



# Golden Manor Nursery Newsletter

## March, 2020

NUMBERS, COLOURS AND SHAPES

IN THIS ISSUE

Welcome to our monthly Newsletter. We would like to welcome all new children and parents/carers who have joined our family of learning and playing together.

In February we have been learning about Farm Animals, Zoo Animals, Valentine Days, and Dinosaurs.

We have been on walks to the millpond to look at the wildlife around us and have visited the park.

Our weekly trips to Ashdale have been fun and we have been making animal masks and singing songs with the residents.

### Upcoming Events & Important Dates:

St David's Day: 2nd March

World Book Day: 5th March

Sports Relief: 9th – 13th March

Shakespeare Week- 16th-22nd March

St Patricks Day: 17th March

Timmy time Beep Beep Road safety Day: 18th March

Parents Meeting in the hall- 19th March 5.15pm

World Story Telling Day: 20th March

World Poetry Day: 21st March

Last Date of Flying Start for Easter Break: 3rd April

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We

would like to wish the following children and staff a very happy birthday:

Rory, Erika, Leah, Dougie, Myah, Ophelia, Lily, Sienna, Joel, Donovan, Theo, Macey, Harris and Elsie-May

Jenny, Lisa.P, Phoebe. F and Sheena

We will be holding a teddy bear's picnic on Tuesday 17<sup>th</sup> March 2020 at lunch time to celebrate!

### Polite Notice



### April Half Term

If you are receiving the childcare offer and would like your child booked in for the April half term please book in as soon as possible as places are limited. You need to be checking with us the

Availability first before you apply.

### Clothing.

We are in need of boys clothing aged 18 months- 4 years. If you have any or know anyone that would be able to donate any, we would be grateful.

### Parents Evening Meeting

Please complete the slip if you would like to attend a parents evening with your child's key worker and return to your child's playroom to arrange a suitable date and time.

I would like to attend a parents evening with my Child's key worker at Golden Manor nursery

Child/Children are:

Signed By

Parent /Carer

Date \_\_\_\_\_

### Easy Fundraising

Just letting you know that Golden Manor Nursery are now registered with Easyfundraising, which means you can raise FREE donations for us every time you shop online. Over 4,000 shops and sites will donate to us when you use easyfundraising to

shop with them – at no extra cost to yourself! These donations really mount up and make a BIG difference to us, so we'd really appreciate it if you could take a moment to sign up and support us. It's completely FREE and only takes a moment.

You can find our easyfundraising page at <https://www.easyfundraising.org.uk/causes/goldenmanornursery/?invite=TB2L7U&referral-campaign=c2s>

### Parents Meeting

We have a parents meeting organized for Thursday 19<sup>th</sup> March at 5.15pm- where you can find out about the nursery. We will also discuss the Parents committee which is something we would like **to establish within the setting.**

### Staff News

We would like to welcome Tiffany to the Golden Manor Family. Tiffany is currently qualified with her CCLD L2 and holds her Safeguarding, first aid and food hygiene certificates. Tiffany is going to be working in our ABC playroom.



## Meet our Manager Sadie Rochester

Sadie was born in May, 1987 in Withybush Hospital, Haverfordwest.

Sadie was brought up in Neyland, Pembrokeshire and Sadie is one of six children. She went to Neyland Infants and Neyland Junior School and then went on to Sir Thomas Picton School for secondary school.

During Sadie's childhood she was a dancer for Neyland Instep and took part in many dance competitions winning championships and awards in solos, doubles and teams locally and nationally. She also represented Wales in the World Street Dance and Hip-Hop Finals in Germany.

When Sadie left school, she went to Pembrokeshire College and completed her Childcare and Education Certificate L2. She then started working in a day nursery in Haverfordwest for 6 years where she completed her CCLD L3.

Sadie started Golden Manor in 2014 where she became the ABC Room Supervisor, Sadie then became Assistant Manager in 2015 and in 2016 Sadie completed her CCLD L5 in Management. Sadie graduated from the University of Wales Trinity St David with her BA (Hons)

in Childcare and Education with a 2:1 in 2018.



Sadie then became Manager in May 2019 and has currently completed her ILM L2 and is about to start her Diploma in Playwork.

