



# Monkey Puzzle Ware

Newsletter edition 99

14.2.2020

## Dates for your diary

### Thursday 5<sup>th</sup> March

World Book Day (fancy dress)

### Friday 13<sup>th</sup> March

Red Nose Day

### Thursday 9<sup>th</sup> April

Inset Day (nursery closed)

Dear Parents,

If your child is due to receive funding next term, please make an appointment with Amy to speak about your options.

We are having a garden revamp in time for summer, we are looking to acquire:

- Planks
- Guttering
- Fabrics
- Go kart tyres
- Wood offcuts

If you can help with any of this, please let the office know.

The Toddler staff has asked if parents could bring in some nappy cream for their child if they are still in nappies, Katie will try and let specific parents know at pick up.

World Book Day is coming up, we invite all children and staff to dress as characters from much loved stories and bring a book (named) to share with their friends. We will have lots of Giraffes Can't Dance themed activities, so children are welcome to dress as jungle animals also.

Please remember that it is half term next week, if you would like to book any extra sessions for your term time only child please email the office.

Kind Regards,

The Management Team

# Mel's kitchen...



I am Mel, and I enjoy making scrumptious meals for your little monkeys... I hope you like my menu for next week, but if you do have some suggestions or recipes you would like to add do let me know 😊

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cereal + Toast Fruit selection Gluten, Dairy	Cereal + Toast Fruit selection Gluten, Dairy	Cereal + Toast Fruit selection Gluten, Dairy	Cereal + Toast Fruit selection Gluten, Dairy	Cereal + Toast Fruit selection Gluten, Dairy
AM Snack	Croissants Gluten, Dairy	Fruit selection	Pitta bread & humous Gluten	Fruit selection	Fruit Loaf + Butter Gluten
Lunch	Penne Pasta Bake  Fruit Salad Gluten	Gnocchi with balsamic lamb ragu  Yogurt Gluten, Dairy	Moroccan chicken and cous cous  Fruit cake Gluten, dairy, Eggs	Cottage Pie and mixed vegetables  Melon pieces	Roast Turkey, Roast potatoes and Carrots  Yogurt Dairy, Gluten
PM Snack	Fruit selection	Malt loaf Gluten, Dairy	Fruit selection	Fruit and cinnamon Bagels Gluten, dairy	Fruit selection
Tea	Mixed sandwiches and salad  Chocolate sponge Gluten, Raw tomatoes, Eggs	Chicken pittas & salad pieces  Rainbow cookies Gluten, Dairy, Raw tomatoes, Eggs	Cheese and marmite scones and salad Yogurt Gluten, Dairy, Raw tomato	Pizza swirls  Vanilla sponge Gluten, Dairy, Eggs	Ham wraps  Mango and pineapple Gluten, Mango, Pineapple

# What's on in Baby Room...

## This week...

This week in baby room we have been exploring sensory playdough, we have smelled orange, lemon, rosemary and mint!

We have also been using our fine motor skills to unstick animals stuck under sticky tape.

Some of the children explored natural objects in sand.



## Next week...

Next week in baby room we will be exploring an animal tuff tray, we will have lots of different textures to explore within the tray and we will be able to practise the animal sounds.

We will also be trying to find our body parts; Connie has made some flash cards and we will use a baby bathing activity to help us.

We will also be looking for hidden objects in shredded paper.

## Our songs of the month...

1. Baa Baa Black Sheep
2. Row, Row, Row Your Boat
3. 5 Cheeky Monkeys

## Baby sign of the week...



Tired

## Things you can do with me at home to extend my learning...

- Sing 'Head, Shoulders, Knees and Toes' at home with me to help me locate my body parts
- Hide something from me to see if I can find it, even if it is just behind your back

# What's on in Toddler Room...

## This week...

This week we have been looking closely at mini beasts! We will have made our own mini beasts out of junk modelling.

We have also been looking at quantities and groups of objects, our counting is getting very good!

Some of us have told our grown-ups about what we did at the weekend, this helps us to retell a simple past event in the correct order.



## Next week...

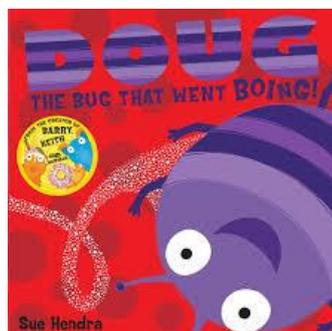
Next week in toddlers we will be making our own musical instruments, we will make rain makers and guitars using tissue boxes and elastic bands. We will then explore the sounds and how they can be changed.

We will also be making bugs using clay, this promotes our fine motor skills, counting (legs, antenna etc) and strengthens our hand and wrist muscles in preparation for emergent writing.

## Our songs of the month...

1. Incy Wincy Spider
2. Grand Old Duke of York
3. Humpty Dumpty

## Our story of the month...



## Things you can do with me at home to extend my learning...

- Listen to a variety of different instruments or even watch them being played
- Ask me to tap out a simple repeated rhythm that I copy from you

# What's on in the Pre-School Room...

## Our songs of the month...

1. Jack and Jill went up the Hill
2. Row, Row, Row Your Boat
3. When I was 1

## Our story of the month...

Little Red Riding Hood

## This week...

This week we have been junk modelling Grandma's house from our story of the week.

We have also been using scissors to work on our fine motor skills. We have also learnt some safety around using scissors.

The children have enjoyed drawing their favourite characters from stories.

## Forest School...

Unfortunately, we haven't been able to do Forest School this week as Tina has broken her leg and some staff have been off ill. You'll be pleased to hear that we are hiring another member of staff to cover the forest school sessions.

