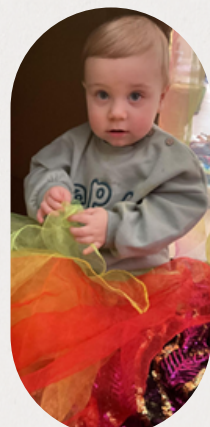




Manor Wood
Primary

Manor Wood Early Years

**Brand
new
to
Baby
Nest**



Ava 1.1
Katie 1.1
Jade 1.2
Josh 1.0
Robyn 1.1
Nathan 0.10

The start of the new year has truly felt like a fresh beginning for many of our children. We have been delighted to welcome new starters into our community, as well as see some children confidently move into new spaces and routines. These transitions mark exciting steps in their learning journeys, and it has been wonderful to watch them settle in, build relationships, and embrace new opportunities with growing confidence.

New Year, New Journeys



Oli 2.1 and Oren 1.10 are settling in wonderfully well to "The Twos!"



Oren 3.1 Aya 3.2 and Hanayah 3.7 joined FSU Green group



Shahzain 3.4

Mustafa 3.4 Cole 3.4
Oran 3.3 and Leo 3.2
joined FSU Orange.

Below, joining the Yellow Group gang this term was Eden 3.4 William 3.4 Ishaq 3.5 Teddy 3.5 Liam 3.4 and Alora 3.4



Elsie 3:4 moved into FSU Purple Group, Sambodh 3.4 joined too!



Follow us - Instagram @manorwoodey @manorwoodfsu @manorwoodps

FOREST SCHOOL FUN



Meet Jordan
(2YO Yellow) and
Charlotte (FSU
Orange)



Manor Wood is excited to be introducing a Forest School as part of our whole school learning experience. Charlotte and Jordan have recently started their training and have been leading the rest of us to create a safe and engaging outdoor environment in the school grounds, where children where children from 0-11 years of age can explore nature, build confidence, and develop new skills. Forest School gives children hands-on learning opportunities that support creativity, teamwork, problem-solving, and resilience, all while enjoying the fresh air and natural surroundings.



Base
Layers

Trousers
and
Tshirt

WHAT I NEED TO WEAR
FOR FOREST SCHOOL;

Jumper
or
fleece

Waterproofs

Cosy toes
and
wellies

Hats and
gloves



Scan the
QR code
to find out
how you
can help!



WINTER WEATHER

Despite the rainy and icy weather, the babies have thoroughly enjoyed their time outdoors! The rain created exciting opportunities for splashing in big puddles, helping to build their balance, coordination and confidence as they moved their bodies in different ways. There were lots of smiles and laughter as the children shared these fun moments together, strengthening their friendships and social skills. The cold weather also gave us the chance to explore ice using our senses. The children were fascinated by how it felt and what happened when they tapped it with small hammers, beginning to understand cause and effect through their play. These experiences support their physical development, communication skills, confidence and early understanding of the world around them.



Zac 2.7

Our 2YO's have also
enjoyed exploring the ice!

Aubrey 2.7

Our Phonics Stars



We introduce phonics to our little ones at the earliest stage. During our sessions, children practice their listening skills through enjoyable games and listening walks. Together, we explore the faintest sounds and learn how to amplify them. We also discover how to stretch and shrink sounds. The shape of our mouths plays an important part in this process, as the children find out that changing mouth shapes alters the sounds we create. It's all part of our fun learning journey!



Ezra 2.9 Harry 2.9 Albie 2.9 Ellie 2.9 Niren 3.0
Zac 2.7 George 2.10 Ahad 3.4 William 2.10

Olive 2:6



Henry 1:10



muddy mini chefs

We've still been busy in the baking kitchen this term but we wanted to share our mud kitchen fun with you instead! A mud kitchen is so much fun for 2-year-olds! It lets them explore, mix, pour, and pretend using open ended resources like; water, leaves, and sticks. At this age, children love sensory play, and a mud kitchen helps them feel different textures, splash safely, and use their imagination to "cook" pretend meals.

It also helps develop fine motor skills as they scoop, stir, and pour. It encourages creativity, early problem-solving, and even social skills when they play alongside other children. Best of all, it gets them outdoors, allowing them to have as much messy fun as possible.



Ava 1.1
Robyn P 1.2
Rosie 1.4
Kabir 1.6
Robyn C 1.1

This term, our youngest children have become our very own little bread makers! They have really enjoyed exploring bread-making, carefully mixing the ingredients together and taking turns with support. They noticed how the flour changed when water was added, squeezing and patting the dough to explore its texture. This activity supported their communication as they listened to simple instructions and learned new words like "mix" and "more", developed their fine motor skills through stirring and kneading, and encouraged early turn-taking and cooperation with their friends.



