**Brampton newsletter term 6**

|  |  |  |  |
| --- | --- | --- | --- |
| Contact details  Tel. 01275 817834 Mobile:07918 423377  Manager Brampton & Hilltop: Sarah Bailey  [manager@portisheadpreschool.co.uk](mailto:manager@portisheadpreschool.co.uk)  Business administrator: Christine Hunter [administrator@portisheadpreschool.co.uk](mailto:administrator@portisheadpreschool.co.uk)  Deputy/Safeguarding officer/pre-school assistant: Sue Tiley  Health & Safety/pre-school assistant :Helen Tarrant  INCCO/pre-school assistant: Sally Targett  Pre-school assistants:  Sarah Derrick, Ali Rowcliffe, Sally Skuse  1-1 support Jolene Osment  Bank staff: Stephanie Williams  Portishead pre-school charity 1180880 | | Dear Parent/carer,  Another academic year is coming to end on Tuesday 19th July and we will be saying goodbye to many of our children who will be continuing their next stage of their learning journey at school. Following on from the confines of the pandemic and a successful Ofsted, it has been an absolute pleasure to get to know this cohort of children, see their confidence grow and observe them learning new skills through the many different topics we have covered this year. The summer term is always tinged with sadness for the team as the children leave our care although we love to hear about how they are settling into school; so please do let us know or pop by and see us!  For those children who will be returning to us in September, we look forward to learning alongside you and working in partnership with your parent/carers in September. Term 1 starts: **Tuesday 6th September 2022**  To all our families, thank you for choosing Brampton Pre-school for your child’s early year’s education, and we hope you all have a safe and wonderful summer!  See the source image | |
| Portishead preschool website: <https://portisheadpreschool.co.uk/>  Portishead preschool Facebook:  <https://www.facebook.com/PortisheadPreSchool/> | |
| Term dates:  <https://portisheadpreschool.co.uk/term-dates>  **Term ends Tuesday 19th July 2022** | | Come and play!  We would like to invite parents to come in and play week commencing Monday 11th July between 2-3pm.  Please can you let the team know which day to to enable us to establish numbers attending? If you child does not attend an afternoon session, you are also welcome to pop in on one of the days, please just let the team know. | |
| Snack donation  A consumable donation is charged at £8 each term, this covers morning and afternoon snacks, as well as some activities, such as baking. This is not a mandatory fee, however without this being paid we would be unable to offer a healthy snack to all children and provide such a high range of activities. This can be paid directly into the Pre-school account. Co-op Bank 08-92-99 Acc.67202728 Please use reference ‘Snack donation’ | |
| End of year party!  All children are invited to Brampton’s end of year party which will take place on the last day of term  **Tuesday 19th July 1:30-3pm**  Please can you inform the team if your child will be able to attend  Thank you. | |
| **PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT** | **COMMUNICATION & LANGUAGE** | **PHYSICAL DEVEOPMENT** | **LITERACY Term 6 Brampton** |
| Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.  Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  Understand gradually how others might be feeling.  Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly. | Continue to support children to use Makaton  Pay attention to more than one thing at a time, which can be difficult  Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. Understand ‘why’ questions.  Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions  Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story | Continue to support handwashing and discuss importance of hand hygiene  Continue to develop their movement, balancing, riding (scooters, trikes and balance bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks  Start taking part in some group activities which they make up for themselves, or in teams. Use a comfortable grip with good control when holding pens and pencils.  Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips | **Real superheroes**  **Animal airways**  **The smallest fish in school**  Develop their phonological awareness, so that they can: spot and suggest rhymes, count, or clap syllables in a word recognise words with the same initial sound, such as money and mother.  Engage in extended conversations about stories, learning new vocabulary  Expand song knowledge.  Recognise words with the same initial sound.  Recognise and write some or all of their name |
| **MATHEMATICS** | **UNDERSTANDING THE WORLD** | **EXPRESSIVE ARTS AND DESIGN** | **POETRY BASKET POEM FOR TERM** |
| Subitise  Use spatial words, such as up, down, in, on, under, beside, between.  Say one number for each item in order 1,2,3,4,5  Show finger numbers and Link numerals up to 5, Recite number past 5,  Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc.  Compare quantities-more than, fewer than  Use language to describe, Round, flat, sides, corners, straight.  Continue to explore 2D and 3 D shapes  Make comparisons about objects size, length, weight, capacity.  Talk about pattern, create ABAB pattern, notice errors  Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ | Show interest in different occupations.  Explore how things work  Continue developing positive attitudes about the differences between people.  British values  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos  Explore and talk about different forces they can feel for example:  magnetic attraction and repulsion  Begin to understand the need to respect and care for the natural environment and all living things. | Wall display  Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they already know. | Thunderstorm  Boom. Bang. Boom. Bang  Rumpety, lumpety, bump.  Zoom. Zam. Zoom. Zam.  Clipperty, clapperty, clump.  Rustles and bustles, and swishes and zings.  What wonderful noises a thunderstorm brings.  Dance  Do a dance says one foot.  Other foot says let’s jiggle.  Hands say clap, slappity slap.  And all of me says wriggle.  **Chop, Chop, Leaves are falling, Popcorn, popcorn, Freezy, weather, Cup of tea**  **Mrs Bluebird, A little seed**  **Under a stone, Five little peas** |