

Thank you for joining in with World book day last week, the children all looked great, and we had some much fun, looking at a variety of books and popular stories.

We are continuing our lovely topic on **Nursery Rhymes**, which supports language development, memory, rhythm, and early literacy skills. Recent favourites include:

- *Humpty Dumpty*
- *Twinkle, Twinkle, Little Star*
- *Incy Wincy Spider*
- *Baa Baa Black Sheep*

We've been using these rhymes in singing sessions, small-world play, role play, and craft activities. If you'd like to join in at home, singing these rhymes together is a great way to support speech and language.

This week, is **Science Week** and we have had a selection of simple, hands-on experiments planned to spark curiosity and wonder:



- **Floating & Sinking** – predicting and testing what objects do in water.
- **Bubble Fun** – experimenting with bubble sizes and shapes outdoors.
- **Gloop play** – safe, exciting cornflower experiments using water and cornflower to create a gloopy substance.

These activities help the children develop early scientific thinking such as observing, predicting, and asking questions.



### Arts and crafts

The children have been enjoying a range of creative activities as we get ready to celebrate Mother's Day.

Together we have been:

- Making **handmade crafts** using paint and collage materials!
- Talking about the special people in our lives and how we can show kindness and appreciation.
- Mother's Day assembly where we discussed the real reason, we celebrate Mother's Day and when in the year it occurs.
- We hope you enjoy the beautiful keepsakes the children have worked so hard on.

Thank you for your continued support,  
Mrs Bradley and the pre-school Team

### Parents evening

Parents' Evening – Online Booking Information and Guidelines

Spring Term Parents' Evenings:

 Wednesday 18th March 3:30pm - 7pm

 Thursday 19th March 3:30pm - 5:30pm

Please click the link below to book your appointment:

 <https://www.schoolinterviews.co.uk/code/5h3e3>

Please make sure if your child is in Mrs Bradley or Mrs Jukes group, you book in with the correct teacher. Please **DOJO** if you are not certain who to book with, please don't worry if you have already booked, we will do our best to make sure you see your child's key worker.

Story time This week we have been focusing on celebrating our lovely mummies!

We enjoyed reading *I Love My Mommy* together, and the children talked about all the special things their mums do for them. We also had lots of fun thinking about what *not* to buy our mummies for Mother's Day – the children had some very funny ideas!

[I LOVE MY MUMMY](#) written by: [Giles Andreae](#) illustrated by: [Emma Dodd](#) | [1st STORY CHANNEL](#)

 [What Not to Give Your Mom on Mother's Day](#)  [Kids Book Short Funny Read Aloud Story](#)

Happy Mother's day!

### **Safeguarding –**

Keeping Children Safe – Understanding 'Stranger Danger' (EYFS)

#### **Dear Parents and Carers,**

In the Early Years Foundation Stage (EYFS), we teach children simple safety rules to help them understand what to do if someone they don't know approaches them. Our aim is never to frighten children, but to empower them with clear, calm, age-appropriate messages.

#### **What is a Stranger?**

For young children, we teach that:

- A stranger is someone they do not know, even if the person seems friendly.
- Most people are kind and helpful, but children should still follow safety rules around new adults.

#### **Safe Adults**

We help children identify adults who can help them if they feel unsure, such as:

- Parents and carers
- Teachers and school staff
- Police officers
- Crossing patrol staff ("lollipop people")
- Shop workers or people in uniform if a child becomes lost

You can support this at home by pointing out safe adults when you're out and about.

PC Kat Andrews came in to talk to the children this week and explained that we never go with a stranger. She worked through scenarios with the children and they discussed what they should do if that ever happened.

Please encourage your child to tell you any time something makes them feel unsure or uncomfortable.

#### **Helping Children Trust Their Feelings**

Children may not always understand danger, but they often notice when something feels "not right."

We teach them to pay attention to:

- A "funny tummy" feeling
- Feeling unsure or worried
- Wanting to move away

Let them know it's always okay to talk to you about these feelings.

#### **What Children Should Avoid**

We remind children:

- Not to go anywhere with someone they don't know
- Not to accept gifts from strangers
- Not to keep secrets that make them feel worried or upset

### How You Can Support This at Home

- Talk calmly about safety in everyday situations.
- Practise simple scenarios ("What would you do if...?").
- Reinforce, in a non-scary way, that staying close to their adult helps keep them safe.
  - Praise them for talking about their feelings.

### If Your Child Gets Lost.

Teach your child that if they can't find you, they should look for:

- A shop worker
- A uniformed adult
- A parent with children

And stay where they are until found.

### If You Have Questions

Please feel free to speak to your child's class teacher—we're always happy to help. Together, we can help children feel safe, confident, and secure in the world around them.

### Wellbeing for 5-Year-Olds: What They Need & How to Support Them

Five-year-olds are at an incredible stage of development—curious, social, energetic, and beginning to understand their emotions. Wellbeing at this age focuses on helping them feel safe, confident, connected, and capable.

### Below are some simple ideas you can use straight away.

#### Emotional Wellbeing

#### What they need:

- Help naming and understanding feelings
- Reassurance and predictable routines
- Opportunities to express emotions safely

#### Activities

- Feelings check-in: Use a feelings chart every morning.
- Calm-down tools: Bubbles, a glitter jar, or a calm corner.
- Emotion vocabulary: Teach words like "frustrated," "proud," "worried."