



Redhill Nursery Fortnightly Update

Email us at: nursery@redhillprimary.co.uk

Our first full week has now come to an end, and it has been wonderful to see the children settling in more confidently each day. We are delighted to share that they are enjoying the wide range of activities on offer and are already beginning to follow many of our Nursery routines.

The children are starting to build friendships, and we have been playing lots of group games to help everyone learn each other's names. This week, the children have also enjoyed taking part in PE, Welly Walk and Music sessions. We have thoroughly enjoyed getting to know all of the children and are excited to continue their learning journey with them over the coming year.

Literacy Focus

Next week we will begin our first topic 'All About Me'. The children will complete some short focus tasks which will include saying their name and learning other children's names, mark making their name using different tools, talking about their family and drawing a picture of them. We will also talk about what we look like and what special talents we have. This will link to our Art theme where the children will use mirrors to make observational drawings of themselves using different mediums such as pencils, paint and loose parts.

Phonics Focus

Nursery 2—We will begin to listen to the first sound in our names and play names games to hear initial sounds. We will also use instruments to sound out our names and play listening games identifying different sounds in the environment.

Nursery 1—We will go on a sound hunt around the Nursery environment and outside to identify what we can hear.

Maths Focus

Our focus in maths will be on sorting and comparing objects. We will sort our toys into the correct baskets and talk about which baskets have more or fewer. The children will compare the amounts and use the vocabulary 'lots', 'more' or the 'same'. Grouping and sorting objects into the correct criteria will be another focus and the children will describe what they see. We will also begin to subitise up to 3 objects. This is when you can recognize there are 3 objects by sight without counting them.



Nursery Play Guides

Please find below some information on the types of play your child will engage in.



Hanan **FUN**damentals Guide

ADD MORE FUN TO HELP YOUR CHILD COMMUNICATE DURING...

Constructive Play

Did you know that your child's best language learning happens within back-and-forth, fun interactions with you? In fact, the more fun your child is having, the longer they'll want to keep interacting with you, and the more opportunities this gives them to communicate and learn.

But what exactly makes an interaction fun for your child? And what can you do to keep the fun going? Here are few tips to use if your child prefers **constructive play** activities.



What is Constructive Play?

In **constructive play**, young children start use objects to build or create things. When children engage in this type of play, they have a particular goal in mind. For example, your child might stack blocks to build a tower or use playdough to make a "snowman".

How to Add More Fun to Constructive Play

Imagine your child is playing with building blocks – stacking them carefully to make a tall tower. You know your child enjoys this activity, but how can you get a fun, back-and-forth interaction going? Use these techniques to add more fun to the interaction and motivate your child to communicate with you.

FIRST... Identify your child's favourite part of the activity

Often when children engage in constructive play, there is a favourite part around which you can build a fun interaction. Your child's favourite part may be different than you thought!

You can use a key Hanan strategy called **Observe, Wait and Listen™ (OWL™)**

Observe	Wait	Listen
Position yourself at your child's eye level and Observe what they're doing. What are they enjoying most? In constructive play , this often relates to the goal they have in mind. Maybe your child enjoys adding each new block to see how tall their tower will get, or maybe they prefer to make a window in the tower.	Wait (without talking) for at least 5 seconds to give your child a chance to communicate. Waiting is the most important part of the OWL™ strategy because it gives your child the chance to share their interests.	The way your child communicates might include looking, smiling, using a gesture, making a sound, or saying a word. When you Listen , what do you hear or see from your child?

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Hanan **FUN**damentals Guide

THEN... Follow Your Child's Lead

You can respond to your child by:

- **Joining In and Playing**
Play your child's way. Get your own blocks and do what your child does. Remember it's important to follow what your child is doing and not change the way they are playing. Then **wait** to see how your child responds.
- **Commenting**
When your child communicates or shares their interest, you can respond by making a comment – a short, grammatical statement. For example, if your child claps their hands together when they add a new block to their tower, you could say, "You're making a tall tower!"

Remember, it is **most important that your child has opportunities to hear the language that is most motivating for them and that they might use when they are ready**. Try to avoid asking your child questions or getting them to repeat what you say. After you **comment**, **wait** to see how your child responds.



When you take the time to figure out your child's favourite part in an activity, and then Follow Your Child's Lead, you pave the way for longer interactions that are more fun for both of you. This goes a long way in supporting your child's communication!



The ideas in this handout are drawn from the Hanan parent guidebook, **It Takes Two to Talk®** (Weitzman, 2017).

For more ideas and resources to build your child's communication, visit www.hanan.org



ADD MORE FUN TO HELP YOUR CHILD COMMUNICATE DURING...

Pretend Play

Did you know that your child's best language learning happens within back-and-forth, fun interactions with you? In fact, the more fun your child is having, the longer they'll want to keep interacting with you, and the more opportunities this gives them to communicate and learn.

But what exactly makes an interaction fun for your child? And what can you do to keep the fun going? Here are few tips to use if your child prefers **pretend play** activities.



What is Pretend Play?

In **pretend play**, children begin using their imagination to act out everyday scenarios or make-believe stories. They might pretend that a block is a phone, a doll is drinking tea, or that they're a superhero saving the day. For example, your child might stomp around the room and growl as they pretend to be a big, roaring dinosaur. **Pretend play** may or may not involve using objects as props.

How to Add More Fun to Pretend Play

Imagine your child is making food in a play kitchen.

You know your child enjoys this activity, but how can you get a fun, back-and-forth interaction going? Use these techniques to add more fun to the interaction and motivate your child to communicate with you.

FIRST... Identify your child's favourite part of the activity

Often when children engage in pretend play, there is a favourite part around which you can build a fun interaction. Your child's favourite part may be different than you thought!



