

This has been a busy week at both our nurseries.

Did you know???
It's good to talk.....

Communication and language are one of the prime areas of learning present in the EYFS curriculum. It is one of the most vital skills that a child will learn, and will help them access all other areas of the curriculum. Communication can be further divided by two interconnecting aspects, namely receptive (listening, attention and understanding) and expressive (speech).

Communication development mostly occurs in the early years of a child's life. Children rapidly develop the elements of communication, and this has an evident impact in their education and other factors of future life. A study conducted by psychologists Todd Risley and Betty Hart looked closely at the developing language of children. Both worked at a university in America as professors and they undertook a study looking at a child's exposure to communication. The study saw the psychologists visit 42 families, conducting numerous observations and used this combined with the financial data from each family to draw conclusions.

The study found shocking results, which evidenced that children from low income families heard on average thirty million words less than their higher income counterparts by the age of three years old. This is now known as the 'Thirty million gap'. The impact this gap has on children is huge as the children were found to have a vocabulary, half the size of children from higher income families. Children from lower income families were also exposed to more negative communication when compared to children from higher income families. This gap also means children are disadvantaged when entering school. The result can negatively affect education, which in turn determines career and opportunities on offer as adults.

These findings serve to prove further that children need to be spoken to and interacted with. During interaction, studies show a child's brain becomes particularly active as new synapses are formed, which not only aids communication, but other areas of cognitive development.

Therefore, speaking and interacting with children is crucial. Take time to talk with children in a variety of ways and contexts. Read to them daily and share songs together. Fareacres prides itself in upholding high levels of positive interactions and believe together we can fill the thirty million gap.

If you should wish to read further about this study, please follow the link below:
http://www.wvearlychildhood.org/resources/C-13_Handout_1.pdf

Weekly Experiences:

The children in Rainbow fish South Woodford have been making flapjacks. Cooking activities are a great resource that staff can utilise to help children develop in a variety of areas of learning. Through the process of cooking, children are able to

develop skills such as, turn taking, counting, fine motor skills, speaking, listening and attention, just to name a few. For the recipe please click the link below:
<https://www.thepetitecook.com/vegan-fruit-flapjacks/>

In Gants Hill the children have been playing with the parachute. Parachute play is a great way to promote teamwork amongst children and assisting them to take turns. This activity has helped to build social interaction between peers and staff. With the introduction of music this activity has helped the children to develop a sense of rhythm. Physically parachute play supports the development of the children's upper torso.



Parachute GH



Parachute GH

The children in Stingrays South Woodford have been on an outing to the local library. This gave the children an opportunity to look at the different variety of books that the library offer. The children were practicing using their quiet indoor voices. The children are also introduced to the use of technology by scanning the books out or returning previously borrowed books. Outings are encouraged within the EYFS to extend the children's learning opportunities in the local community. Here are some comments made by the children:

"That one" - Edward

"Oh no" - Rodrigo



Library Visit SW



Library Visit SW

In Gants Hill the children have been celebrating the royal weekend. Staff used the photos from the wedding to explain to the children, the children were then encouraged to paint the union jack flag to continue the celebrations into the nursery day. A member of staff gave an example to the children and the children copied the flag. Some children explored colour and mixed the blue and red together.



Making a Flag GH



Making a Flag GH



Making a Flag GH

The children in Sharks South Woodford have been learning about growth and decay which is incorporated in the understanding the world area of learning within the EYFS. The children have planted cress seeds. Cress seeds are more age appropriate as you can see growth within a shorter period of time helping to extend the children's learning. Here are some comments made:

"I was planting" - Isobel

"Mud" - Zach

"The flower grows" - Saanvi



Cress Seeds SW



Cress Seeds SW

In Gants Hill the children have been focusing on the story of 'Brown Bear, Brown Bear, What Do You See?' Book by Bill Martin, Jr. The story has been read to the children to ensure they are familiar with the book. This book supports children who are at the early stages of communication and helping children who are a little older to answer 'What' questions. Here are some comments made:

"Green frog" - Amaiya
"Oo oo aa aa" - Mabur



Brown Bear GH



Brown Bear GH

The children in Starfish South Woodford have also been learning about growth and decay which is incorporated in the understanding the world area of learning within the EYFS. The children have planted sunflower seeds. This activity is then extended mathematically to height, who's grows tallest. Here are some comments made:

"When they die you have to put more water on to grow again" - Millie

“In the ground they need soil and water to grow tall” - Mae
“I see tall flowers in gardens” - Olly



Sunflower Seeds SW



Sunflower Seeds SW



Sunflower Seeds SW



Sunflower Seeds SW



Sunflower Seeds SW



Sunflower Seeds SW

In Gants Hill the children have been exploring mark making by using large size paper to encourage all to make marks. Mark making skills are a vital element of how a child develops the ability to use their fine motor skills. Writing that we perform as an adult is in its early stages during a child’s life. They are still in the stage of developing the required mechanics of the wrist, the hands and the coordination, and at Fareacres we provide ample opportunities for these mechanics to develop. For more information about mark making please click the link below:

<https://www.early-education.org.uk/sites/default/files/Making%20their%20mark%20-%20children%27s%20early%20writing.pdf>



Large scale mark making GH



Large scale mark making GH



Large scale mark making GH

Top 5 Children's Quotes of the week:

- "A baby boy is in mummy's tummy and will come out after his birthday" - Eitan
- "She looked like a princess" - Maliha
- "I have drawn a spicy spider" - Jessica
- "I'm going to the dentist, then I'm going ice skating with my mum" - Minh Anh
- "It's not working I'm not happy" - Xavi

Quote of the Week:

'The quality of your communication is the quality of your life'

Anthony Robbins - Author

Thank you for taking a glimpse into our Fareacres Learning Community

Until next time...