**Pre-school Play and Learning Newsletter for 18th – 22nd November 2019**

**Nursery rhyme,**

**Traditional , rhythm**

Wonder words to use with your child:

**Play and Learning Highlights:**

 This week we have utilised nursery rhymes to inspire all sorts of different play and learning experiences. The children have enjoyed exploring how to build Humpty Dumpty’s wall in the builder’s tray with trowels, blocks, construction vehicles, horses and ‘the king’s men’ (and women), working out how many blocks they will need and how wide it has to be to fit Humpty on it. There has also been lots of exploration, role play language and physical skills developed in our ‘Polly put the kettle on’ tray with tea bags (lots of different smells), water, a tea set and a tea strainer. ‘Twinkle, twinkle’ stars have been created with different media in the Creating Area and counting skills practiced whilst making little Incy Wincey spiders.

On Friday evening we swapped around some of the areas in the playroom, swapping the location of the home corner and book corner. This always re-ignites interest and enthusiasm in certain resources for the children and we have seen lots of tea party role play in the home corner with children utilising the resources from the water tray and some lovely book and story sharing in the dark den book corner.

As it has been World Nursery Rhyme Week this week, we have spent every day singing nursery rhymes using our song sack bag. This is an activity that all the children love doing and they are all demonstrating a great knowledge of such songs, which is great to see – not only for the enjoyment they are gaining from it but also with regards to their early phonic skills. It has been proven that children who know lots of nursery rhymes off by heart by the time they are 4 years old tend to be better readers and spellers when they are at school.

**Out & About sessions:**  The sunshine on Monday provided us with the perfect conditions to visit the big and little beach where we discovered the highly fascinating Goose barnacles on the cable reel which had been washed up on the big beach. The children thought they looked like worms and spent ages watching them, whilst extending their vocabulary to describe what they saw. We had lots of fun on the little beach playing freely with the resources and space the beach provides; running from the waves which were trickling through the harbour gate and finding ‘treasures’ in the san, all the time focusing on developing the children’s language and understanding of the world.

On Tuesday a group of children explored the woods with torches, hunting for signs of animal houses and finding out what was hiding in nooks and crannies within trees and walls. They also enjoyed exploring the effects of shining their torches through autumn leaves – many were completely fascinated by the patterns and how the leaf changed colour.

 **Sounds and Letters/language focus:**

The Flying Fish have been busy creating other versions of ‘Two Little Dicky Birds’ by using their rhyming knowledge. We have had ‘2 little spiders sitting in a web’, ‘2 fluffy sheep sitting in a jeep’ and ‘2 fluttery butterflies sitting on a flower’. The children have had no problem thinking of names for the creatures which rhyme with the thing they are sitting on – it has really illustrated how amazing their rhyming skills are! We have also used the song ‘2 big dinosaurs stomping on a wall’. Unfortunately they drop all the toys they are carrying and so the children have to help sort out which belongs to whom by using their distinguishing initial sounds skills.

The Starfish have been focusing on the rhymes ‘Little Miss Muffet’ and ‘Humpty Dumpty’ – sequencing the order of what happened in the song and using their problem solving skills to work out how to put Humpty back together again and what Little Miss Muffet could do about the spider.

**Ideas to support your child at home:**

\* *I know we constantly tell you about the importance of singing nursery rhymes with your children but we really can’t overemphasise the impact it has on developing the skills children need to do well at phonics later on. Sing them with your child as part of what you do every day, in the bath, in the car, as you sort the washing out. As your child becomes more familiar with them leave off the last word of each line so they have to say it themselves. Older children might like a nursery rhyme book, as the pictures will prompt them to sing the song themselves, which often makes them feel like they are ‘reading’ the book. As your children become more aware of the words of the rhyme ask them questions about the ‘story’ in the rhyme, e.g “I wonder why Humpty fell off the wall?” “Do you Baa Baa black sheep minded giving his wool away?”, this will help develop your children’s imaginations and early comprehension skills.*