



Golden Manor Nursery Newsletter

July, 2020

IN THIS ISSUE

Welcome to our monthly Newsletter. We would like to welcome you all back and all new children and parents/carer's who have joined our family of learning and playing together this month.

During the last couple of months whilst Golden Manor has been closed, we have been posting daily activities on our Facebook page for you and the children to do at home.

We have loved seeing your photos of the activities throughout the month and has brought many smiles to our faces seeing all your designs and the activities you have completed.

Upcoming Events & Important Dates:

**7th July:
World chocolate Day**

**11th July:
World Population Day**

**14th July
Bastille Day**

**18th July
Mandela Day**

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Page 4: Covid 19 signs and symptoms and other important information

**What's
Happening**
Fun4TheKids

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

Zev, Mackenzie, Mason,

Phoebe and Rachel

We will be holding a teddy bear's picnic on Thursday 16th July 2020 at lunch time to celebrate!

Parents Evening Meeting

Please complete the slip if you would like to attend a parents evening via zoom 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 _____

Clothing.

Please can we ask that you provide the following items of clothing labelled with your child's name which can be kept at nursery. A coat, welly boots, sun hat, a full set of clean clothes (in a bag labelled) and a bottle of sun cream (labelled)

Easy Fundraising

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>

Thank-you Ruth's family and neighbours

We would like to say a big thank-you to Ruth's family and neighbors. They have been busy painting, cleaning and maintaining Golden Manor during the months we have closed.



We have a new app called Famly.

Who are famly?

We improve everyday life with children. For parents, teachers, daycares and most importantly, for the ones in the center of it all – the children. The Famly platform lets parents care for their children throughout the day and help daycare owners care for their business. Easily.



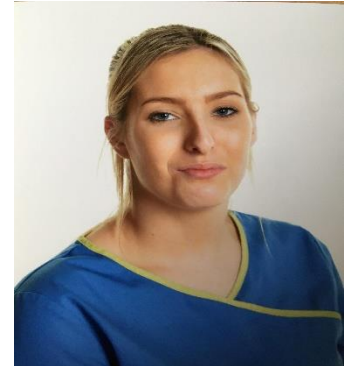
Meet our and Barafundle supervisor Phoebe Aries

Phoebe was born in July, 1998 in Withybush Hospital, Haverfordwest. Phoebe was brought up in Pembroke, Pembrokeshire and is the youngest of 3 children. She went to Golden Grove Infants and Junior School and then went on to Pembroke Comprehensive for Secondary School.

Phoebe studied Childcare in Secondary School and gained experience when undertaking placement in Golden Grove School when she was in year 10 and 11. When Phoebe left Secondary School, she went to Pembrokeshire College in 2014 where she completed her CACHE Level 3 Diploma for Children's Care, Learning and Development. She then stayed on for the second year of College to complete her NCFE CACHE Level 3 Extended Diploma for Children's Care, Learning and Development.

Phoebe started at Golden Manor in June 2016 where she became a Childcare Practitioner in the Woodlands Playroom, and then became the Barafundle Room Supervisor in 2019. Phoebe has completed her Level 3 Diploma in Playwork since becoming the Barafundle Room Supervisor, and is now working towards

completing her CCLD Level 5 Advanced Practitioner qualification.



Phoebe is a keen fundraiser and has set up different events to help raise money for different causes. Phoebe raised over £600 in 2017 for a charity called 'Walk in her Shoes', and she done this by walking 10.000 steps a day for 7 days and also undertook a raffle evening. She hopes to complete another one soon and raise money for those who are less fortunate than others.

Phoebe currently still lives with her parents in Pembroke and has a very supportive family and boyfriend who serves in the British Army. She has a dog called Alfie, who is very spoilt and a cat called Clyde.

Phoebe enjoys spending time with her family and friends in her spare time, taking Alfie on long walks and going running. Phoebe says how she loves working at Golden Manor and helping the children to learn and develop. She says that everyone at Golden Manor is like her second family, and she enjoys working alongside all of them.

COVID-19

Coronavirus

PREVENTION, SYMPTOMS AND STEPS OF ACTION.

PREVENTION

The best way to avoid contracting the virus is to wash your hands as often as possible.

WASH YOUR HANDS REGULARLY WITH SOAP OR HAND SANITISER WASH THEM FOR 20 SECONDS AVOID SHAKING HANDS AVOID SICK PEOPLE

SYMPTOMS

Below are some of the symptoms you should look out for if you think you have the Corona virus.