FSU Yellow Group

Robin drawing by
Yusuf 5.0



We kicked off the year by embracing the "big chill." Every morning, our young scientists headed into the garden to investigate the ice. Armed with a thermometer, we recorded the falling temperatures. When the mercury hit 0°C, the excitement was heard all around the garden: "It's Zero! That means Jack Frost has come!" This served as a wonderful introduction to the science of water's freezing point.

The arrival of a friendly robin sparked a deep-dive discovery into the world of birds. The children became expert birdwatchers, building bird hides and sitting quietly to observe. It felt as though wherever we played, the robin played too! This interest even moved indoors, leading to some beautiful, detailed drawings as the children practiced identifying the robin's unique features.

THE BIG CHILL



Mishaal 5.7 Yusuf 5.0



Molly 3.9
Sidney 3.5

Olive 4.7
Merub 4.8

Willa 5.4
William 5.5

Yusuf 5.0

MAKING THE BAND

Building on the confidence gained during the Nativity, the children have shifted their musical focus toward collaboration. Our music studio has been transformed into a rehearsal space for our very own band! Rather than playing individually, we have been practicing:

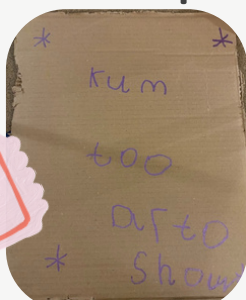
- **The Beat:** Keeping time together on the drums and tambourines.
- **The Melody:** Exploring different notes on the piano, violin, and xylophone.
- **Listening:** Learning to wait for our "cue" and listening to the sounds our friends are making.

It has been a joy to watch them move from solo performers to a cohesive group, showing great pride in the "symphony" (and sometimes the delightful chaos!) they create together.

FSU Green Group



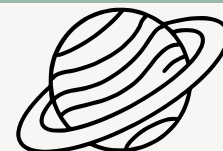
Jaya 3.5
Elora 5.2
Nell 4.11
Lizzie 4.9



Poster by Meela 5.4

The children have been exploring space through their own creativity, designing and naming their very own planets. They shared their ideas through drawings and imaginative writing, thinking carefully about what makes each planet special, and then brought them to life by making fantastic models. We've loved seeing their confidence grow as they shared their planets with friends future astronauts and planet designers in the making!

Green Group has also been full of music, movement, and confidence! After Elora and Nell shared their love of Spice Girls music, their enthusiasm quickly spread and inspired others to join in. The children have been dancing, practising routines, and performing together, showing fantastic teamwork and self-expression. To make their performances feel extra special, they decided to create their own ticket stand and eye-catching posters to invite others to come and watch. It has been wonderful to see so many children getting involved, supporting one another, and growing in confidence as performers.



Making planets

Jaya 3.5 Nell 4.11 Connie 4.0 Nyra 4.2
Vanessa 4.11 Nifemi 4.2 Oren 3.1

Wow!



"Jayden (5.5) and Cavarli (4.3) worked together to build amazing construction rockets, ready to blast off into space! Through early years construction play, they developed important teamwork skills such as communication, problem-solving, sharing ideas, and cooperating with one another. Construction activities also support creativity, fine motor skills, and confidence as children bring their imaginative designs to life."

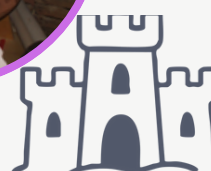
A magical outdoor moment sparked a whole new interest for the children. While creating fairy houses outside using natural materials, we were delighted by a surprise visit from a robin. This quickly captured everyone's attention, and the focus shifted from fairies to robins! The children became curious investigators, learning about where robins live, what they eat, and how we can look after them in our environment. This interest led to lots of thoughtful discussions, observations, and a growing appreciation for wildlife around us.

Wildlife watch

Aoife 4.4
Cerys 4.6
Honey 4.4
Elora 5.2
Lizzie 4.9
Nell 4.11
Jaya 3.5

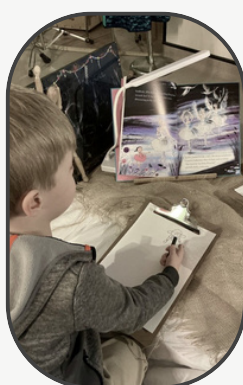
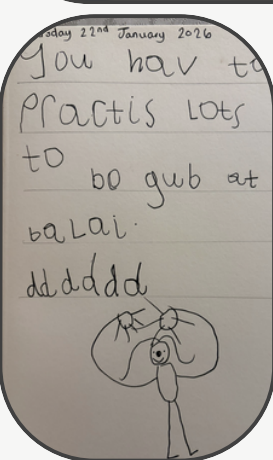


In Purple Group, children's interests continue to thoughtfully guide our learning. Many children have recently been drawn to movement. It began with an interest in self directed yoga, which then led onto a study of ballet, theatre, and music, choosing to express themselves through observational drawing, inspirational dance pieces and experimenting with light and shadow. **Rian 5.2** enjoyed exploring movement through sculpture as he explored using wire and tinfoil to create the human form in a dance position. **Nell G 4.8** created a beautiful piece of independent writing linked to the ballet interest. **Alba 4.8** and **Sylvia 4:6** experimented with shadow.