You can use a key Hanan strategy called **Observe, Wait and Listen™ (OWL™)**

Observe	Wait	Listen
Position yourself at your child's eye level and Observe what they're doing. What are they enjoying most? In pretend play , this often relates to the goal they have in mind. Maybe your child enjoys pretending that the food they made is too hot, or maybe their favourite part is offering the food to you!	Wait (without talking) for at least 5 seconds to give your child a chance to communicate. Waiting is the most important part of the OWL™ strategy because it gives your child the chance to share their interests.	The way your child communicates might include looking, smiling, using a gesture, making a sound, or saying a word. When you Listen , what do you hear or see from your child?

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THEN... Follow Your Child's Lead

You can respond to your child by:

Joining In and Playing

Play your child's way. Get your own food items and do what your child does. Remember it's important to follow what your child is doing and not change the way they are playing. Then wait to see how your child responds.

Commenting

When your child communicates or shares their interest, you can respond by making a comment – a short, grammatical statement. For example, if your child frowns and says, "ow!" to show that the food is hot, you could say, "Owl! This food is so hot!"

Remember, it is most important that your child has opportunities to hear the language that is most motivating for them and that they might use when they are ready. Try to avoid asking your child questions or getting them to repeat what you say. After you comment, wait to see how your child responds.



When you take the time to figure out your child's favourite part in an activity, and then Follow Your Child's Lead, you pave the way for longer interactions that are more fun for both of you. This goes a long way in supporting your child's communication!



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ADD MORE FUN TO HELP YOUR CHILD COMMUNICATE DURING...

Functional Play

Did you know that your child's best language learning happens within back-and-forth, fun interactions with you? In fact, the more fun your child is having, the longer they'll want to keep interacting with you, and the more opportunities this gives them to communicate and learn.

But what exactly makes an interaction fun for your child? And what can you do to keep the fun going? Here are few tips to use if your child prefers **functional play** activities.



What is Functional Play?

Functional play starts with exploring toys by banging, shaking or mouthing (for example, children might bang blocks or shapes together). As functional play develops, children start to use objects the way they are "meant" to be used – for example, your child might put shapes in the shape sorter, or make their car go down a car ramp.

How to Add More Fun to Functional Play

Imagine your child is playing with toy cars.

You know your child enjoys this activity, but how can you get a fun, back-and-forth interaction going? Use these techniques to add more fun to the interaction and motivate your child to communicate with you.

FIRST... Identify your child's favourite part of the activity

Often when children engage in functional play, there is a favourite part around which you can build a fun interaction. Your child's favourite part may be different than you thought!



You can use a key Hanan strategy called **Observe, Wait and Listen™ (OWL™)**

Observe	Wait	Listen
Position yourself at your child's eye level and Observe what they're doing. What are they enjoying most? Maybe they really enjoy pushing the cars off a table, or maybe their favourite part is watching which car goes the fastest.	Wait (without talking) for at least 5 seconds to give your child a chance to communicate. Waiting is the most important part of the OWL™ strategy because it gives your child the chance to share their interests.	The way your child communicates might include looking, smiling, using a gesture, making a sound, or saying a word. When you Listen , what do you hear or see from your child?

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THEN... Follow Your Child's Lead

You can respond to your child by:

Joining In and Playing

Play your child's way. Get your own car and do what your child does. Remember it's important to follow what your child is doing and not change the way they are playing. Then **wait** to see how your child responds.

Commenting

When your child communicates or shares their interest, you can respond by making a comment – a short, grammatical statement. For example, if your child claps their hands together when two cars crash, you could say, "You crashed the cars!"

Remember, it is most important that your child has opportunities to hear the language that is most motivating for them and that they might use when they are ready. Try to avoid asking your child questions or getting them to repeat what you say. After you comment, **wait** to see how your child responds.



When you take the time to figure out your child's favourite part in an activity, and then Follow Your Child's Lead, you pave the way for longer interactions that are more fun for both of you. This goes a long way in supporting your child's communication!



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Reminders

PE – Monday am and Tuesday am. Please ensure your child comes into school dressed in PE kit. They will not get changed into uniform afterwards.

Welly Walk – Wednesday mornings – Please ensure your child comes dressed for Welly Walk in the appropriate clothing: waterproof suit and wellies. You can leave your wellies here if it is more convenient.

Show and Tell – Please check your child's reading record for their day to bring show and tell.

Labels—Please ensure all your child's clothes are labelled with their names.

Book Bags

Please ensure your child has their green book bag everyday. All the children have now been allocated an animal group which makes it easier for them to locate their book bag when needed as it will be placed in the box of that animal. This group also indicates which guided reading group they are in which we will begin in a couple of weeks. The children have received a reading record which should also be placed in the book bag daily.

Please also ensure there is a change of clothes in their book bags plus nappies and wipes if needed.

Baby Photos/ Family photos

In Understanding of the World, over the next few weeks we will be focussing on **how we have changed**. For this topic, please can I ask you bring in a photograph of your child when they were a baby. This creates lots of opportunities to talk about themselves and their family. We would also like to do a display of family photographs, so please bring in a family photo if you haven't already done so. Thank you.

Tapestry

Over the next couple of weeks you will receive your login details for Tapestry – an online learning journal. When you have received this please log on to ensure your details are working. We use Tapestry to celebrate the children's achievements and share some of the wonderful activities they have been involved in. However, we do not use Tapestry to communicate learning on a daily basis.

We believe that the best way to communicate is through conversations at drop-off and pick-up times or, if there are any concerns, through a phone call. We feel it is important that adults spend their time interacting with the children, making the most of every opportunity to support their learning and development.

Thank you for your continued support.

