

# Aspire Day Nursery Newsletter



## October 2020

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Welcome to the October Newsletter. I hope you find it useful and enjoy reading it.

LANGUAGE OF THE MONTH – we will be doing languages within our rooms, please update staff on home languages you speak.

Our policy this month is our Valuing Diversity and Promoting Equality

At the end of the newsletter you will find each rooms activity plan for the month

Security-

We would also like to highlight that many parents are leaving the main gate open.

Please can you ensure when you enter or leave you check the gate has closed. This is to ensure the safety of all the children on site.

### Evening snack

We are going to be introducing a new evening snack from next week. We are going to be trialling this over the next few weeks to see what works and what they enjoy. Please see below for next week's evening snack menu (5pm snack).

Monday – Cream Cheese, crackers, and cucumber sticks

Tuesday – plain popcorn and peach slices

Wednesday – Rice crackers with homemade plum and apple sauce

Thursday – Wholemeal pitta with mixed bean dip

Friday - French toast with Houmous and carrot sticks



This year we are having to do the nursery photos a little different. Government guidance states we need to limit visitors to one hour, therefore we do not feel having a photographer in for the day will work. However, we love photo day and we have made a slightly different plan, which will actually work really well for the nursery.

We have some keen and excellent photographers amongst our staff team, and this year we will be doing the photo shoot. We will start Friday 9<sup>th</sup> October and will be doing the children various days the following week as well. Please can you make sure that the children have a change of clothes in a clearly labelled plastic bag from tomorrow and leave it here for the week. They do not have to change their clothes, but we know some parents like to.

As the photos will be taken by us, it means we will be able to use the funds raised to help enhance our garden. We are doing a project at the moment to build more role play into the garden, and all money raised from the photo sales will go towards this, so we do hope you will help support us. The photos will be £8 for the printed photo and for an extra £2 we will email you the digital copy, where you can make as many extra prints and put onto various objects should you wish for Christmas presents!

So for £10 you will have a printed photo and the digital print. Certainly, a lot cheaper than options before!

**Parents using tax free childcare or 30 hour funding please remember to reconfirm your eligibility with HMRC, without doing it approx. 3 monthly you will lose your right to funding and account**

## **30-hour funding**

If your child is born between **1<sup>st</sup> January and 31<sup>st</sup> March 2018** then you can see if you are eligible for the 30 hours funding. To do this please click on the link. <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

If you are eligible, we need this code NOW.

All parents that currently receive this 30-hour funding you need to reconfirm eligibility in the next few weeks in order to receive funding for the April term, please log onto your account to check your reconfirmation date. Failure to do this will result in a loss of funding. If you require further information, please contact us. Please look out for emails from us regarding the funding as we continuously email updates during the term.

## **Reminders**

### **Sickness**

If your child has had pain relief medication **within 8 hours** of nursery it is our policy that they do not come into nursery that day. (COVID SIGNS HAVE A SEPARATE POLICY)

### **Collecting your child**

When collecting your children from nursery please ensure you are here by 6.10pm if you would like to receive a detailed handover, after this time, basic information will be given. Please bear in mind we close at 6.30pm and this is when staff shifts end, they are keen to go home after a long day.

### **Security**

If you greet a parent at the door when entering or exiting, please do not let that person in or out, they must use the finger print system. Please ensure you make sure the gate is fully closed behind you.

### **Allergies**

I would like to remind parents that we request children do not enter the nursery eating any outside food. This is due to having children with serious allergies. Please respect that we are doing it for the best interests of the children.

### **No mobile phones**

Please note, we ask that parents do not use mobile phones while onsite.

### **Fees**

Fees are due on the 25<sup>th</sup> of each month for the following month.

## **Please Note:**

**Nursery Opening:** The nursery opens at 7:30am, although the staff do come in earlier than this each morning. Please be reminded that the staff are very busy setting up the room, making necessary checks of resources and making sure that everything is ready for the day ahead. Please can you therefore now wait outside the building until 7.30am.