Sadie now lives in Pembroke and has a very supportive family, her husband Dan, and their three children Georgie-Lee, Elise and Darcy. She also has two dogs and two cats called Nala, Mila, Jess and Scooby.

She spends her spare time with her children taking them to dance classes, musical theatre classes and swimming. She also still takes part in adult dance classes and has recently won the Mums team for FF dance school. She is currently preparing for the next one in April.

Sadie enjoys spending time with her family and says that Golden Manor feels like her second home, she enjoys seeing the children each day and watching each of them grow.

Next Month we will be finding out all about Donna Garland our Assistant Manager, and Wildlife room supervisor.



| What's Happening in March 2020 - Under 2's                                    |   |
|---|---|
| Day   | Activity  |
| <b>This Weeks Topic:</b> Shapes/St David's Day (2nd)/World book day (5th)     |   |
| Monday 2nd  | Let's celebrate St David's day in our Welsh themed clothes/tasting Welsh cakes            |
| Tuesday 3rd   | Potato shape printing   |
| Wednesday 4th   | Find shapes in messy jelly play   |
| Thursday 5th  | Come along dressed as your favourite character for world book day, and share your stories |
| Friday 6th  | Take a walk to the millpond to look for the bright yellow daffodils                       |
| <b>This Weeks Topic:</b> Colours/Holi/Sport Relief Week (9-13 <sup>th</sup> ) |   |
| Monday 9th  | Free paint using and mixing your favourite colours  |
| Tues 10th   | Make rainbow coloured fruit kebabs  |
| Wed 11th  | Find spot in forest school for sport's relief   |
| Thursday 12th   | Explore different coloured foams  |
| Friday 13th   | Sponsored walk for sport's relief, wear your sporty clothes                               |
| <b>This Weeks Topic:</b> Elmer/St Patrick's Day (17th)                        |   |
| Monday 16th   | Make an Elmer stain glass sun catcher   |
| Tuesday 17th  | Make your own handprint Leprechaun  |
| Wed 18th  | Make Irish soda bread and wear your stripes for road safety day                           |
| Thurs 19th  | Read an Elmer story in forest school  |
| Friday 20th   | Explore St Patrick's day gloop/ National Story Telling Day                                |
| <b>This Weeks Topic:</b> Mrs Honey Hat  |   |
| Monday 23rd   | Look at different hats and explore  |
| Tuesday 24th  | Make fresh fruit hats   |
| Wednesday 25th  | Explore forest school and make mud hats   |
| Thursday 26th   | Take the story Mrs Honey Hat to Ashdale and read with the residents                       |
| Friday 27th   | Decorate your own Mrs Honeys Hat using a range of resources                               |
| <b>This WeeksTopic:</b> Brown Bear  |   |
| Monday 30th   | Look at Brown bear and explore the story  |
| Tuesday 31st  | Find the bears in woods- look for the bears hidden in the Forest School                   |

| What's Happening in March 2020 – Over 2's                                 |   |
|---|---|
| Day   | Activity  |
| <b>This Weeks Topic:</b> Shapes/St David's Day (2nd)/World book day (5th) |   |
| Monday 2nd  | Personal and Social: Let's celebrate St David's day in our Welsh themed clothes           |
| Tuesday 3rd   | Physical: Make shapes using our bodies  |
| Wednesday 4th   | Creative: Design our own shaped biscuits using shape cutters                              |
| Thursday 5th  | Come along dressed as your favourite character for world book day, and share your stories |
| Friday 6th  | Trip to the castle  |
| <b>This Weeks Topic:</b> Colours/Holi/Sport relief day                    |   |
| Monday 9th  | Creative: Make a rainbow picture using a range of colours- children's choice              |
| Tues 10th   | Outdoor: Using spray colour bottles outside: Large painting equipment                     |
| Wed 11th  | During circle time look at colours in welsh   |
| Thursday 12th   | Dancing at Ashdale with the residents for Sports relief                                   |
| Friday 13th   | Make rainbow kebabs- fruit- children's choice   |
| <b>This Weeks Topic:</b> Elmer/St Patrick's Day (17th)                    |   |
| Monday 16th   | Make St Patricks Day healthy snack using rice cake, green peppers and soft cheese         |
| Tuesday 17th  | Create Leprechaun Hats from craft sticks, learn about the meaning of St Patricks day      |
| Wed 18th  | wear your stripes for road safety day and walk to the traffic lights                      |
| Thurs 19th  | Make pictures of Elmer using tissue paper   |
| Friday 20th   | Read Elmer story in forest school/ National Storytelling day                              |
| <b>This Weeks Topic:</b> Mrs Honey Hat                                    |   |
| Monday 23rd   | Read Mrs Honeys Hat and explore each picture  |
| Tuesday 24th  | Make and Design your own Mrs Honey Hat  |
| Wednesday 25th  | Making fruit hates using a range of fruits like from Mrs Honeys Hat                       |
| Thursday 26th   | Forest School with our friends on a Bear Hunt   |
| Friday 27th   | Trip to the fruit shop to look at the fruit and buy some ready for afternoon snack        |
| <b>This WeeksTopic:</b> Brown Bear  |   |
| Monday 30th   | Create a brown bear picture using arrange of craft materials children's choice            |
| Tuesday 31st  | Look at the colour brown and learn welsh word   |