Charlie's (4.0) recent visit to Edinburgh Castle has inspired imaginative conversations and play around castles, towers, and storytelling. The children have spent a long time creating their own castle, first in the small world area and then moved on to create their own cardboard castle.

FSU Purple Group



As always, our children spend much of their time engaging in creative play, which supports the development of expressive arts and design skills while strengthening fine motor control. **Khyra 3.8** particularly enjoys painting and often explores colour, movement, and mark-making through her artwork. **Sambohdh 3.4 Della 4.8 Baxter 4.8 Arlo 4.5** and **Ethan 3.9** have also been enjoying playdough activities, developing hand strength and coordination through rolling, squeezing, and shaping. **El 3.8** created his "Rainbow spider" using clay and colourful pipe cleaners. The children have also shown a keen interest in birds and took part in the Big Garden Birdwatch, spending time watching, identifying, and talking about the birds they noticed. **Taaha 3.6** enjoyed exploring our outside space, ticking off the birds he spotted in the garden.



FSU Orange Group

Like all the other groups, a deep enthusiasm for the outdoors and our ever-changing garden has richly shaped much of the learning in Orange Group this term. Bike racing along the winding muddy path has been a firm favourite with Jude 4.1, Hadja 3.11 and Oran 3.3 delighting in the muddy splatters. These experiences have sparked thoughtful conversations around movement, force, and cause and effect as they carefully observed their tyre marks for signs of speed and tracking the distances travelled.

Alongside this, fire experiences and outdoor cooking have played a central role in the children's learning and enthusiasm for the outdoors. The children have enjoyed many warming fires and have become increasingly confident and independent in their fire craft, developing a strong understanding of how to safely build and maintain a successful fire.



Their cooking has grown in complexity over time, beginning with marshmallows, fruit, and breads, and developing into pancakes and pasta dishes cooked over the fire. **Siya 4.8, Hadja 3.11 and Georgia 5.5** thoughtfully planned our most recent recipe and the group have worked together to create fire-proof recipes showcasing wonderful collaboration and problem-solving.

Lilah 4.7

A recent generous donation from a member of our local community of baby clothes, some nearly 90 years old, and others lovingly handmade for dolls and babies has been a huge source of inspiration. The children were enthralled, spending long periods carefully observing the garments and creating intricate observational drawings. This has enhanced their play, offering richer dressing-up opportunities for their babies, encouraging greater care for resources, and deepening the narratives within their role play.



Shanzay 4.8

The children have also loved hosting tea parties and setting up a cafe, inspired by exploring a range of different teapots and their functions. Grinding real coffee beans, making tea and coffee, pouring, measuring, and sharing showcasing deep mathematical thinking, growing understanding of the world around them and collaborative role play, while creating a calm and joyful atmosphere within the group.

Oran R 3.3 Jonah 4.10 Jude 4.1 Cole 3.4



As with every year, we are well into mud season, as our spring term brings plenty of rain. While this can sometimes be messy, we are sure you will agree that outdoor play is vital for children, offering countless benefits for learning, wellbeing, and development.

The children have their outdoor suits and are encouraged to dress themselves independently, supporting their confidence and self-care skills. During colder weather, we often layer clothing to keep everyone warm, which can sometimes lead to muddy clothes. We do our very best to minimise this, but occasional mess is unavoidable - and part of the fun!

Mud season is also a time of great joy and creativity. Children love splashing in puddles, exploring natural materials, and engaging in imaginative play. Mud kitchens, construction, role play, and collaborative games flourish at this time of year, providing rich opportunities for problem-solving, communication, and creativity.

These experiences are a valuable part of our curriculum and support physical development, wellbeing, and a love of learning.

We thank you for your continued understanding and support during this season, and for ensuring children come dressed appropriately so they can fully enjoy everything outdoor play has to offer - rain, mud, and all!

FSU SUIT REMINDERS

- Every child needs to have their outdoor suit in school. Suits must be taken home on Friday and returned on Monday.
- Each child's bag should contain a minimum of three full changes of clothes, with extra socks.
- Please provide carrier bags/wet bags in children's dirty clothes.

Magical Mud!



Ronin 2.8



Molly 3.9



Esmé 2.0



Jordan and
2YO yellow group!