**Buggy shed:** Could we remind all parents that your buggies need to be folded if they are left in the buggy shed so that there is enough space for everyone's buggies. It also makes moving around in the small shed much easier as well.

**Late Pickups:** It has been noted that there has been a lot of lateness with pickups lately. Please be reminded that we close promptly at 6:30pm. If you are going to be late picking up your child, please let us know as soon as possible so that we are aware. If you are late you will be charged the late pickup fee as staff has to stay after their shift. The late fee goes directly to the staff.

**Clothing:** Please make sure that any belongings you send to nursery are clearly labelled with your child's name as this will help staff to know who it belongs to and will also highlight to other parents who the item belongs to, meaning less items going home with the wrong people.

## **Policy of the month**

### **9.1 Valuing diversity and promoting inclusion and equality**

#### **Policy statement**

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

- promote equality and value diversity within our service and foster good relations with the local community;
- actively include all families and value the positive contribution they make to our service;
- promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms;
- provide a secure and accessible environment in which every child feels safe and equally included;
- improve our knowledge and understanding of issues relating to anti-discriminatory practice,
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
  - age;
  - gender;
  - gender reassignment;
  - marital status;
  - pregnancy and maternity;
  - race;
  - disability;
  - sexual orientation; and
  - religion or belief.

- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

## Procedures

### Admissions

Our setting is open and accessible to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our setting based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in [our/my] publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- [We/I] ensure that all parents are made aware of [our/my] Valuing Diversity and Promoting Inclusion and Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the setting.
- We ensure, wherever possible, that we have a balanced intake of boys and girls in the setting.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
  - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
  - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting;
  - discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
  - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
  - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.

- We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises
- We prioritise places for siblings at the nursery.

#### *Employment*

- We advertise posts and all applicants are judged against explicit and fair criteria.
- Applicants are welcome from all backgrounds and posts are open to all.
- We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- *The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.*
- *All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.*
- *We monitor our application process to ensure that it is fair and accessible.*

#### *Training*

- We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices.
- We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required.
- We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

#### *Curriculum*

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

- creating an environment of mutual respect and tolerance;
- modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- positively reflecting the widest possible range of communities within resources;
- avoiding use of stereotypes or derogatory images within our books or any other visual materials;

- celebrating locally observed festivals and holy days;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning;
- ensuring that disabled children with and without special educational needs are fully supported;
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that Our environment is as accessible as possible for all visitors and service users. We do this by:

- undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults.
- fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

#### *Valuing diversity in families*

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the setting.
- We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully.
- For families who speak languages in addition to English, we will develop means to encourage their full inclusion.
- We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support.
- We take positive action to encourage disadvantaged and under-represented groups to use the setting.

#### *Food*

- We work in partnership with parents to ensure that dietary requirements of children that arise from their medical, religious or cultural needs are met where ever possible.
- We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

#### *Meetings*

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting.
- We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings.

#### *Monitoring and reviewing*

- So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

#### *Public Sector Equality Duty*

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.



## Explorers Room (Lauren) Autumn

Physical	Personal, social and emotional	Communication and language	Overview and special events
<b>Physical</b> I will learning to pass toys from one hand to the other I will learn to pick up small objects between my thumb and fingers.	<b>Psed</b> I will use a familiar adult to share my feelings such as happy, sad and excited I will start to build strong relationships with special people	<b>C&amp;I</b> I will learn to use different sounds in play such as animal noises I will learn to imitate and use single words	This month in explorers we are learning about Autumn. We will be recreating nature sensory trays using different objects such as pine cones, leafs, conkers and sticks to explore the different textures, shapes and sizes. We will also be getting creative by making nature pictures and learning about autumn animals We will be using messy play to explore Halloween by carving and decorating pumpkins, finding spiders in webs and dressing up using hats.
Literacy	Mathematics	Expressive arts and design	Understanding the world
<b>Lit</b> I will be learning about autumn animals by reading different pictures books	<b>Maths</b> I will learn that things exist even when out of sight I will be learning g to use number names when counting using songs	<b>EAD</b> we will be using sensory bags and trays with different textures We will be exploring art using different materials	<b>Utw</b> Becomes absorbed in combining objects. Banging objects together or placing objects in containers



