

# Peter Rabbit Nursery Newsletter: February 2025

## Key Dates for Your Diary:

### Stay and Play Sessions: **Week beginning 26<sup>th</sup> February**

This week our focus will be on showing parents how we teach maths at nursery. We will have a sign up sheet available next week. The session will start at 9am and finish at 10am. Unfortunately we are unable to accommodate 'mobile' siblings.

### World Book Day: **Thursday 6<sup>th</sup> March**

Children are invited to come to nursery dressed as their favourite book character. If your child does not normally attend on a Thursday then you can pick a different day for them dress up.

### Pancake Day: **Tuesday 4<sup>th</sup> March**

The children will be making and trying pancakes on this day. If you do not want your child to take part please let us know via email.

## Parent Meetings

If you would like to meet with your child's keyworker to discuss your child's progress please send me an email and we can arrange a mutually convenient time. This is always an option and not something specific to this term. Always feel free to ask and we can have a catch up, we all love to chat about how fantastic your child is!

The list of Key Workers is displayed on the board in the entrance hall.

## Parent Questionnaire

Please find below the link to our most recent parental questionnaire. It is always helpful to see parental feedback and reflect on what is working well and what we could improve on. It is also helpful if you could share your name however we are aware that some people may wish to stay anonymous.

<https://forms.gle/7MZ9U9Em9c4E3KVo8>

## Reminders: *Please ensure*

- All items (including clothes) are clearly labelled.
- If you are using the Working Parents Funding please ensure you are aware of the deadline for the application. For more info please visit: <https://www.peterrabbit-nursery-burpham.co.uk/copy-of-opening-times> This link contains all the information parents need regarding fees and funding for the nursery.
- Term dates can be found here: <https://www.peterrabbit-nursery-burpham.co.uk/copy-of-current-parents>
- Donations of baby wipes, tissues and nappy sacks are always appreciated.

## Shoe Laces: *A plea from all the teachers...*

We have a number of children wearing shoes with laces to nursery. This is causing a few accidents when they trip over their laces. We are aware that many of these have zips up the sides but the laces are still coming undone whilst the children are playing. Please could children only wear slip on or Velcro shoes to nursery unless they are independent in doing up their laces by themselves. Thank you for your support.

## How Do We Teach Maths?

At Peter Rabbit we believe it is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. All this is done through our play and explorations.

We aim for all our children to develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and five frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

Why do we focus on numbers up to 5?

Although we do work with numbers beyond 5 our focus is that children have a really secure knowledge of numbers up to 5. This number sense helps children manipulate numbers to make calculations easier and gives them the confidence to be flexible in their approach to solving problems. Children who develop number sense can assess how reasonable an answer is, and routinely estimate answers before calculating.

The more grounded in mathematical concepts young children become, the better their later outcomes. Conversely, research shows that children who start behind in mathematics tend to stay behind throughout their educational journey.

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