

July 2023



Early Years news, advice and guidance for Square Mile families and settings

Hello...

Welcome to our monthly newsletter.

Our aim is to share regular local and national Information for families in the city. If you would like to find out anything further on any items or like more advice or information, please contact the Family Information Service.

020 7332 1002

EEYService@cityoflondon.gov.uk

Makaton

Talking does not just involve speaking. Watch someone talking, they will also be using gestures, facial expression, eye contact and body language. All this is communication. Makaton uses speech with signs (gestures) and symbols (pictures) to help people communicate. Would you like to learn some useful signs to use with your child?

As part of our Coltale programme (City of London Talks and Listens Enthusiastically) we post Makaton videos every Wednesday on our social media platforms. Follow us on Instagram, Facebook, Twitter or search [#ColtalesTopTips](#)

To find out more about Makaton, please visit their website by clicking [here](#).

Libraries survey

Take part in Barbican and Community Libraries survey and you could win £30 worth of high street vouchers. City libraries want to know what you still value in your City of London libraries and what they could be doing differently.

<https://www.cityoflondon.gov.uk/services/libraries/barbican-and-community-libraries-survey>

Coltale's Passport is available!

Have you picked up a COLTALE passport from City libraries yet?

Use your Coltale passport to help improve your child's communication skills by completing simple tasks.

This year the passport has been linked to Ready, Set, Read and delivered in partnership with our Libraries.

Tweet [@SqMileFamilies](#) and let us know you have completed your passport. **There are prizes to be won!**



'A Day In The life' of Clare Gulley

Head of Early Years at Charterhouse School

I start the day with porridge at 6.30. To support the environment I tend to travel halfway to school on foot and half on the bus.



The first task is to always check emails. At 8.10 there's a staff meeting to talk about the school day. This is where we can find out if there are any school appointments for children and anything extra happening in the day.

Every day we welcome the children and their parents at the door. I always ask them about their weekend. It's great to see happy smiley children say "Good morning Clare!" It's a lovely start to the day.

Some days I cover for the other teachers so they can have much-needed PPA. It's always a privilege to be able to teach and work with the children. This term our school building has been expanded, so I have been doing a lot of show-arounds for new or existing parents. Sometimes I do break duty but if not, I visit the staff room and have a much-needed cup of tea.

After the break, I often teach small groups of children for interventions. For example, bucket time to support their attention and listening skills, I sometimes teach more targeted phonics or writing. Some days, I may just support a child with downtime. We will chat and talk about how we feel, whilst watching the trains go pass our school.

The nursery class eats lunch at 11.30. Staff sit with the children. It's an enjoyable experience to chat about things as we eat. Lunch gives opportunities for children to express their likes and dislikes. Often children tell me how delicious the food is. It is a nice part of the day and a great opportunity to encourage children to eat healthily.

Break time usually involves a lot of running around outside. Children often get a little muddy, so after washing hands and drinking water, we start the afternoon with a story and a calming session.

The afternoons are often used for music, drama, topics, and creative opportunities. Children also have an opportunity for free choice to extend their learning. Sometimes the children do a collaborative activity, working on a project and building up skills such as problem-solving. We have a great balance of learning opportunities. There is often more of a literacy focus in the morning followed by PSHE-type activities in the afternoon.

"Children have input into learning"

Tidy-up time often takes a while but is an important part of our routine.

At the end of the day, we reflect and talk about what we are doing the next day. We often involve the children and ask them what they would like to do. This means that we can capture their voice in our planning and have input into their learning.

At 3.10 all staff decompress from the day and reflect. We have a planning session before we leave, so we are ready again for another day.

Measles

Measles cases are increasing across London, City and Hackney populations are at particular risk of outbreaks.

Complications include Ear infections, Pneumonia and severe diarrhoea

Please do keep up with your child's vaccination.

<https://www.nhs.uk/conditions/measles/>



Top Tips for Transitions

Starting school for the first time can be a huge adjustment for all children.

Sharing books about starting school is a useful way to support your child's understanding of what to expect.

Plan ahead and visit your child's school so your child can become familiar with the environment.

If your child has SEND arrange a transition meeting in plenty of time before the child is due to start School.

Remember transition is a process not an event.

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