## Discoverers Room (Hana) Under the sea

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical: I will learn to pick up small objects between my thumb and fingers (8-20)</p> <p>I will hold a crayon or pencil using a whole hand grasp to make random marks (8-20)</p> <p>I will make connections between movements and marks I make (16-26)</p>	<p>PSED: I will begin to learn that some things are theirs, some are shared and some things belong to others (16-26)</p> <p>Show interest in the activities of others (8-20)</p> <p>Demonstrates self as an individual (16-26)</p> <p>I will enjoy finding eyes, nose, tummy as part of a naming game (8-20)</p>	<p>C&amp;L: I will use single words (8-20)</p> <p>Copy familiar expressions (16-26)</p> <p>Understand single words in context (8-20)</p>	<p>Our theme in discoverers this month will be Autumn. We will be making an Autumn sensory tray where we can explore different textures, sizes and colours. We will also be doing lots of arts and crafts around Autumn to decorate our display boards, we will also be having a go at making Autumn animal finger puppets using felt and other material.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy: I will handle books and print with interest (8-20)</p> <p>Interested in books and rhymes and may have a favourite (16-26)</p>	<p>Maths: I will have a some understanding that things exist even when out of sight (8-20)</p> <p>Enjoy emptying and filling containers (16-26)</p> <p>Know that things exist when out of sight (8-20)</p>	<p>EAD: I will explore and experiment with a range of media through sensory exploration (8-20)</p> <p>Notice and interested in making movements which leave marks (16-26)</p>	<p>UTW: I will explore objects by linking together different approaches (16-26)</p> <p>Become absorbed in combining objects and emptying and filling containers (8-20)</p>

### Imagineers Room (Alannah) Autumn

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>PD</p> <p>-Making connections between movements and marks they make it</p>	<p>PSED</p> <p>-Plays alongside others</p> <p>-Explored new toys and environments but 'checks I'm regularly</p> <p>-Begins to learn some things are there's , some are shared and some belong to others</p>	<p>C+L</p> <p>-Listens to and enjoys rhythmic patterns in rhymes and stories</p> <p>-Understands simple sentences</p> <p>-Uses different types of everyday words</p>	<p>This month we will be focusing on fall/Autumn . We will be exploring he different textures and colours of the environment around us, painting, sticking and printing with pinecones, conkers and leaves. We will be making arts and crafts to display, singing, reading stories, and using the different objects we find on the way to nursery. We will also be making some arts and crafts around Halloween!</p> <p>Please if you find any leaves, pinecones or conkers on the way to nursery could you bring them in!</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>L</p> <p>-Interested in books and rhymes and may have favourites</p>	<p>M</p> <p>-Says some counting words randomly</p> <p>-Enjoys filling and emptying containers</p>	<p>EAD</p> <p>-Explores and experiments with a range of media through sensory exploration using whole body</p>	<p>UW</p> <p>-Explores objects by linking together different approaches</p> <p>-Anticipates repeated sounds sights and actions when shown several times</p>

## Pioneers Room (Kayla) Colour and shapes

Physical	Personal, social and emotional	Communication and language	Overview and special events
Physical: -making connections between movements and marks --> helping with dressing / hygiene routines	Personal, social and emotional -seeks others to share experiences -boundaries --> group activities to encourage sharing / turn taking --> colour sorting game (one at a time)	Communication and language -select familiar object by name -identify objects in a group -new everyday words --> shapes and colours	Special events -change of season to autumn --> Halloween
Literacy	Mathematics	Expressive arts and design	Understanding the world
Literacy -learn to turn pages in a book -choosing favourite stories -drawing simple shapes / lines --> sand sensory bags --> drawing with different materials	Mathematics -puzzles -block match to shape -using number names -recite numbers in sequence --> "how many shapes" game --> number songs and books	Expressive arts and design -explore / experiment with different materials --> shape animals --> paper rainbows --> shape hunting --> suns with colours --> shape animals	Understanding the world -notice detailed elements of environment -basic ICT equipment --> iPad shape sorting --> small world play (Halloween/autumn)

