



Maidenhead Nursery School Newsletter May 2025

What a special day we had with the visiting farm. The children were famers for the day; feeding, brushing and caring for the animals. Particular highlights include bottle feeding the week old lambs, stroking the ducklings and a pooing tortoise! These first hand experiences with animals are supporting us to work towards our [Care](#) goal. We want our children to notice, value and care for the natural world around them, developing a deep respect for nature and all living things.



Child Development Timeline

Children develop in their own time but there are milestones along the way that are useful to know. **NHS Scotland** have released an interactive timeline for parents to click on to find out more information as well as useful links, videos, activities and ideas to support their child's development in all areas of their life. Click on the image for access.



Sun Safety

* Thank you for bringing in hats, water bottles and sun cream (for those who stay all day). Please continue to send a sunhat every day.

* Please ensure that your child is wearing appropriate and safe footwear as they will still be accessing the climbing resources, bikes, scooters, large wooden blocks, wood work area etc. We suggest trainers, no flip flops, crocs or sandals.



Dates for your Diary

Friday 23rd May - Break up for half term holidays.

Monday 26th -Friday 30th May half term. Nursery is closed this week.

Monday 2nd June—INSET day—Nursery closed

Tuesday 3rd June—Nursery open—Children return to Nursery

Thursday 19th June - Reptiles visit

Wednesday 25th June - Come and Play today. 8.45am-9.30am or 12.30pm-1pm—Susan (health visitor) at the nursery – if you would like to speak to her about sleep, eating, behaviour or toileting please let Hannah or your child's key person know.

Tuesday 22nd July - Break up for summer holidays at 11.45am.

Please note that there is no lunch club session.



Balance Bikes

The children have been developing their balancing and riding skills all year and many are getting very proficient on the balance bikes. Remember that our balance bikes are available to take home for the week. If you would like to take one just ask in the office or your child's key person and they can let you know when the next one will be available.

Speech Technique of the month

Model language

Repeat, Emphasise and Expand

Enhance your child's use of sentences by:

Repeating back the sentence if your child's grammar is incorrect, e.g. "I goed park Nanny", you say "Yes, you *went* to the park *with* Nanny."

Emphasising key words and new vocabulary, e.g. "I've got mouses at home", you say "you've got *mice* at home."

Expanding on what your child has said by repeating it and adding 1/2 words, e.g. if your child says "kick ball", you say "*kicking a big* ball."

Focus Rhymes—next half term

Five fat peas



One finger,
one thumb

Five little apples



The
farmers
in the
den

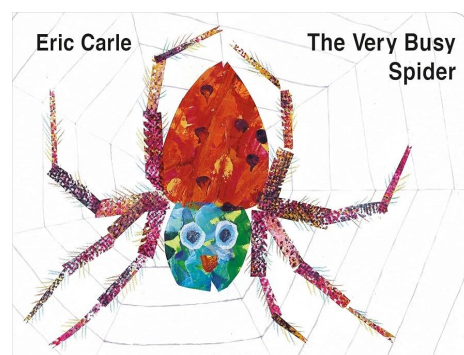


Down in the jungle



Book recommendation of the month!

Our recommendation this month is *The Very Busy Spider* by Eric Carle. No matter how many of the farm animals try and distract her the spider remains focussed to complete her web. A fun and repetitive story that reinforces the importance of persistence and dedication.



Our Learning—next half term

After half term we will be focusing on children's spatial awareness and vocabulary related to position. Spatial reasoning is how we understand how things, including ourselves, move and interact in relation to the physical space around us. Children need many opportunities to talk about position to support the development of spatial reasoning. We will be using positional language as we play on our obstacle courses, use our small world characters in construction and to describe the route in the story *Rosie's Walk* by Pat Hutchins. * See Spatial Reasoning Toolkit on the next page including vocabulary to use together at home..

3-4 years

Spatial Reasoning Toolkit

At this age children are developing understanding of aspects of shape and space including composition (how shapes fit together), movements like turning and flipping, symmetry and scale. Children are beginning to recognise and predict familiar routes (e.g. to the park).



next to,
turn, corner,
pointy, curved,
straight

Puzzles

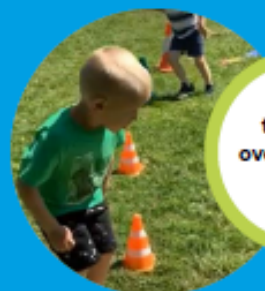
Moving, turning and predicting how pieces will fit



under, up,
down, over,
upside down

Books

Using spatial language



through,
over, around,
under

Obstacle courses

Experiencing and talking about directions



in front of,
sideways,
bigger,
smaller

Small world play

Understanding position and direction



straight, bend,
corner, across,
in front of,
after, long way,
smaller

Out and about

Remembering and predicting routes, landmarks and directions, discussing perspectives and distance



same on
both sides,
reflection,
pattern

Pattern making and spotting

Arranging objects to make spatial patterns (position), noticing spatial patterns including symmetry in everyday objects



together, next
to, slanting,
pointy, curved,
corner

Block play

Using size and shape relationships as well as parts and whole to select blocks for specific purposes/structures

EARLY
CHILDHOOD
MATHS GROUP

<https://doi.org/10.31234/osf.io/jnnpw>
<https://earlymaths.org/spatial-reasoning/>
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