

## This Week's Learning Focus

This week we have been thinking about how we feel and who helps to care for us. The children have been particularly interested in the hospital and learning about the important jobs that doctors and nurses do.

The children have enjoyed playing with the babies in our role-play area, practising how to look after them—especially when they are feeling poorly! It has been lovely to see their caring sides shine through.

## PJ Day – Thank You!

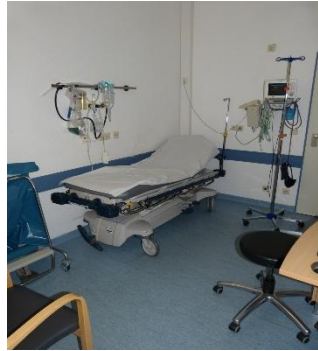
A huge thank you for all your generous donations for our Pyjama Day. All funds raised will be sent to Crackerjacks, a charity that supports children with disabilities. Your kindness is very much appreciated.



## Book of the Week

### [02 | Apple iPhone 16](#)

This week our learning has centred around the story *Topsy and Tim Go to the Hospital*. The children have really enjoyed exploring this important theme. We have talked about what hospitals are for, who works there, and how they help us when we are unwell or hurt. The children have shared their own experiences and shown great empathy and understanding throughout our discussions and activities.



## Rhyme of the Week

The rhyme of the week was 'one, two buckle my shoe'. The children continued to explore the rhyming words, and we had fun making our rhyme silly! The children chose their own words to replace some of the original ones.

### [One, two, buckle my shoe | Early Years - Nursery Rhymes](#)



The children have started to learn a new song 'I'm not well, doctors song' with Mr Foster on Tuesday and continued to learn the song during our music session on Wednesday.

## Diary Dates and reminders.

Friday 13<sup>th</sup> February- End of half term (last day of Pre-school)  
 Monday 23<sup>rd</sup> February- Children return to Pre-school  
 Tuesday 24<sup>th</sup> February- 9am Pre-school Language and reading workshop (Information to follow)  
 Easter craft session- Date to be arranged.  
 Friday 27<sup>th</sup> March- end of term  
 Monday 13<sup>th</sup> April- Children return for summer term.

## Physical Development

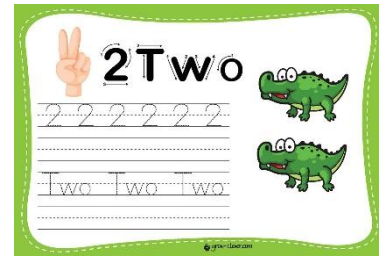
In P.E., the children have been continuing to develop their ball skills. This week, we focused on dribbling and learning how to keep control of the ball while moving. The children also practised swapping and sharing the ball with their friends, helping to build their teamwork and cooperation skills. We were so impressed with their perseverance and enthusiasm!

## Forest Friday

The children enjoyed a wonderful mix of creativity, exploration, and teamwork in the great outdoors.

### **Number Writing Outdoors**

The children practised writing numbers using chalk, paint, and water with brushes. They loved exploring different textures and seeing how marks change on various natural surfaces. This hands-on approach is helping to build their early number formation skills in a fun, multisensory way.



### **Water Play with Natural Resources**

Water play was a big hit! Using sticks, stones, leaves, and other natural materials, the children experimented with channeling water, discovering how it moves, changes direction, and flows at different speeds. This encouraged lots of problem-solving and early scientific thinking.

### **Large-Scale Castle Building**

Working together, the children built an impressive large-scale castle using natural and loose parts. This activity sparked imaginative play while supporting teamwork, communication, and spatial awareness.

We were so proud of their curiosity, creativity, and collaborative spirit throughout the session!

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

### Safeguarding in EYFS: Understanding Trusted Adults

Keeping children safe and supported is central to everything we do in the Early Years Foundation Stage. One of the key ideas we teach is the importance of **trusted adults**—the grown-ups children can turn to whenever they feel unsure, worried, or need help.

Trusted adults include parents and carers, close family members, and the familiar staff working with your child each day. Through stories, circle time, and simple conversations, we help children recognise who these people are and understand that they can always talk to a trusted grown-up about their feelings or concerns.

This helps children build confidence, feel secure, and learn that their voice matters.

You can reinforce this at home by talking with your child about the safe adults in their life and reminding them that they can always come to you with anything on their mind.

### Health and Well-Being

Today in our early years assembly, we talked about the feeling of 'worried'. here is a story you could listen to together: [Bing Videos](#)

Worried means:

- When you **keep thinking** that something might go wrong
- When your **tummy feels a bit twisty** or your **heart beats faster**
- When you **aren't sure what will happen**, and it makes you feel uneasy

You can say:

"Worried is when your brain is trying to figure out if everything will be okay. It's a feeling everyone has sometimes."

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#### Example for children

- "I feel worried before a test."
  - "I get worried when my grown-ups are late picking me up."
  - "It's like having a small cloud in your mind that makes you feel unsure."
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#### Reassuring message for kids

"It's okay to feel worried. Everyone feels that way sometimes. Talking to a trusted adult can help the worry feel smaller."