## Healthy Easy treats to bake together at Home:

### Banana, Blueberry fritters/pancakes

(Gluten, Egg and Dairy free)

#### Ingredients:

- 2 Ripe Bananas
- ¼ Cup Blueberries
- ¼ Cup Buckwheat Flour
- 1 pinch Cinnamon
- 1 Tsp Coconut Oil

#### Method:



- Mash bananas and then stir in the flour and cinnamon.
- Add the blueberries and stir through.
- Heat a non-stick frying pan on high and add the coconut oil.
- Reduce to a medium heat and spoon 1 tbsp. of batter into frying pan per fritter.
- Fry fritters until brown on both sides
- Remove fritters and allow cooling a little before serving.

## Fun at Home: Arts and Crafts



St David's Day  
Cupcake case  
Flowers:

#### You will need:

- Paper straws
- Orange and Yellow cupcake cases
- Glue
- Split pin
- Buttons

## Fun at Home: Tummy Time



### TUMMY TIME PAINTING

#### You will need:

- Zip lock bags
- Coloured paint
- Plain paper

Dot different coloured paints onto plain paper and insert into zip lock bag allow your little one to push and move the paint around.



# WE LEARN WELSH

## Our Welsh Key words for March

### Week of the 2nd of March

#### Shapes

- Circle - Cylch
- Square - Sgwar
- Triangle - Triangl
- Rectangle - Petryal
- Star - Seren
- Hexagon - Hecksagon
- Pentagon - Pentagonon
- Diamond - Diemwnt
- Books - Llyfrau

### Week of the 9<sup>th</sup> of March

#### Colours

- Red - Coch
- Blue - Glas
- Purple - Porffor
- Green – Gwyrdd
- Yellow – Melyn
- Pink – Pinc
- Orange – Oren
- White – Gwyn
- Black – Du
- Grey – LLwyd

### Week of the 17<sup>th</sup> of March

#### Elmer

- What colour? – Pa liw?
- Elephant – Eliffant
- Baby – Babi
- Rainbow - Enfys
- Patch - Chlytia
- Elephant's Trunk – Eliffantod cefnffyrdd

### Week of the 23rd of March

#### Mrs Honey's Hat

- Monday – Dydd Llun
- Tuesday – Dydd Mawrth
- Wednesday – Dydd Mercher
- Thursday – Dydd Iau
- Friday – Dydd Gwener
- Saturday – Dydd Sadwrn
- Sunday – Dydd Sul
- Hat - Het
- Feathers – Plu
- Egg - Wy
- Seaweed - Gwymon
- Bell - Gloch
- Cobweb - Cobweb
- Cat – Cath

### Week of the 30th of March

#### Brown Bear

- Blue Horse – Ceffyl Glas
- Red Bird – Aderyn Coch
- Purple Cat – Cath Borffor
- Black sheep – Defaid du
- Goldfish – Pysgod Aur
- Yellow Duck – Hwyaeden Felen
- Green Frog – Broga Gwyrdd
- White Dog – Ci Gwyn

CYMRAG

Dysgu  
Learn

# Introduction to Curriculum for Wales guidance

The Curriculum for Wales's guidance aims to help each school develop its own curriculum, enabling their learners to develop towards the **four purposes** of the curriculum – the starting point and aspiration for every child and young person in Wales.

