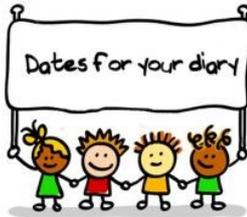


Week commencing 15/05/2023



- 06/05 : School photos
- 22/05 : Dinosaur man visit
- 26/05 : School closes for May half term
- 05/06 : Children return to school

A new online form will be going out for all children staying in Butterflies in September. Please ensure that this filled in efficiently so we can plan for September. It will be sent via email.



This item belongs to:

Please ensure that all of your child's belongings are labelled clearly. We are finding lots of PE hoodies and Jumpers with no names and unfortunately spending lots of time searching for unnamed clothes. We are hoping for some lovely weather in the coming months so please send your child to school with a sunhat (labelled). Sun cream should be applied before coming into Butterflies. If your child stays all day we will help your child to reapply cream at lunchtime. Sun cream MUST be labelled.

Sharing books are changed every Friday. Please ensure that books and reading records are returned each Friday. It is lovely to see your comments in the reading records. We enjoy finding out what the children thought of the book.



We will be sending some name writing paper home please complete and bring back after the 5 days of name writing for a special sticker.

All children in Butterflies have PE on a MONDAY. Please send your child in appropriate PE clothing and footwear on this day.



### Booking extra sessions:

Please ensure that you speak to a member of Butterflies staff before booking extra sessions. PM sessions are quieter at the moment but lunchtimes are extremely busy and we need to ensure staff: child ratio is adhered to. Please ensure that the booking and payment is made at least 48 hours before the session to secure the place.



Donations! - We do ask for a voluntary contribution of £1 per week so we can provide end of term parties and fun days for the children. Please pay the £1 donation via Parent Pay.

THANK YOU!

### Communication challenge:

Each newsletter we will be adding a communication challenge for you to complete at home.

We understand that time is precious and with busy lives it may be hard to complete tasks so hopefully they are small challenges that you can incorporate into your daily routines. If you are able to send in pictures, photos or comments when completing the challenges, we would enjoy sharing these with the group.

The third challenge is to: Turn a walk into a learning and talking experience for your child by playing a classic game of I Spy with them. How to play: Take turns with one another to pick an item you can see around you. You could start off to inspire your little one. Say 'I spy with my little eye something that...' and you could pick a characteristic of an object that your child will understand. So for example, 'I spy with my little eye something that's blue'.

If your child struggles to understand keep your language simple and swap 'I spy' for 'I can see something that is...' Give super easy clues at first to build their confidence. Let them guess what the object is. If they get it right, offer lots of praise. If they are struggling help by pointing or showing them where it is so they have a positive experience from the game.

### Questioning

"At around 2 and a half all sorts of connections are being made in your child's brain, in particular the connections about how things are grouped together, as well as how one thing happening leads to another thing happening,"

Once they begin to understand how things they see are related to one another, they have a thirst for more of this knowledge. They soon realise this can be met by asking questions to the adults around them, and parents often start to get a barrage of 'why?' questions between the ages of 3 and 4. "As they become more aware and more confident, they explore more. Then there are more questions to be asked - almost faster than they can take it in."

It's uncertainty in how things are connected that leads to 'why?' questions, says Linda. "They ask 'why?' because they don't understand how something has suddenly appeared, or how that thing there looks different than the one over here. For example, they think that dogs have short hair because their dog has short hair, but then they see one with long curly hair."

Clinical psychologist Linda Blair.