There is no forest school next week as it is half term.

## Next week...

Next week we will be going on a witches and wizard quest around the garden to avoid obstacles. This will help us to negotiate our space and promotes our ability to move in a variety of different ways.

We will also be taking a trip to town on Wednesday to go on a shape hunt, we will work on our numbers development also when we tally how many of each shape we have found.

Our letter sound of the month is... **A** (<https://www.youtube.com/watch?v=-ksblMiliA8>)

## Things you can do with me at home to extend my learning...

- Go on a shape hunt with me at home, get me to tally the amount of shapes we see and ask me to count them when we're finished
- Take me to a woods or forest area and let me explore, let me manage my own risks and point things out to me that I may not notice straight away

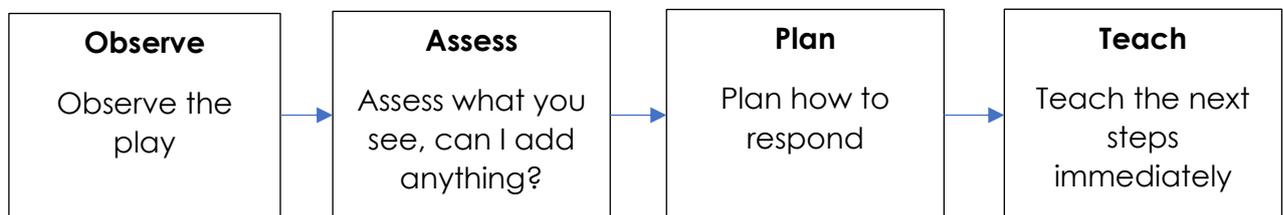


## **In the Moment Planning at MP Ware**

### **What is in the moment planning?**

This simply means that children's interests and next steps in learning are planned in the moment that they are happening. For example a child could be interested in putting their welly boot on, if we take a week to plan for an adult-led activity that interest will be gone and an opportunity missed to help that child learn how to effectively put that welly boot on independently and to build their self-confidence.

The 'planning cycle' will look like this...



This will just all be done during one interaction!

### **Why in the moment planning?**

There are many reasons why we have chosen to change the way we plan the children's learning, the most important is the children's well-being. Our vision states that we aim to 'create strong minded, independent thinkers who leave our setting ready and eager to continue their educational journey', the best way to create independent thinkers is to promote independence through child-led learning.

Play underpins the EYFS and children learn many valuable skills this way such as problem solving and working with others.

Did you know that it takes a child 14 times of doing something new to master it if they choose to do it themselves, whereas if a child is told to do something it takes 100 times!

More can be found on play by going to:

<https://www.familylives.org.uk/advice/early-years-development/learning-and-play/why-play-matters/>

[http://www.nicurriculum.org.uk/docs/foundation\\_stage/learning\\_through\\_play\\_ey.pdf](http://www.nicurriculum.org.uk/docs/foundation_stage/learning_through_play_ey.pdf)



## **How is this going to work at MP Ware?**

The first change that will be made is the environment, in order for ITMP to work children need to be showing deep levels of involvement, over the next few weeks we will be looking closely at our environment to ensure that children have ample open ended resources to peek curiosity and exploration. When we have our environment right, we won't be changing it. Why change something that works well? We don't want to move things around so frequently that the children can't find what they need.

We will also be changing the routine, to fully implement ITMP we won't be breaking from child-led play for any unnecessary reasons, this means there will be no more adult-led activities, circle times or set garden times. Instead we will be implementing a free-flow from the playrooms (Toddlers and Pre-School) to the garden. We will be having a rolling snack in morning and afternoon but will still break for meals, forest school, Mandarin and Tiny Mites.

In order for ITMP to work successfully we do need to ensure that the children have set rules and boundaries, these include:

- Tidying away the area before we move on
- Not taking indoor resources outside and vice versa
- Indoor feet and voices

The above also need to be consistent at home so that the children don't get confused.

Parents will no longer receive observations as they are now, I understand that parents love to see what their little one is up to during the day so a photo everyday of every child will be published. This however is just a photo; this is not an observation or evidence of any learning.

We will be using the 'focus child' approach. This will be 10% of the key group of over 3 children per week and 20% of the under 3's per week, this can be children from any key person. The week before your child's focus week we will be asking for information on any special interests, any new skills learnt or any details of special events coming up. We will also be asking for photos to be sent in that the children can share with their friends if they want (don't worry, we will print them).

Practitioners will then record approximately 10 interactions that they have had with the focus child, these will look like this...



## **What is the child doing?**

### **The interaction with the 'teacher'**

#### **The outcome**

Eg 1. CHILD babbled and then stopped, I modelled speech and waited for the child to respond. CHILD babbles again.

Eg 2. CHILD was attempting to cut the Sellotape using scissors, I modelled how to hold the scissors and facilitated in holding the tape straight for the child. CHILD successfully cut the tape.

At the end of your child's focus week you will be invited to have a chat with your child's key person to discuss their learning, the practitioner will also identify some areas for future focus at home.

ITMP will also completely reduce the time away from the room key people have to spend writing lengthy assessments, these will now just be banding the children to ensure they are working at age-related expectations. We have not yet decided whether we will be continuing with parents' evenings, it depends how well parents interact with the meeting with key people after their child's focus week. I'd love to hear parents' opinions on this.

We will still be documenting 'WOW moments', these will be documented how observations are documented now but will not be as frequent. These will just be something the child has completed independently for the first time, such as walking!