



Autumn Newsletter



We would like to extend a very big welcome to all the new children and families who have joined us over the Summer and to those who are settling in over the next few months. The newsletters are sent out termly and aim to give parents an insight into the areas of learning we are focusing on over the term, so that this can be extended into the home environment.

With the new term, there are also some **staff changes** we would like to share with you. We are welcoming a new Apprentice – **Izzy** who will be joining the Cubs room and are delighted that **Liz** will be returning to the Cubs room this month. **Zara** joined the team in Bears during August as a Nursery Practitioner and comes with 2 years valuable experience with a previous Day Care setting.

In other news – **Ellie & Iszy** will be going on maternity leave towards the end of the year – and we wish them all the very best for their new arrivals.

LEARNING & DEVELOPMENT

Over the next few months, we will focus on Mathematics, Communication and Personal, Social and Emotional development. These are three vital areas of the Early Years Foundation Stage curriculum and the staff team have planned a rich learning environment to develop, build and deepen children's understanding and knowledge.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

Children will progress from beginning to recognise shapes and patterns to developing the ability to sort objects by size, shape or colour. They begin recognising numbers, and progress to counting by rote. Our aim is for children to develop a deeper understanding of the numbers to 10, the relationships between them and the patterns within those numbers as they progress onto school.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. We use shape sorters, jigsaws, sand timers, and equipment such as tunnels and dens to develop special reasoning skills. Young children like to feel 'big' and we develop their understanding of size by activities such as measuring their height, or seeing how many dolls or teddies can fit inside a large or small box.

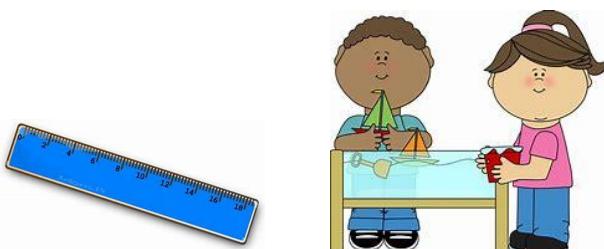
It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. Our practitioners will use lots of mathematical language in their conversations with children to develop familiarity with numbers, shapes, patterns, special awareness and problem-solving skills.



Mathematics Activities: As always, the children will be learning through play and here are a few examples of some of the fun activities we have planned:

- ★ Matching the Wellies
- ★ Playing bowling with different sized balls
- ★ Using rulers and measuring tapes to measure a range of objects including the children!
- ★ Drawing around our hands and feet
- ★ Going on a walk to spot numbers in the environment
- ★ Having 'spots' and 'stripes' hunts
- ★ Water play to empty and fill different sized containers

And many more



Communication

The development of children's spoken language underpins all seven areas of learning and development.

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, story-telling and role play, where children share their ideas with support and modelling from their key workers, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structure.





Communication Focus:

The aspects of communication that we focus on are:

Interactions - from birth, babies want to connect with others and are eager to interact. For example, they might kick their legs ready to play a peekaboo game. These are important parts of an interaction that adults should notice and encourage.

Being with others helps children to **build social relationships** which provide opportunities for friendship, empathy and sharing emotions.

Research shows that good interactions between adults and children make a big difference to how well communication and language skills develop. Children benefit from being with responsive and enthusiastic adults who show interest in talking with them.

Good interactions use:

- words
- body language
- facial expressions
- actions
- songs



To support children who are non-verbal we will **use objects, pictures, or visual cues**, such as showing a coat to indicate going outside.

Taking turns and waiting for a child to respond builds confidence and independence.

If you join in with children's play and comment, repeat back, wonder aloud and add new words you will extend their language.

There are so many strategies to help your child develop a rich and varied vocabulary and give them the confidence to verbalise and start to talk. Here is a link to lots of ideas and activities parents can use with your children at home to encourage their speech and language development:

https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2017/1/17/speech_and_language_-_m1021_ecat_online_pdf_v2.pdf

Our practitioners will be tasked with 'talk time' with their key children every day so ensure they plan time for meaningful and focused time to talk with their key children, listen to them and encourage them to respond.

Our focused staff training evenings give the practitioner team a range of strategies, games and tools to provide a language rich environment for your children.





Personal, Social & Emotional Development:

As we welcome so many new children into Day Care at Saint Martin's, and our existing children have moved into new rooms with new key workers it is vital that we spend time bonding with the children, helping them to settle, make new friends and feel secure in the nursery environment.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world.

Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.

At Day Care at Saint Martin's we will help children with managing their feelings and emotions, and the ability to self-regulate their behaviour. We will play games using emotions cushions and cards to give children the vocabulary to start labelling their feelings and recognise when they are tired, hungry, sad, happy and cross! We will support this by reading stories around emotions and help them to understand what is positive behaviour and unwanted behaviour.

PSED Activities

Activities will include making '**all about me'** boards to look at how families are similar and different to our friends, and giving children choices and **responsibilities** such as '**lunch monitor**' so that they start to understand special responsibilities. We pride ourselves on a strong reward culture and children thrive when they are praised and recognised for positive behaviour.





DATES FOR YOUR DIARY

- **Open Morning for Existing Parents:**

Saturday 9th October 2021; 9.30am-12noon

- **Term Dates (Term Time Only Children do not attend)**

- October Half Term 25th October – 29th October 2021
- Christmas Holidays 17th December – 2nd January 2022
- 4th January 2021 Spring Term begins
- Funded only Children return on 10th January (full fees apply for return prior to this)

Christmas Closing Dates

- Thursday 23rd December term ends for Christmas Holidays and Day Care at St Martin's will close at 6pm.
- We will reopen on Tuesday 4th January 2022
- Annual Contract Fees are charged over 51 weeks not 52 weeks to account for this closure

GETTING IN TOUCH - 0121 711 2557 - www.daycarestmartins.co.uk

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