

We have started to learn the story and songs for our Christmas Performance 'Born in a Barn'. The performance will be led by the Reception children with Nursery children as the choir. There will be two performances on Wednesday 13th at 9:45am and 2pm. The Nursery choir will be dressed as sheep, so if the children could wear black bottoms and white tops that would be great. We will ask you to send the children in their clothes on the day of the performances. We will be providing the children with their sheep headbands.

Thank you for sending the children in odd socks on Monday linked to the schools Anti bullying week. We talked about patterns and colours on the socks and how we know if they match or do not. We also counted all the odd socks. Mathematical learning intentions for nursery children include: - *talking about and identifying patterns around them, making comparisons between objects and using informal language like 'pointy', 'spotty', 'blobs' etc.* So, you might want to get the children helping you match the socks at home and having a chat about the patterns.

Thank you also for sending the children in pyjamas etc. on Friday for Children in Need. The amount raised will be in the newsletter.

Last week we were also busy learning our nursery rhymes. Hopefully you have heard they were: - 'Jack and Jill', 'Hickory, Dickory, Dock', 'Head, Shoulders, Knees and Toes', 'Row, Row your Boat' and 'The Wheels on the Bus'. We will continue to work on nursery rhymes throughout the year. Please see additional information about rhythm and rhyme below.

Best wishes

Ellie Green & Kelly McIlroy



Rhythm & Rhyme

Research into the development and acquisition of early literacy skills has conclusively shown that rhythm and rhyme play a hugely important role. This is because children's early literacy skills are about listening and speaking rather than reading and writing. These first two skills are the bedrock foundation for the latter and create much stronger ability in the latter if ingrained deeply and early on. It's simply not possible to be a good writer if you don't firstly have a good vocabulary. Similarly, it's very hard to learn phonics and sight words if you can't discriminate sounds and rhyming patterns in an audible way.

You can help children learn to recognise rhyme by sharing lots of songs and rhymes. Encourage your child to try experimenting with their voices. Simple nursery rhymes, such as '*Hickory, Dickory Dock*' provide an opportunity for children to join in with 'wheeeee' as the mouse falls down. Use rhymes such as this to find related words that rhyme: - dock, clock, tick-tock. You can also substitute alternative rhyming sounds to maintain children's interest and enjoyment. When you share books with predictable rhymes that children are familiar with, stop as you come to the final word in the rhyme. Invite children to complete it. Use plenty of intonation and expression as the story or rhyme is recounted.

Other activities:

- Use toys or pictures to help recognise rhyming pairs.
- Make up appropriate rhymes to go with a task e.g., Rub-a-dub-dub, Give the dolly a scrub/ We're off to the shop, with a hop, hop, hop.
- Play rhyming I Spy - I spy with my little eye. Something that rhymes with hat....cat, chair...stair, jar...car, spoon...moon, bed...ted etc.
- Make up funny sentences about members of the family: - *Mummy has a poorly ... tummy, Dad is feeling...mad, Ted wants to go to ...bed, Molly wants to find her...dolly*