Ezra 2.9 and



Oli 2.1



Kyhra 3.8 and
Charlie 4.0



Oscar 3.11



FSU Yellow Group

The "I Can Do It!" Guide to Getting Dressed

Set them up for success;

Simple wardrobe: Fewer clothes, fewer decisions. Put away off-season items.

Easy clothes only: Elastic waistbands, loose tops, no tiny buttons or tricky zips at first.

Low access: Clothes in drawers/shelves they can reach by themselves.

Make it routine;

Same order every day: underwear → top → bottoms → socks.

Visual charts: Pictures of each step. (Scan the QR code for these!)

Try and dress at the same time daily: Consistency builds habit fast.

Turn it into a game;

Beat-the-timer: "Can you get dressed before the song ends?"

Silly challenges: "Can you put your shirt on like a robot?"

Role play: "You're getting ready for school like a grown-up."

Offer choices (but not too many)

"Do you want the blue shirt or red shirt?"

Choice = control, without chaos.

Teach one skill at a time.

Start with pull-on pants or T-shirts.

Practice tricky bits (buttons, zippers) during calm moments - not rushed mornings.

Praise effort, not perfection

Say things like:

"You worked hard on that sock!"

"You didn't give up - well done!"

Ignore backwards shirts unless it really matters.

Expect it to take longer (at first)

Build in extra time so you're not tempted to jump in and do it for them.

If they ask for help, try: "Show me where you're stuck, and I'll help just that part."



Please share any great attempts your child makes with us during morning drop-off, and we'll celebrate their effort with a shiny to help encourage and support them!

Use this to

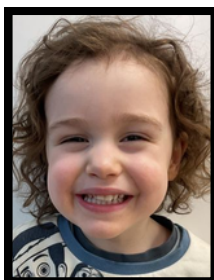
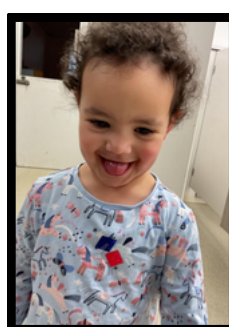
help me at home!

"We empower children by giving them the time, space, and encouragement to dress themselves."

Self-care Success!

We are thrilled to share that many of our **2YO** have been making fantastic progress with their toileting journey! They are approaching this new skill with such confidence and independence, showing pride in their achievements and giving us plenty to celebrate too. This milestone is a wonderful example of the EYFS focus on self-care and personal development, as children begin to manage their own toileting needs, wash their hands, and develop routines. Seeing them take ownership of these skills highlights their growing independence and supports their journey through the stages of self-care, building both confidence and a sense of responsibility.

April 2.6 Feaven 2.5 Jannah 2.5 Freya 2.0
Ezra 2.9 Albie 2.9 Finn M 2.5 Olive 2.7 Lyra 2.5



We give "Shiny's" to celebrate Progress - look at all our Proud Shiny Stars!

FSU PROJECTS...

Our projects are now underway, and we have begun our initial meetings with the children. These sessions have been a lovely opportunity to introduce the projects, spark curiosity, and begin building excitement and ideas together.

For **Reception**, the projects on offer this term are:

- **The Classical Project**
- **The Kindness Project**
- **The Mystical and Mythical Project**
- **The Choir Project**

These projects will encourage children to explore creativity, music, storytelling, empathy, and collaboration, while developing confidence, communication, and a sense of community.

For **Nursery**, the projects available are:

- **Connection**
- **The Dance Project**
- **Aquatics**
- **Under the Ground**

These projects are designed to support children's natural curiosity through movement, sensory exploration, investigation, and relationship-building, providing rich opportunities for learning through play.

Over the coming weeks, children will work closely with adults and their peers to explore their chosen projects in depth, sharing ideas, developing skills, and expressing themselves in a variety of creative ways.

We look forward to seeing how each project evolves and to sharing the children's learning with you as the term progresses.

What is a project?

In our Reggio Emilia-inspired setting, projects emerge from children's interests and are developed over time through exploration, discussion, and shared experiences. We value children as capable, curious learners and empower them to take an active role in their learning. Through carefully observed, child-led projects, children are supported to express their ideas, build independence, and develop confidence, while educators act as partners -listening, guiding, and extending learning in meaningful ways.

“Learning and teaching should not stand on opposite banks and just watch the river flow by; instead, they should embark together on a journey down the water.”

Loris Malaguzzi.

IMPORTANT DATES:

School closures - Friday 13th February

Half term - Monday 16th to Friday 20th February

School opens - Monday 23rd February

School closes - Thursday 2nd April

Easter half term - Friday 3rd April to Friday 17th April

School opens - Monday 20th April

Baby Nest and 2YO - Training Day - Nursery closed Thursday 2nd April

Bank Holiday closures - Friday 3rd April and Monday 6th April