

Dates for diary

Half term 28th October - 1st November

INSET DAY Monday 4th November



Butterfly class Christmas plays-

Tuesday December 17th at 10 am

Wednesday December 18th at 1.30 pm

Ladybird class Festive family sing along-

Wednesday December 18th 10am

Spring Term 1

Our topics this term are:

- All about me!
- Me and my family
- My body & looking after my teeth
- Vegetables are good to eat!
- Vegetables and Harvest
- Weather watchers & Seasonal changes

Welcome/Welcome back

It has been fantastic to welcome so many families back to Wheatley Nursery School. The children are having lots of fun making new friends, exploring and doing lots of learning. We have lots of fun activities and experiences planned this term, starting with a Harvest festival on the 3rd of October for the butterfly groups. 9.30am parents welcome.

A lot of our teaching at nursery is developing children's personal, social and emotional development. Developing the children's self-regulation is a big part of this.

Self Regulation

Sometimes, children are not able to manage their 'big emotions', resulting in a meltdown or explosion either at school or at home, which can then lead to further distress caused by sanctions or other negative consequences. Often, these sanctions do not teach the child coping strategies and just make the situation worse. One possible reason for this disruptive behaviour is poor self-regulation, so it can be helpful to look at what might be going on and what we can do to help.

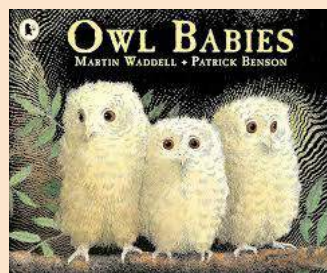
Butterfly class update

It was wonderful to see all the children at the beginning of term and a warm welcome to all the new children who have joined us.

We have been enjoying the warm, sunny weather and spending lots of time outside in the garden. The children have enjoyed a number hunt, carefully ticking off the numbers on their lists as they find them.



Our core story is Owl Babies by Martin Waddell and the children have enjoyed sharing the story together and acting it out using the props on the story shelf.



What is self-regulation?

Self-regulation is the ability to understand and manage your emotions and behaviour in response to things happening around you. It helps you to control your impulses (to make better decisions), to not over-react when upset or excited, and to be able to calm down after an incident, should one occur. Self-regulation is initially learned through co-regulation. Co-regulation occurs between a baby/child and a warm, responsive caregiver, where the caregiver meets the child's physical and emotional needs and soothes/calms the child when they are experiencing 'big emotions'. This, in turn, builds the neural architecture which is necessary for the child to learn to self-regulate; to feel secure and manage their own emotions.

Self-regulation can also be taught, but only once co-regulation has taken place. It is important that teachers and parents work together to find the most effective strategies, so children are able to manage the 'big emotions' and challenges they may face, as well as follow rules and understand limits. As children get older their emotional behaviour, communication skills, patience and independence skills mature. They will have learned what they like and dislike, and hopefully some strategies to help them to stay calm and cope. These skills will also help them to interact with others, build friendships, share ideas and experiences with other children and adults.

Children may find that there are different expectations of their behaviour at home from those in school. To further complicate matters, in school there may be a rule that we walk indoors but they can move quicker, run and climb whilst playing outside. The rules and expectations may change again if walking by a busy road on the school run. Children need their adults to be consistent in applying the 'rules' and with help, understanding and guidance when things go wrong or they find something frustrating or difficult.

We will be giving you more information about self regulation throughout the year, how we are helping children with their 'big feelings' and how you can support them at home.

Games

There are a number of games to help children learn self-regulation skills which involve waiting and turn-taking and provide a fun way of teaching impulse-control:

Red Light – Green Light. The children run around freely – when 'Red light' is called out, they freeze – when 'Green light' is called out, they run. Swap it round so they have to go against their impulses.

Musical Statues – when the music stops, they must freeze. Also in reverse.

Follow my Clap – clap a rhythm and get the children to copy it.

Body Part Mix-up – get children to touch a series of body parts i.e. head, toes, knees. Then replace one of the body parts, so when you say 'toes' they must touch their ears. This gets them not to just act instinctively.

Here are some books that we use to help children with their



We have been working on our core strength and balance as the children have been practising their climbing skills on the big logs and the climbing frame.



Here are some books that we use to help children with their

feelings. We do use the Colour Monster often, but we are mindful about some of the connections of the colours and adapt our reading of the book.



Choice and Consequences

-Be clear and specific about the positive and negative choice of behaviour, and the positive and negative consequences that will follow

-Relate the consequences to the behaviour

-Use a calm, clear voice; threats, a threatening manner, ultimatums are counter-productive

-Only give choices if it's right for the situation

-Give the child a few moments to reflect before asking for a decision

It can be tricky to know what behaviour we want. It can be equally hard to risk describing the behaviour you don't like, which is often how the child has already begun to behave. But you don't let it go on forever. Whichever behaviour the child chooses next, you apply the consequence that matches it.

Things often seem harder in theory than they are in practice.

Eden, you have a choice.

You can either help me tidy away the toys or you can leave me to do it.

If you choose to help me then we'll have time for an extra story.

If you choose not to help then we won't have time for the extra story.

It's up to you – it's your choice.

Staff at Wheatley Nursery School

Head Teacher - Natalie Wilson

Teacher - Judy Whittingham

Special Educational Needs Coordinator- Natalie Wilson

Early Years Support Workers

Laura Ashmore (Butterfly room)

Beth Ind (Butterfly)

Anna Brand (Butterfly)

Louise Noble (Ladybird room)

Lucy Sheldon -Moncur (Ladybird)

Amanda Lyne (Ladybird)

Ladybird class update

We have enjoyed a fun filled start to the Autumn term!

It has been wonderful to meet our new children, we are enjoying getting to know them all and their interests. The children who are already familiar with the Ladybird class have been so caring and helpful towards our new starters...we have an amazing bunch of Little Ladybirds!!

The children are fascinated with the story of Owl babies by Martin Waddell, we use props to retell the story, focusing on how it can be sad separating from Mummy and how in time we remember that Mummy does come back.

We are enjoying our Tales Toolkit, the children are joining in with enlivening storytelling using props!

The children have explored many activities, dinosaurs, vehicles, paint, playdough and water play seem to be firm favourites so far this term!!



Teaching Assistants

Sharon Butterfield
Sharon Slatter
Kayleigh Collins
Julie O'Day
Amber Hill
Keely Chatteris
Shalni Mashi

Apprentice - Daisy Pinkney

Forest School After School Leader - Sophie Naish

Administrator - Anna Harries

Wheatley Nursery School Website:

www.wheatleynurseryschool.org

**NO NUTS
NO SESAME
SEEDS**



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Contact: 01865 598044 or admin@wheatleynurseryschool.com

