recognise simple types of forces and describe their effects.

We will be stimulating our children's interests, engaging in lots of cross curricular learning. We are going to be very busy!

SELF REGULATION

Self regulation is a part of the Early Years Foundation Stage's Characteristics of Effective Learning. Self-regulation is about perseverance, but also putting in effort. Making kites or waiting for the wind to blow to turn a paper windmill can support children's self-regulation skills. They learn that not everything is instant and that patience and perseverance will bring rewards. Early childhood is a period of rapid brain development that paves the way for growth of self-regulation skills

What does self regulation look like in early childhood?

Self-regulation skills and capacity change considerably over the first five years of life, based in part on cognitive and motor skill development. Here are examples of self-regulation skills that children might be ready for, by developmental age group.

In infancy:

- Shifting attention or averting gaze when overwhelmed
- Self-soothing by sucking fingers or a pacifier to reduce distress

In toddlerhood:

- Focusing attention for short periods
- Adjusting behavior to achieve goals
- Beginning to label feelings
- Briefly delaying gratification
- Turning to adults for help with strong feelings

In preschool-aged children:

- Recognising a growing array of feelings in self and others
- Identifying solutions to simple problems
- With support, using strategies like deep breaths and self-talk to calm down
- Focusing attention and persisting on difficult tasks for increased lengths of time
- Perspective-taking and early empathy



<https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/reports-and-policy-briefs/PromotingSelf-RegulationIntheFirstFiveYears.pdf>

Activities to improve self-regulation

Sensory diet to provide sensory feedback to the body which enables better sensory regulation. These activities might include: Animal walks, trampolining, cycling, swings (forward and back, side to side, rotary), rough and tumble play / squishing or sandwiching with pillows or balls.

Discrete skills: Activities that have a defined start and end point such as puzzles, construction tasks, mazes, and dot to dots.

Narrowly focused tasks: Sorting, organising and categorising activities.

Visual schedules enable a child to see and understand what is going to happen next. Schedules also help people to organise themselves and to plan ahead. Timers help with transitions as they tell the child how long and when they are going to have to do an activity. Timers also allow us to pre-warn the child when a favoured activity is coming to an end. You can use a sandtimer or there are sandtimer apps.

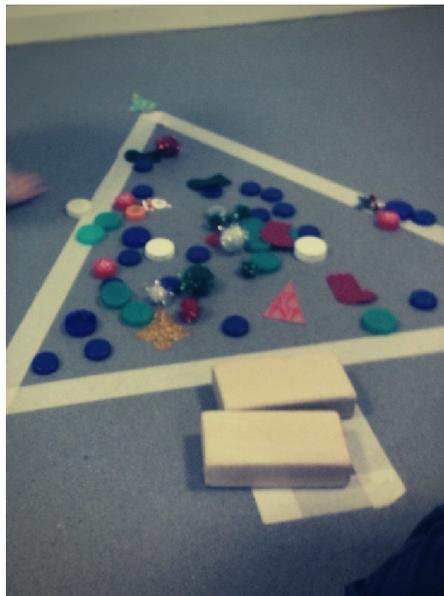
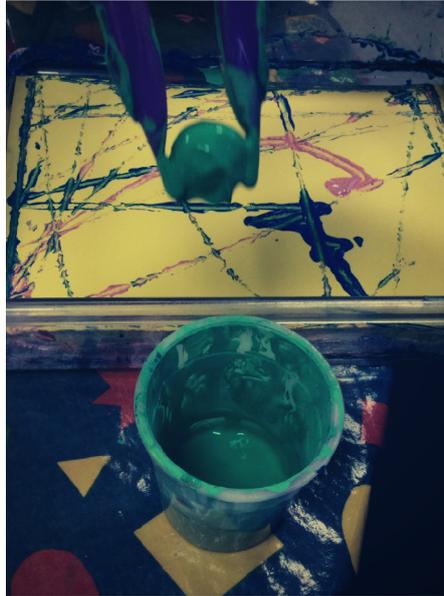
<https://childdevelopment.com.au/areas-of-concern/sensory-processing/self-regulation/>

OUR NEW TOPIC



We would love to hear your ideas about what we could do. For those families who have chosen to remain at home at the moment, we hope to share some of our activities via Tapestry. It would be great to see what you do at home too.

LOOK AT SOME OF THE THINGS WE DID LAST MONTH



TIME TO TALK



time to talk

learning to talk - how you can help

Babies and young children are learning all the time, even when it seems like they might not be doing very much. Sometimes it's hard to know what to do to help them with their listening, understanding, talking and making sounds.



Here are some **top tips** which you can use in everyday activities to help them off to a great start:



be face to face



join in and follow their play



keep your talking simple



match what they say and add a bit more



repeat new words

GET TO KNOW OUR TEAM



My name is Gene and I live in Skipton with my partner Sean. I have worked at Brougham Street Nursery for almost 25 years in a variety of admin roles, so I clearly love it! Previously I worked at Skipton Building Society for many years leaving to start my family. I have 29 year old twin daughters living in Spain and Glasgow and a gorgeous 7 month old granddaughter who I try to see as often as possible. In my spare time I love seeing my family, travelling, hiking, yoga, reading, knitting, photography and swimming.

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