RUNNY NOSE HEADACHE SORE THROAT FEVER COUGH

ACTIONS

If you suspect you've caught Covid-19 follow the below steps as you may have to self isolate to avoid the spread of the disease.

CALL HR OR YOUR MANAGER DON'T GO INTO WORK DON'T GO TO THE GP SURGERY OR HOSPITAL CALL NHS 111 FOR FURTHER ADVICE

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For your information



For your information

EASY FRUIT SCONES



COOKING WITH MY KIDS
getting little hands busy in the kitchen

Healthy Easy treats to bake together at Home:

Serves: 4-6

INGREDIENTS

225g=self-raising flour

1tsp=baking powder

Pinch

55g=butter

25g=caster sugar

150ml=milk

50g sultanas

HOW TO MAKE EASY FRUIT SCONE

PREHEAT THE OVEN TO 180C/170C FAN /
350F AND LINE A BAKING TRAY WITH
BAKING/PARCHMENT PAPER

MIX TOGETHER THE FLOUR AND BUTTER

Get your kids to measure the flour (225g), salt (pinch) and baking powder (1 tsp) and put them in a large mixing bowl. Measure the butter and

chop into small pieces before adding to your bowl. Getting your kids to use a butter knife to chop butter can be a great way to practice their chopping skills as they don't have to be too evenly sized.

Baby Music Bin Sensory Fun



BABY MUSIC BIN
BUSY TODDLER

What you will need:

- Tray
- Homemade rattles with rice/pasta/lentils
- Baby rings
- Random noise makes

Whats happening in July 2020 - Under 2's	
Day	Activity
This Weeks Topic: My Favourite things	
Wednesday 1st	Social and emotional Activity: Participate in PATHS activity welcoming back
Thursday 2nd	Forest School session: Look at flowers around the nursery garden area
Friday 3rd	Sensory Activity: Explore the sensory room and light box
This Weeks Topic: How I grow my body	
Monday 6th	Sensory Activity: Draw around our body using chalk
Tues 7th	Knowledge and understanding- learn about our bodies head, shoulders, knees and toe in welsh
Wed 8th	Physical Activity: My body yoga
Thursday 9th	Creative Activity: Colour/pictures of our body
Friday 10th	Forest School session: Explore Forest school, use the bridge
This Weeks Topic: Equality and diversity	
Monday 13th	Sensory Activity: Make hand print rainbows
Tuesday 14th	Forest School session: Enjoy listening to story book "we are all different in the log circle"
Wed 15th	Creative – Make a collage of the World
Thurs 16th	Teddy Bears Picnic Day to celebrate July Birthdays
Friday 17th	Physical – Dance to multi-cultural music
This Weeks Topic: Fire fighters	
Monday 20th	Science activity: Use skittles and explore the different colours.
Tuesday 21st	Listen to the sounds of a fire engine
Wednesday 22nd	Movement activity: Do Yoga in the hall.
Thursday 23rd	Sensory Activity: Play with red sensory toys.
Friday 24th	Creative activity: Make fire collage pictures using tissue paper and glitter
This Weeks Topic: Doctors and ambulances	
Monday 27th	
Monday 27th	Creative: Design your own ambulance –
Tuesday 28th	Welsh language activity: Singing songs in welsh
Wednesday 29th	Read the story about doctors
Thursday 30th	Physical – games in the garden

