

## PRE-SCHOOL

### This week we have.....

Been looking at Mushrooms as part of our Wanderlust: A Nature Study Programme.

Learnt about different types of mushrooms and we had a smell of some mushrooms to discuss what they smelt like. We spoke about being safe when we saw a mushroom and not to pick it unless we were with a grown up and knew it was safe.

Had lots of mixing and pouring and the making of spectacular mud cakes, sparked from the interest of some of the boys

Had lots of large block play inside, the children built a house then moved the house to a different area. They thought about and then communicated how to move the house safely. The children then brought other things to the house, such as a potty to put in the toilet and they also made a slide so their drinks could be slid down to them.

Been fishing, we had some fish in the water tray which we used our fishing rods to get them out. This took great skill getting the fish onto our rods and pulling them out of the water, the fish had letters on them! We looked at the letters and spoke about them and then made the sounds of the letters.

Gone crazy for junk modelling! There has been a lot of imaginative making going on, using different materials, cutting using the scissors, and working out how to make the things we wanted to make.



Visiting our  
allotment to dig our  
beds ready for  
planting



## Reminders

Applications for Primary School places open on the 2<sup>nd</sup> November.

Please be aware this needs to be completed by you and being with us at Cholsey Pre-School does not guarantee you a place at Cholsey Primary School. Places are issued by Oxfordshire County Council.

Take a look at the link below for all information.

<https://www.oxfordshire.gov.uk/residents/schools/apply-school-place/reception-applications/key-dates>

## Parent/Carer Consultations

We will be having our first Parent/Carer Consultations in November. This is your chance to speak with your child's Key Person regarding your child's progress and also to ask any questions.

This year we are able to do face to face meetings but are also offering telephone consultations as well.

The consultations will start the week beginning the 8<sup>th</sup> November, from 3.40 pm with the last being 4.30 pm. Each consultation will last approximately 10 minutes.

Faye's days will be Monday, Tuesday, Wednesday, Thursday and Friday

Ruth's days will be Monday, Tuesday and Thursday

Please email to let us know by the 22<sup>nd</sup> October your day/time preference, if this is already taken we will let you know and arrange an alternative day/time.

## Dates for your Diary (please check Newsletters and online Notice Board for updates)

### Half Term

Monday 25<sup>th</sup> October – 2<sup>nd</sup> November.

Pre-School starts Wednesday 3<sup>rd</sup> November.

### Applications for Primary School open

2<sup>nd</sup> November

### Christmas Holidays

Pre-School finishes Friday 17<sup>th</sup> December at 11.45am

Pre-School starts January 4<sup>th</sup>.

## Child Led Play

An art table has some pre-made blank cards, with specific art material on the table and a card proudly standing in the middle with a rabbit on. The adult then helps the children to make the card with the rabbit on, mainly doing the sticking for them so it looks like the card in the middle. All the children's cards look like the card in the middle of the table, fantastic their grown ups will be pleased with what 'they' have made.

The issue with the above is:

The children may not have wanted to make a/this card.

The children probably haven't made these cards or had little interaction with the making of them.

The children haven't been able to use their own imagination, make their own version of a rabbit or ignore the rabbit and make, well maybe a dinosaur or just a lot of lovely lines.

There had to be a 'perfect' end result, and who for, well the adults to be honest.

What have they learnt?

A Rabbit needs to look like this.

I can't make what I really want to.

The teacher will do it for me so it looks like that.

I don't need to think about it.

My adults will be pleased

Now if you have an art table with loose parts, paints, pens, glue, paper, scissors, boxes, tubes, cones etc watch what happens without your input.

What would they like to make? How are they going to do it? What are they going to use? How can they make that bit stick to the other bit? What are they learning?

They are learning to think creatively and critically.

They are learning to problem solve.

They are learning that they can do it.

They are observing.

They are using their gross and fine motor skills.

They are using their imagination.

They are learning to communicate their idea.

They are engaged in play.

They are proud of all of their hard work.

They are increasing their self-confidence.

And if they want to make a rabbit, it may look like a rabbit or it may have three eyes, four ears and is pink and yellow! And either are great as long as it comes from them.



So, when we watch, listen and observe the children at play we can see what their interests are, what they are playing with and we can take our lead from them. We can join in with the play as long as we take our lead from them.

As part of our Hygge and Wanderlust: A Nature Study Programme we have a certain natural 'theme' each week, however this doesn't mean this is all we do and we use it as a provocation to get the children talking.

Children learn more when they are interested and engaged in the play or activity. Sometimes a child may express an interest in letters, for example, in a play situation and as an adult we can look to see how we can extend or facilitate this play to increase their learning potential. However, if we force this on a child, make them sit and look at letters for a period of time if they really aren't interested there is no benefit to them. A child may express an interest in dinosaurs, building, cars, cooking, farms and so on and we can add things in such as letters to this play. As we are also playing their game with them we can extend vocabulary, add in maths, ask the children to think and problem solve.

As an example, this week in Pre-School some children expressed an interest in mud. The next day we had a trough tray with some mud in it and other loose parts around the outdoor area and waited to see what would happen. To start with, even though there had been lots of talk the day before, the children were hesitant to play with the mud. An adult played with the mud, which then attracted the children over to see what was happening and then the children got involved so the adult stood back to observe. The adult witnessed lots of conversation, mixing, pouring and the making of mud pies. To which then the adult, after receiving a play cue, got involved in the play again and could add things in such as measuring jugs and engage in the conversation with the children to extend their learning.