## Creators Room (Heidi) People who help us

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical Development -</p> <p>I will be practising and learning how to hold my pen with a tripod grip when drawing</p> <p>I will be learning to become more independent in self care</p> <p>I will be learning to show control when building and using mark making tools</p>	<p>Personal, Social and Emotional</p> <p>I will be learning to understand the wishes and feelings of others</p> <p>I will be choosing my own activities to express my own preferences and interests</p> <p>I will be learning to share and take turns in small groups</p>	<p>Communication and Language</p> <p>I will be learning new words associated with the people who help us</p> <p>I will be learning to understand the difference between big and little</p> <p>I will be learning the noises that different cars make</p>	<p>This month in Creators our theme is People Who Help Us! We will be learning about four of the different key worker roles and how they help us.</p> <p>Special events - Halloween 31st October</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy</p> <p>I will be learning new songs and rhymes about people who help us</p> <p>I will be looking at different police/ambulance books</p> <p>I will be learning to differentiate between different marks that I make</p>	<p>Mathematics</p> <p>I will be learning to categorise the different objects and vehicles that the people who help us drive</p> <p>I will be learning to fit together new puzzle pieces</p> <p>I will be learning to count different types of transport that people who help us use</p>	<p>Expressive arts and design</p> <p>I will be learning and imitating new sounds associated with the people who help us</p> <p>I will be experimenting with blocks colours and marks</p> <p>I will be learning to make believe by pretending</p>	<p>Understanding the world</p> <p>I will be beginning to learn about the similarities and differences between myself and others</p> <p>I will be learning how to switch on and use our technological toys</p>

### Adventurers Room (Hayley) Number blocks

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>* I will become more confident and independent in self-care, but still often need adult support.</p> <p>* Walk downstairs, two feet to each step while carrying a small object.</p>	<p>* Can select and use activities and resources with help.</p> <p>* Welcomes and values praise for what they have done.</p> <p>* Enjoys responsibility of carrying out small tasks.</p> <p>* Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>* I will confidently begin to become familiar with prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>* Is able to follow directions (if not intently focused on own choice of activity).</p> <p>* Uses a variety of questions (e.g. what, where, who).</p> <p>* Uses simple sentences (e.g. 'Mummy gonna work.')</p>	<p><b>The theme of the month is 'Number blocks'</b></p> <p><b>Some activities we will be doing this month are:</b></p> <ul style="list-style-type: none"> <li>• <b>Number cards</b></li> <li>• <b>Number block matching</b></li> <li>• <b>Creating number block puppets</b></li> <li>• <b>Number block hide and seek</b></li> <li>• <b>Counting objects around our environment</b></li> <li>• <b>Counting to 10 independently</b></li> <li>• <b>Signing number songs</b></li> <li>• <b>Designing our own number block characters</b></li> <li>• <b>Building and counting towers</b></li> </ul>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>* Sometimes gives meaning to marks as they draw and paint.”.</p>	<p>* Shows an interest in number problems.</p> <p>* Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>* Shows an interest in representing numbers.</p> <p>* Realises not only objects, but anything can be counted, including steps, claps or jumps.</p>	<p>* Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>* Knows that information can be retrieved from computers.</p>	<p>* Explores colour and how colours can be changed.</p> <p>* Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p>