What's Happening in July 2020 – Over 2's	
Day	Activity
This Weeks Topic: My Favourite things	
Wednesday 1st	Social and emotional Activity: Participate in PATHS activity welcoming back
Thursday 2nd	Creative Activity: Paint a picture of my favorite toy/thing
Friday 3rd	Talk about our favourite thing during lockdown
This Weeks Topic: My body how I grow	
Monday 6th	Sensory/science Activity: Weigh and measure ourselves and make a graph to see who is tallest etc.
Tues 7th	Welsh Activity: Learn about our bodies and names of body parts in welsh
Wed 8th	Physical Activity: Participate in a cosmic kids yoga session exploring how our body moves
Thursday 9th	Forest School session: Make people using sticks and string
Friday 10th	Creative Activity: Draw around our body to make a life sized picture of ourselves, decorate using a variety of mark making equipment.
This Weeks Topic: Equality and diversity	
Monday 13th	Creative: Make a collage of the World
Tuesday 14th	Personal and social activity: Discuss equality and diversity
Wed 15th	Forest School session: Enjoy listening to story book "we are all different in the log circle" and discussing what is different between us.
Thurs 16th	Teddy Bears Picnic Day to celebrate July Birthdays
Friday 17th	Knowledge and understanding Learn about different countries around the world
This Weeks Topic: Fire fighters	
Monday 20th	Sensory Activity: Draw chalk fires use water spray bottles to wash away fire
Tuesday 21st	Play with the fire engine and cars
Wednesday 22nd	Forest School session: Make fires using sticks and tissue paper whilst discussing staying safe
Thursday 23rd	SKIPP activity: Build on your co-ordination balancing objects on a bat whilst you move across the playground.
Friday 24th	Creative: Make fire collage pictures using tissue paper and glitter
This WeeksTopic: Doctors and ambulances	
Monday 27th	Personal and social: Dress up as doctors/nurses and use role play resources
Tuesday 28th	Creative – Sing Miss Polly had a dolly and use props to act out rhyme
Wednesday 29th	Forest School session: Search for different sized ambulances, discuss the difference in size
Thursday 30th	Physical – Participate in an obstacle course outside using SKIPP equipment



WE LEARN
WELSH

Our Welsh Key
words for July

Week of the 29th June

My favourite things

- Car – car
- Teddy –Tedi
- Doll – Dol
- Blocks – blociau
- Garden- gardd
- My Family- fy nheulu

Week of the 6th July

How I grow and my body

- Head- pen
- Arms- breichiau
- Legs- coesau
- Hands-dwylo
- Feet- traed
- Toe- bysedd traed
- Fingers- bysedd
- Hair- gwalt
- Eyes- llygaid

Week of the 13th July

Equality and Diversity

- What colour? – Pa liw?
- Equality- Cydraddoldeb
- Diversity- amrywiaeth
- Love- cariad
- World- byd

Week of the 20th July Fire fighters

- Fireman – dyn tan
- Firewoman – dyn tan
- Fire engine –injan dan
- Fire – tan
- Hose – pibell
- Water – dwr
- Red – coch
- Hot – poeth
- Burn –llosgi

Week of the 27th July Doctors

- Doctor- meddyg
- Ambulance- ambiwlans
- Help us- Helpwch ni
- Paramedic- parafeedyg
- Stethoscope- stethosgop
- Monitor- monitro

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.

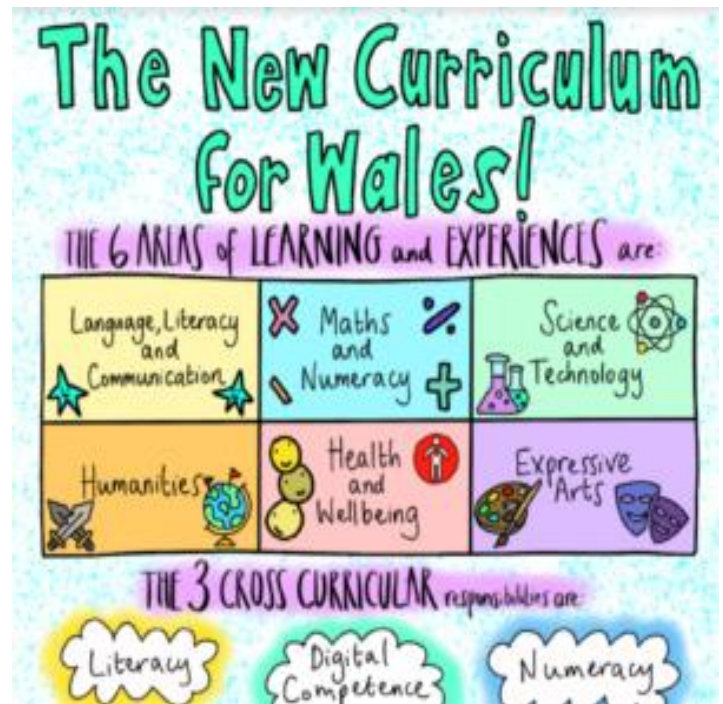
They are also designed to be considered through a range of contexts. Learning should bring together through experiences a breadth of knowledge and skills, allowing the learners to use and apply them in new and challenging contexts. Assessment is key to supporting 'deep' learning and should be used to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

Assessment is intrinsic to curriculum design. Its overarching purpose is to support every learner to 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>

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.



On a final note, thank you all very much for the help and support over the last few months.