This guidance will also be relevant for funded non-maintained nursery settings, pupil referral units (PRUs) and those responsible for the provision of education other than at school (EOTAS) in other settings, enabling them to develop an understanding of the Curriculum for Wales Framework (Framework).

The Curriculum for Wales's guidance sets out:

- the proposed **curriculum requirements** set out in legislation for all learners aged 3 to 16, to ensure all *schools* cover the same core learning and to secure a consistency of approach for learners across Wales
- guidelines for schools in developing their curricula
- expectations around assessment arrangements to support learner progression

It consists of the following.

- Introduction to the Curriculum for Wales's guidance.
- **Guidance for legislation – an outline of proposed legislation.**
- Designing your curriculum – general guidance on developing a curriculum across all areas of learning and experience (Area/Areas).
- Introduction to each area of learning and experience.
- Statements of what matters – the 'big ideas' and key principles in each Area.
- Principles of progression – how learners make progress throughout their learning across the curriculum.
- Descriptions of learning – how learners should make progress within each statement of what matters.
- Designing your curriculum – principles for each Area – more Area-specific guidance on developing a curriculum.

- **Supporting learner progression – assessment guidance.**

A Curriculum and Assessment Bill is proposed for introduction in the Senedd in 2020. To assist schools to develop their curriculum, we will publish the Curriculum for Wales's guidance. This is an early version of that guidance and its purpose is to help schools to start thinking about designing their curriculum and the assessment arrangements to support it.

- **A vision for every school's curriculum**

Improving education is our national mission. Nothing is so essential as universal access to, and acquisition of, the *experiences, knowledge and skills* and that our young people need for employment, lifelong learning and active citizenship.

The Curriculum for Wales's guidance is a clear statement of what is important in delivering a broad and balanced education. The **four purposes** are the shared vision and aspiration for every child and young person. In fulfilling these, we set high expectations for all, promote individual and national well-being, tackle ignorance and misinformation, and encourage critical and civic engagement. A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.

Curriculum development should be at the heart of practitioner, school and national efforts which seek to raise standards for all, tackle the attainment gap, and ensure an education system that is a source of national pride and enjoys public confidence.

This development will also contribute to our goals as a nation as set out in the Well-being of Future Generations (Wales) Act 2015. It is also an important vehicle for embedding the United Nations Convention on the Rights of the Child (UNCRC) in the experience of learning and teaching for our children and young people and for giving them an understanding of their rights.



## The Curriculum for Wales Framework

The Curriculum for Wales's guidance forms part of the Curriculum for Wales Framework (Framework). The Framework is determined nationally and includes both the curriculum requirements, which will be set out in legislation, and a range of supporting guidance.

The Curriculum for Wales's guidance, and the other guidance we are publishing alongside it, is the result of co-construction. It has been developed in Wales, by practitioners for practitioners, bringing together educational expertise and wider research and evidence.

It has been published primarily to help schools begin to design their own curriculum. It contains information on the proposed legal requirements, guidance on how to develop a school curriculum, and an explanation of the purposes and principles of assessment.

Assessment should be intrinsic to curriculum design. Funded non-maintained settings, pupil referral units (PRUs) and those responsible for the provision of education other than at school (EOTAS), will not be required to design a curriculum in the same way as a maintained school or maintained special school and further, more specific guidance will be published for these settings in 2021 to support them in fulfilling their legal obligations in relation to the Framework.

The Curriculum for Wales's guidance is initial guidance and if the Curriculum and Assessment Bill is passed by the Senedd, it will be revised to reflect any changes.

### An integrated approach to learning and teaching

The Framework is designed to help practitioners to develop a more integrated approach to learning. The six Areas bring together familiar disciplines and encourage strong and meaningful links across different disciplines. Those individual disciplines will still play an important role, especially as learner's progress and begin to specialise.

