



**POUND HILL PRE-SCHOOL**

**NEWSLETTER**



# FEBRUARY NEWS

You will have noticed that we have a new hutch out the front of Pre-School, please do take the time to have a look and take items, we have information leaflets, books and busy bags to borrow along with a swap shop of food items for you to take and use. This is a way to help with wasting food items along with the added benefit of helping save a bit of money so please do have a look.

## Reminders

### Please remember to bring;

- Wellies, Waterproofs, coats clothes for the weather
- Spare Clothes
- Fruit / crackers etc for snack
- Lunch box (if staying for pm) - NO NUTS
- Water bottle

## Key Dates

- 2nd March –World Book Day**
- 14th & 15th March –Cake Sale**
- 23rd March—Stay and Play**
- 30th March—Spring Fair and Parent Meetings**
- 31st March—Inset Day**
- 3rd April-14th April—Easter Holidays**
- 17th April—Return to Pre-School**

## This Month we have been ....

This month the children have been busy learning lot's about pet's and our home corner was transformed in to a veterinary Surgery and the children where able to make all the pets feel better, we talked about what different pets need and what pets we like and have at home. We also had Superhero day where the children came all dressed as a superhero of their choosing and they had great fun helping rescue play people from the Ice making their very own superhero mask, it was a fun day. The have also been busy looking at Goldilocks and the Three Bears where we talked lots about Bigger, smaller but we also spoke about staying safe and that we should never go into a house that we do not know. We had Police Officer Hall come in and visit the children and talk to them about how to stay safe and how to contact the police to ask for help, the children really enjoyed talking with PC Hall and especially looking at her radio and pressing the different buttons. The children enjoyed having porridge for snack trying it with different toppings to see what they liked the best.

Instagram Preschool

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You can message us on Famly app also.



# **POUND HILL PRE-SCHOOL**

## **NEWSLETTER**



# NOVEMBER NEWS



### News from Caterpillars ...

We have been busy learning how to line up like a train as we transition from the hall to group time and back again. We have also been looking at textures. The children have been talking about their feelings and beginning to express their feelings each morning to say how they are feeling. The children spoke about the pets that they have at home along with the pets that they would like to have and they decorated a picture frame for a photo of their pet, talking about colours and textures of the objects they used to decorate. The children explored the story Goldilocks and the three bears and looked at different sized chairs, bowls and beds and which one they would like. Some of the children even got to make teddy bear shaped Jam sandwiches, they spread the bread and then used the cutter to press down and make the teddy bear shape, they then all tried some and took one home.

Steph, Karen, Jen, Tatiana



### News from Butterflies .....

We have been focusing on name recognition this month to ensure that every child can find their names. The children have talked a lot about size especially with Goldilocks and the Three Bears, and identifying whether it is big, small, long or short. We had lots of fun completing an obstacle course to feed the dog a biscuit, the children had to go over, under and through different obstacles whilst holding a dog biscuit. The children identified and learnt about where animals live such as a pet that would live at your house a sheep would live on a farm and an elephant you would live in the jungle, they also discussed the habitats that each different animal might have and the food that they would eat. Some of the children got to help make porridge weighing out the ingredients and mixing it together, they then helped to prepare the fruit toppings for the porridge to eat at snack time with all the children.

Caroline, Amelia, Lisa, Shashi, Vida, Kylie

# EARLY WRITING

**No rush to write!**  
Pre writing before Writing

**LET CHILDREN PLAY!!**  
Colouring, playdough, cutting, gluing, playing outside, digging in dirt, sensory play, dress up play, science experiments, beading, puzzles, throwing and catching balls, etc.  
All of these things encourage hand development. When they are physically ready to write, they will! No need to rush them, they will show you when they are ready!

**The Hands Say It All!**


So what should be done to support this?



A typical 3 year old's hand



A typical 7 year old's hand



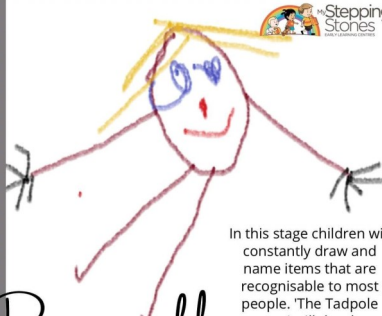
**Scribble**  
15mths - 2.5 years

In this stage children will naturally make marks upon paper; often experimenting with touch, texture and sensation of the marker



**Symbolic**  
2.5 years - 3.5 years

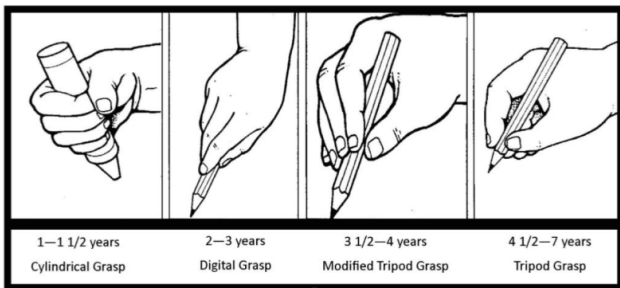
In this stage children are starting to make figures and name them. Early illustrations of people frequently appear although these may not be recognisable to others



