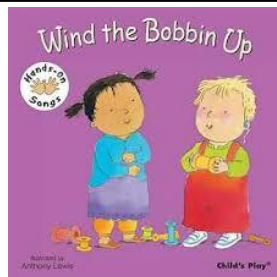


Big Nursery – WC 16.09.24 & 23.09.24

**Dear Parents and Carers,**

**Our rhyme of the fortnight is:**  
Wind the Bobbin Up



Wind the bobbin up  
Wind the bobbin up  
Pull, pull, clap, clap, clap  
Wind it back again  
Wind it back again  
Pull, pull, clap, clap, clap  
Point to the ceiling  
Point to the floor  
Point to the window  
Point to the door  
Clap your hands together, one, two, three  
Put your hands upon your knee

**What to do at home together:**

- Play with the tempo of the song by singing either quickly or slowly
- Act out the nursery rhyme together using actions or props
- Once familiar, experiment and play around with the words to make up your own rhyme
- Watch the story below and sing the rhyme together again after <https://www.youtube.com/watch?v=pDuaaEq7rk4>

Little Nursery – WC 16.09.24 & 23.09.24

**Dear Parents and Carers,**

**Our rhyme of the fortnight is:**  
Twinkle Twinkle Little Star



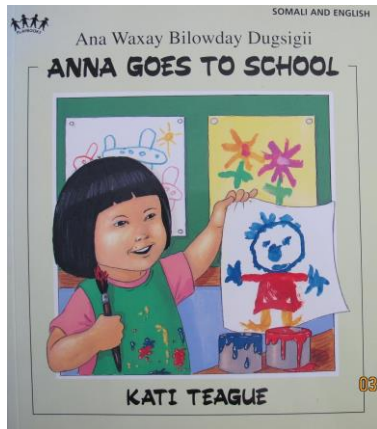
Twinkle Twinkle, Little Star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle Twinkle Little Star  
How I wonder what you are!  
Twinkle Twinkle, Little Star  
How I wonder what you are  
Up above the world so high  
Like a diamond in the sky  
Twinkle Twinkle Little Star  
How I wonder what you are!

**What to do at home together:**

- Watching the video below, see if you can learn the Makaton signs to go along with the rhyme
- Maybe you could make a star out of materials in your home to help you when singing
- Watch the video below and sing the rhyme together <https://www.youtube.com/watch?v=jQUTSfQB6w0>

**Dear Parents and Carers,**

**Our book of the fortnight is:**  
**Anna goes to school By Kati Teague**



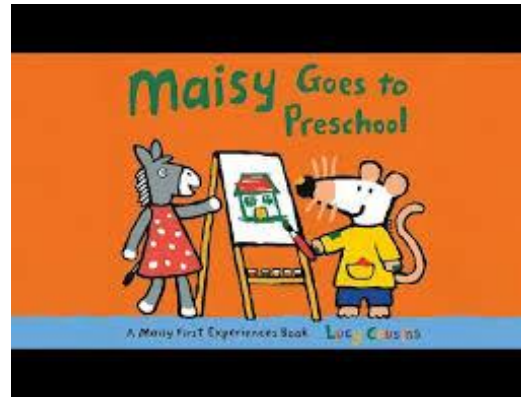
This book will support transitions, build up an understanding about transitions, different environments and being separated from their carer. It will explore how friendships are made and support the children into settling into the daily routine and the rhythm of the day. The book links to all the things we do in nursery and explores the different feelings a child may have when starting at a new setting.

**How to get the most out of reading to young children:**

- Be expressive! How can we expect children to be engaged in a story if the adult reading it isn't.
- Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story.
- Use props and toys to act out the story, either whilst you are reading it, or together afterwards.

**Dear Parents and Carers,**

**Our book of the fortnight is:**  
**Maisy Goes to Nursery by Lucy Cousins**

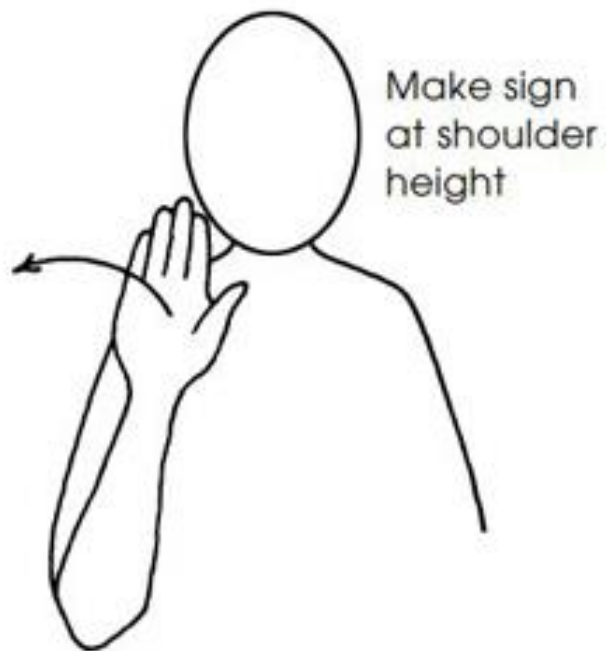


This book will support transitions, build up an understanding about going to nursery, being in a learning environment, friendships and separating from a carer for a little while. It will support children settling into nursery, understanding the routine and rhythm of the day and it links to the things we do at nursery.

**How to get the most out of reading to young children:**

- Sit close together. You could encourage your child to hold the book themselves and turn the pages, too.
- Take a look at the pictures. You don't just have to read the words on the page. What might they tell us about the story before we read the words?
- Ask questions and talk about the book. What do they think will happen next? Why did a character act in a certain way? How are they feeling?
- Have fun! There's no right or wrong way to share a story – as long as you and your child are having fun. Don't be afraid to act out situations or use funny voices... your little ones will love it!

## Our Makaton signs of the fortnight are:



Hello

**Hello/ Hi**

(Always remember to say the word as you sign)

## Our Right of the fortnight is:



*As a Rights Respecting Gold school, it's important that as soon as our children start with us that we immediately begin to embed and discuss the rights of the child. By beginning with the fact that every child has a right no matter who they are, enables us to talk about why we have rights and why they are so important.*

### Article 2

All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.