The Curriculum for Wales's guidance promotes collaboration and cross-disciplinary planning, learning and teaching, both within and across

Areas. This will enable learners to build connections across their learning and combine different experiences, knowledge and skills.

There are 27 statements of what matters in this Framework. These ensure a level of consistency in curriculum design across settings and schools, as learners must develop an understanding of all statements. The process of exploring and revisiting these statements will enable learners to develop ever deeper knowledge over the learning continuum and to progress to a more sophisticated understanding of the key knowledge, ideas and principles in each Area.

This more sophisticated understanding allows learners to value how their learning contributes to these ideas and why it is important, rather than simply being able to recall isolated facts without understanding the context. This progression should be supported by a variety of assessment approaches which enable the learner and the practitioner to understand where a learner is and what they need to do next.

The Framework does not require settings and schools to develop a timetable explicitly structured along the lines of the Areas or to organise the setting or school or staffing on that basis.

### Designing a school curriculum

A defining feature of the Framework is that it requires *schools* to design their own curriculum and assessment arrangements. By itself, it is not an 'off the shelf' programme for delivery. Our new approach recognises:

- The role of leadership in enabling high-quality learning and teaching. Establishing a high-performing education system through high-quality learning and teaching depends on building its professional capacity, developing local leadership, responsibility and decision-making
- within the national framework, schools and practitioners are best placed to make decisions about the needs of their specific learners, including choosing topics and activities which will best support their learning
- The importance of meaningful learning. A content-focused curriculum does not guarantee meaningful learning, only that certain topics are covered to varying extents; instead, the Curriculum for Wales

guidance articulates what concepts and essence of learning should underpin a range of different topics, learning activities and acquisition of knowledge

- The need for innovation and creativity. Practitioners select content, enabling them to use their professional skills to drive improved learning and outcomes for their learners
- The scope for practitioners to make greater links between Areas and disciplines. Practitioners will have the licence to use topics and activities to combine meaningful learning from different Areas, disciplines and concepts

It is for these reasons that the Framework does not try to prescribe a full list of specific topics or activities. That is not to say that the specific topics or activities are unimportant. Instead, the Curriculum for Wales's guidance sets out the essence of learning which should underpin them.

It is for schools and practitioners, drawing on guidance and resources, to decide what specific experiences, knowledge and skills will support their specific learners to realise the **four purposes**. This is set within the consistency provided by the national framework. **Designing your curriculum** gives guidance and support in developing a curriculum, offering key principles that serve as a common starting point for schools. Other settings can use this as a starting point if they wish, however the Welsh Ministers will:

- Be required to provide a curriculum which funded non-maintained nursery settings can adopt. If a setting wished to create its own curriculum, that curriculum would have to meet the requirements set out in the legislation and it could use the Curriculum for Wales guidance to inform their approach
- issue guidance for PRUs and those responsible for EOTAS provision, to support them in providing learning and teaching in line with the Framework and fulfilling their specific responsibilities in the legislation

### **Progression and assessment at the heart of curriculum design**

Another defining characteristic of the framework is the emphasis placed on learners' progression. The Curriculum for Wales's guidance has been informed by international evidence of what it means to make progress in learning.

The **statements of what matters** are the basis of learners' progression. It is through exploration of the key ideas and principles contained in these statements that they will develop their learning. Practitioners will need to design learning which supports an increasingly sophisticated understanding and application of the statements of what matters.

Taken together, the statements of what matters provide breadth and depth in the curriculum, and a level of consistency in curriculum design across settings and schools. That is why they will be drawn together in a mandatory statement of what matters once the Curriculum and Assessment Bill becomes law.

The Curriculum for Wales's guidance describes **principles of progression** for the curriculum as a whole and for each individual Area. These articulate the ways in which learners make progress in their learning and contribute to the **four purposes**. These will be incorporated in a statutory code once the Curriculum and Assessment Bill becomes law. This means that progression must be embedded in learning and teaching and should form the basis of thinking in schools when designing and planning the school curriculum. Progression is further supported by **descriptions of learning** which provide guidance on how learners should progress within each statement of what matters as they journey through the continuum of learning. These are arranged in five progression steps which provide reference points for the pace of that progression.

