Play & Learning Newsletter

4th – 6th January 2023

Same, different, similar, favourite

Wonder words to use with your child:

It has been so lovely to see all of your little ones faces again after the Christmas break. They have returned with enthusiasm and full of all they did during their holidays. A big thank you for the photos of their presents that you all sent in. The children have really enjoyed sharing these with their friends and they have provided a great stimulus for talking to each other, listening and asking questions. They have also had to explain how their toys/presents work and why they are their favourite – great for developing explaining skills. The photos have also been good to use to develop the children’s understanding of same/different/similar as they compare their presents to their friends.

The home corner areas have had the addition of empty food packaging and dried pasta. It’s been interesting to note how the addition of something so simple has inspired lots of different role play games, with lots of the children using the packaging as Christmas presents to re-enact experiences from home.

The children have enjoyed experimenting with the effects of dripping paint with small pipettes on to paper and deciding what the picture looks like. This has been great for not only strengthening and developing their finger muscles but also encouraging creative thinking. We have had some lovely ideas about what the pictures represent and will be displaying these on our gallery wall for you to see on our Jolly January evening.

***Sounds and Letters/language focus:*** This week we have been singing lots of well-known songs to get the children back into group time routines and expectations as so many of them have been absent for such a long time from pre-school.



 **Out & About sessions:** No Out & Abouts this week due to home visits and the children settling back into the pre-school routine.

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| Ideas to support your child at home:  Encourage your child to notice when things are the SAME or DIFFERENT in everyday life, e.g. colours of cars, shapes of biscuits etc. Very young children often need these concepts modelled to them and it is usually best to start by focusing on what is the same before talking about ‘different’. Older children can begin to think about these concepts in trickier ways, e.g. How are the orange and the carrot the same? How are they different? You can also talk about how things are ‘similar’, e.g. ‘You have a red coat and I have a red coat. They are not exactly the same but they are similar’. |