

October Newsletter

Dates

Autumn 2026

Thursday 3rd September - 18th December (finish at 12.00pm)

Half Term - Monday 19th October - Friday 30th October

INSET day (closed to children) 30th November

Spring 2027

Monday 4th January - Thursday 25th March (finish at 12.00pm)

Half Term - Monday 15th February - Friday 19th February

Summer 2027

Monday 12th April - Wednesday 21st July (12:00 finish)

Half Term - Monday 31st May - Friday 4th June

General

Wow, we can't believe we are in October already. The children have settled really well and it's lovely watching new friendships being formed. Dinners are going great, and the flavours are varied. All children are finding something they like on the plate. If you want to look back at old newsletters and can't find them in any of your emails, then they are always put onto the website.

Just a reminder to pack suitable spare clothes, lots of pants and socks, and a spare pair of shoes...in the event of an accident, everything goes south!

Please may we ask that you are mindful of what goes into your child's bag as they are free to access this all day. In the bag they should have spare clothes and shoes, nappies, wipes, and a water bottle. There should not be any items of food, medication, jewellery, dummies or toys from home.

Photographs

We are still pretty low on photographs. Please can we ask, that you provide a picture of your family that they children can bring into preschool. These are so useful in helping to settle any children that are a bit upset and will provide a great talking point for our first topic which is all about me!

Key dates for your diaries

9th November: Nursery Rhyme Week (more details to follow about which rhymes we will focus on.)

13th November: Children in Need (2026 is the National Year of Reading - so we are being challenged to a sponsored Big Read over BBC Children in Need week, which ties in nicely with Nursery Rhyme Week! More details to follow)

16th- 27th November: Parents meetings for all children who are not new to the setting. We will send out dates and times of meetings shortly.

Monday 30th November: INSET day for staff, no children to attend

Friday 11th December: Last date for invoices to be fully paid

Thursday 10th December: Christmas jumper day. Children are welcome to wear a Christmas jumper all week. (All donations will go to the Phyills Tuckwell Hospice.)

Friday 18th December: Christmas Show and last day of term.
Preschool finishes at 12pm

School Places

Schools have now started giving out dates for show rounds. Take this opportunity to see as many schools as possible so you can see what suits your child.

Boris, our bear, has started his travels and will be aiming to visit as many children as possible for the weekends and holidays. If you are lucky enough to have Boris, please look after him, take photos of what you do with him and write a short blurb on the given sheet. There will now no longer be a book that is sent home, instead we will ask that you complete the given sheet (you may use the back or add extra information on a separate sheet), this will then be laminated, and a preschool book created for the children to share and look at whilst with us. It is a great way to promote language and confidence, so please take the time to complete the sheet, it won't take long.

Half Term

Please remember October half term is for two weeks. We finish on Friday 16th October (a normal day closing at 3pm), and we return on Monday 2nd November.

Emotional Regulation

At the bottom of this newsletter, you will find some further information about emotional regulation.

Best wishes

The Totterdown Team

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Emotional Regulation

The basis of this training is that the traditional Positive Reinforcement Reward System, doesn't just reward good behaviour

but can have a detrimental effect on those children that feel like they never achieve on it. The Emotional Regulation system works on children understanding both what their emotions are and why they are having them. It teaches them that all emotions are normal and fine to have but how we express them is important. There are 6 universal emotions that everyone recognises and displays. These are the 6 emotions depicted in Disney's Inside Out: Joy, Sadness, Disgust, Fear, Anger and Surprise.

There is a 6 step process of how to deal with behaviour.

1. REDUCE THREAT: when a child is having a melt down, their brain has perceived a threat and the Amygdala has fired up and taken control. This puts their body into a flight, fight, fawn or freeze mode, organs including the brain shut down ie stop thinking and the body is getting ready to react. Nothing you say is going to reach them until they are able to calm down and realise that they are safe. Therefore to help regulate themselves they need to be soothed, whether this is a cuddle, or a back rub etc. Whilst doing this you will be able to work out what mode they are in.
2. REGULATE: Model ways to help them regulate themselves this might be you taking deep breathes, giving them and you a toy to squeeze, shaking hands and wrists, moving etc, anything to release tension and calm down. As the children become more aware of their emotions they will begin to be able to do these things themselves.
3. RECEIVE: Label the behaviour and emotion. For example *'I can see that your fists are squeezing together, and your eyebrows are turned down and you are shouting. I wonder if you are feeling angry?*
By phrasing it like this, it gives the child the opportunity to agree with you or to correct you with how they are feeling without feeling threatened, and also explain to you what has happened.

4. RELATE: Validate and empathise with the emotion. This shows the child that you understand what is happening to them and it is normal as everyone can feel this way sometimes. For example ' *I know it can be hard when your baby brother takes your toys, I remember when I was your age and my sister used to take my favourite toy It made me feel angry.*'
5. REASON: Solve the initial problem together. Now is the time to talk to the child about what they could do next time they feel ie angry. For example ' *Next time you feel angry, perhaps you could do what we have just done, as shaking your hands, squeezing a ball etc seemed to make your anger go away.*
6. REASON: Set limits on behaviour and plan a regulation strategy. This is the important bit, letting your child know that how they reacted was not acceptable. For example ' *It's not ok to hit your brother or push him, as this will make him feel sad and could hurt him, next time you feel angry you could do the things we have talked about, like and come and tells someone.*'

In Preschool, as well as using the above strategies in behavioural related situations, we will be reading lots of stories and talking about how the characters are feeling and what they could do. We will stop at a big feeling and say to the children,, ' *I'm looking at the picture (of Daddy Bear) and his eyebrows are down and his hands are squeezing together, I'm wondering if he is feeling angry? What could he do to feel better?*' As the term goes on, we will be making cards that depict some of the ideas that they children have about things that people can do when they are feeling overwhelmed with emotions. These will then be displayed in the preschool so that the children can independently use them when they need to. As time goes on the children should then start to be able to recognise how they are feeling and be able to self regulate and maybe help other to as well.

More information can be found on Emotion Coaching UK website