## Inventors Room (Cheyenne) Transport

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical development: I will clearly communicate my need for the toilet. I will be able to dress myself with help. I will be using toy transport in races (bike or scooter)</p>	<p>Personal, social and emotional development: I will begin to accept the needs of others and can take turns and share resources. I will be able to tolerate delay when my needs are not immediately met and understands wishes may not always be met.</p>	<p>Communication and language: I will build up my vocabulary that reflects the breadth of my experiences. I will understand the use of objects.</p>	<p>This month in inventors room our topic of the month is transport as so many of the children show a lot of interest in the toy cars and aeroplanes, we want to make sure they can enjoy what they are learning too! We will also be looking at the season autumn and doing some art and activities related to Halloween!</p> <p>Special dates: 31st-Halloween</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy: I will be able to recognise familiar words and signs such as my name and logos. I will listen and join in with stories and poems.</p>	<p>Mathematics: I will show awareness of similarities of shapes in the environment. I will be able to count different amounts of wheels on transport.</p>	<p>Expressive arts and design: I will be interested in and describe the texture of things. I will engage in imaginative role play with others based on my own first hand experiences.</p>	<p>Understanding the world: I will be able to talk about the different occupations that use vehicles. I will develop an understanding of growth, decay and changes over time.</p>

## Investigators Room (Anju) Minibeasts

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>PD</p> <ul style="list-style-type: none"> <li>* I will thread beads onto strings to make butterflies, worms or caterpillars.</li> <li>* I will use playdough to make different minibeast characters.</li> <li>* I will have bug races with my friends.</li> <li>- Who is the fastest at walking on all fours?</li> <li>- or wriggling along the ground?</li> <li>- or hopping across the garden?</li> </ul>	<p>PSED</p> <ul style="list-style-type: none"> <li>* I will talk about what I know about minibeasts, bugs and insects.</li> <li>- Are there any that I particularly like or dislike?</li> <li>- Are there any that I am frightened of?</li> <li>- And why is this?</li> <li>* I will learn about an endangered minibeast such as the bumblebee.</li> <li>- Why are they important to our planet?</li> <li>- What can I do to help?</li> <li>* I will think about all the different types of minibeast.</li> <li>- Which would I like to be and why?</li> </ul>	<p>C&amp;L</p> <ul style="list-style-type: none"> <li>* I will talk about minibeasts.</li> <li>- What is my favourite minibeast?</li> <li>- Where does it live?</li> <li>- What does it eat?</li> <li>- How big or small is it?</li> <li>- Does it make any sounds?</li> <li>- How does it move?</li> <li>* I will learn and sing along minibeast or bug themed nursery rhymes or songs.</li> <li>* I will take turns to describe a minibeast to see if my friends can guess what it is.</li> </ul>	<p><b>This month we are having fun exploring minibeasts. The children will have fun hunting for them around the garden, if you find any at home, feel free to send them our way in a pot and we will release them after investigating what they are like.</b></p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Lit</p> <ul style="list-style-type: none"> <li>* I will go through the alphabet and see if I can think of a minibeast beginning with each letter.</li> <li>* I will read some minibeasts related stories and talk about facts like where they live and what they eat.</li> </ul>	<p>Maths</p> <ul style="list-style-type: none"> <li>* I will use tally marks to count bugs that I find outside in the garden.</li> <li>* I will sort minibeasts into different categories (e.g., with legs, wings, can fly, have a shell, etc...)</li> </ul>	<p>EAD</p> <ul style="list-style-type: none"> <li>* I will help my teachers make a minibeast home for the room, using a box, egg carton, plant pot or other container. I will use a selection of natural materials (e.g., grass stones, twigs etc...)</li> <li>* I will draw or make my own minibeast using arts and crafts materials.</li> </ul>	<p>UTW</p> <ul style="list-style-type: none"> <li>* I will learn about lifecycles.</li> <li>* I will go on a minibeast hunt and explore the garden. I will look closely around the plants and flowers, stones and leaves. I will use my magnifying glass to look closely and count their legs, wings etc...</li> </ul>