**Recognisable**  
3 years - 5 years

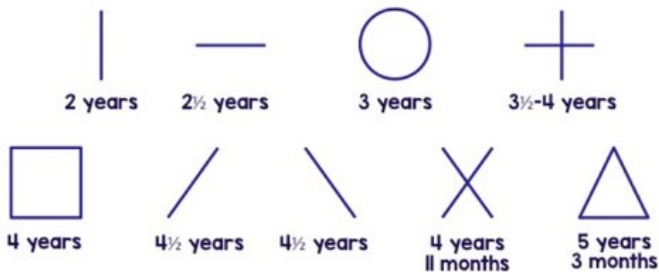
In this stage children will constantly draw and name items that are recognisable to most people. 'The Tadpole person' will develop. As children age their drawings will become more complex.





## Stages of Early Mark Making



## PRE-WRITING SHAPES

Before your child can learn to write, he or she needs to be able to draw these shapes



			
2 years	3 years	4 years	6 years
Scribbling stage	The preschematic stage		The schematic stage
The scribbling stage	The stage of symbols	Pictures that tell stories	The Landscape





**POUND HILL PRE-SCHOOL**



# MEET THE TEAM



Katy  
Manager



Caroline  
Deputy Manager



Amelia  
Practitioner



Jen  
Practitioner



Karen  
Practitioner



Kylie  
Assistant



Lisa  
Practitioner



Steph  
Practitioner



Shashi  
Practitioner



Tatiana  
Assistant



Vida  
Practitioner

# KEY GROUPS

## CATERPILLARS



**Steph**

- \* Liam
- \* Poppy R-T
- \* Aliza
- \* Teshali
- \* James
- \* Myra
- \* Murphy



**Karen**

- \* Rayan
- \* Hugo
- \* Elliot
- \* Harlen
- \* Maylie
- \* Katie
- \* Aneesa



**Jen**

- \* Alaya
- \* Elouise
- \* Oskar
- \* Alyssa
- \* Raees
- \* Poppy. S
- \* Zara

# KEY GROUPS

## BUTTERFLIES



- \* Osaruese
- \* Annabeth
- \* Lucas
- \* Ethan
- \* Eisa
- \* Gabriel



- \* Muaaz
- \* Aaliyah-Rose
- \* Joshua.C
- \* Marcel
- \* Jasmine
- \* Keshvi



- \* Charlie
- \* Oscar
- \* Aneara
- \* Daria
- \* Henry



- \* Annabella
- \* Suhayb
- \* Amber
- \* Siv
- \* Raye
- \* Yasmin



- \* Joshua. D
- \* Mark
- \* Oliver
- \* Sofia
- \* Poppy. A



- \* Jessica
- \* Hanna
- \* Elia
- \* Saamii





## FAMILY APP

We would love to see some observations from home of your child– this helps your child's keyperson build a secure and in depth picture of your child's development. As often children can do things at home/setting that they do not do in the opposite allocation.

To create an observation of your child:

- Head to your child's profile and click on the **Journey** tab
- Click **New** and select **Observation** (*found in the top right*)
- A text box will appear- *see the below screenshot for an example*
- Use the **Upload** button to add photos and videos, or simply describe what your child is doing. If you get interrupted while you're creating the observation, a draft will save, which you can find again by clicking the (left) icon top right-hand corner.

Dylan Wood Date: 29/10/2021

To: Charlie Wood X

B I U H1 H2 H3

Text...

Upload

Cancel Send for review

### Hints and tips

It can feel a bit strange writing observations of your child at first, but don't worry here are some tips to help you:

- First of all, don't be concerned about what the "right" things to observe are- it doesn't have to be a huge milestone or big achievement. If your child is involved, engaged, having fun, or doing something new, just write it down (or take a photo). Your child's setting will love seeing what they're up to and can use this to support your child in the setting
- You know your child best- sharing what your child enjoys and achieves with you at home gives your child's carers so much extra information.
- Try to be descriptive of what's happening, rather than inferring- you might write "*Mohammed was smiling as he poured the water*" rather than "*Mohammed enjoyed pouring the water*", for example.
- If you're writing what your child says, write it as close to how they said it as you can, for example, "*Layla said 'Tat go down-stairs'*" instead of correcting it to "*Layla said 'The cat went downstairs'*"
- You can view your child's journey tab to see past observations and get some inspiration.
- You can always chat to your child's key worker about observing, for more support.