These expectations are expressed from the learner's perspective and are framed broadly so that they can sustain learning over a series of years. They are not designed as stand-alone tasks, activities or assessment criteria. While the learning continuum is the same for each learner, the pace of progress through it may differ. As a result, the progression steps only broadly relate to age. They broadly correspond to expectations at ages 5, 8, 11, 14 and 16.

Together, the principles of progression and the descriptions of learning are intended to guide the development of a curriculum which reflects appropriate progression. Learners' progress can then be identified through assessment, and allows practitioners to plan learning and teaching.

Progression should be supported through 'deep' learning. Each description of learning is designed to support increasing depth and sophistication of learning over time. This allows space for a variety of diversion, repetition and reflection as learners' thinking develops over time to new levels of sophistication.

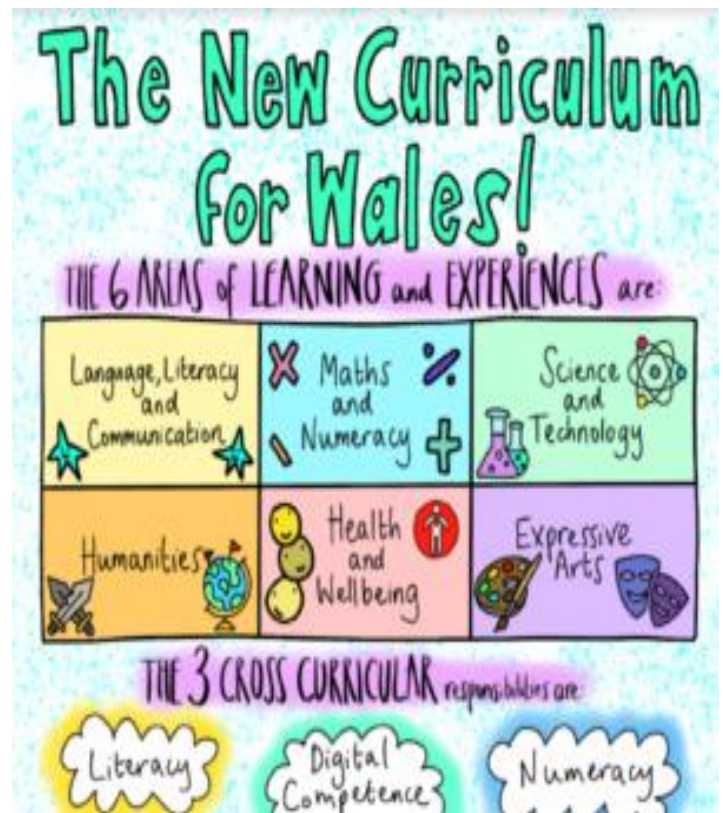
They are also designed to be considered through a range of contexts. Learning should bring together through experiences a breadth of knowledge and skills, allowing the learners to use and apply them in new and challenging contexts. Assessment is key to supporting 'deep' learning and should be used to identify whether learners need to consolidate their learning, whether further support is needed and the next steps for learners' progress.

Please find the full link to the curriculum guidance below:

<https://hwb.gov.wales/storage/331eb63b-481f-4b0b-a607-5e6c3e41ae0f/curriculum-for-wales-guidance-070220.pdf>

Assessment is intrinsic to curriculum design. Its overarching purpose is to support every learner to make progress. Assessment should always focus on moving learning forward by understanding the learning which has already taken place and using this to ensure that each learner is challenged and supported appropriately, according to their individual learning needs.

It requires partnerships among all those involved, including the learner. It should recognise the individual learning needs and backgrounds of each learner and encourage a holistic view of each learner's development. Accordingly, both practitioner and learner should develop an understanding of how the learner learns and their attitude and approach to learning, in order to support them to continue to progress and to foster commitment to their learning.







# Golden Manor Open Morning

**Saturday 7th March  
2020  
10:00-12:00pm**

**Take a look at our wonderful facilities  
Meet our amazing staff  
Free registration if you attend the open  
morning  
Craft and messy play activities available  
Bucket Time with Margaret  
Science experiments with our holiday  
club leader**

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