

Nursery: w.b. 1st February 2021

Nursery Remote Learning Arrangements

Year Group Updates and Reminders:

This week, Perry Hall is taking part in Children’s Mental Health Week. This year’s theme is **Express Yourself**. **Expressing yourself** is about finding ways to share feelings, thoughts, or ideas, through creativity. It’s important to remember that being able to **express yourself** is not about being the best at something or putting on a performance for others, it is about finding a way to show who you are, and how you see the world, that can help you feel good about yourself. To celebrate Children’s Mental Health Week 2021, we are launching a whole school Art Competition- involving both the children and their grown-ups! The competition poster is inserted below for your reference- we hope you will join in. Additionally, we would like each child to dress up ‘Expressing Themselves’ and for you to email the photo of them into the Nursery’s year group email address, *with permission from you for it to be used on the school website.*

Keep safe and please contact us if you require any support.
Mrs Gibbins and Miss Kohli.

Hello everyone,
This week some of you have returned back to Nursery and we would just like to say well done to all of you, as you have all settled so well and it's been lovely to see you again.
Well done also to all of our Nursery children currently still at home, you have all been working incredibly hard with your learning activities and we have seen some fantastic work that your grown-ups have been sending in for all of the Nursery staff to see.
Finally thank you for joining us at our new live session time of 13.30pm each day. It's so nice to see you and hear what you have been up to.

As always, keep well and stay safe ☺
The Nursery Team.

Reminder, your child’s year group email address is: ph.nurseryhomelearning@perryhallmat.co.uk. Please use this, if you need to make contact with your child’s year group staff. 

Remote Learning Arrangements for w.b. 01.02.21:

Live Learning Sessions

Time	Subject	Access
1.30pm everyday	Story and an Activity	Teams: <i>20 minutes live session</i> <i>Followed by an independent activity</i>

**When accessing live sessions, please ensure that the Home School Agreement is being followed.*

Home Learning Grid
In addition to the daily live teaching session above, a home learning grid will be uploaded to the Files section of Teams which will outline additional tasks that your child will need to complete. A copy of this has also been inserted below for your reference.

In addition to the activities outlined within our timetable above, please look out for Mr Boneham’s sports videos for you to join in with. We will share these on our Teams page each Monday and Thursday. Also, please join in with our Art Competition that is being launched this week as well as sending in a photo of you ‘Expressing Yourself’.

****Staff will be available, contactable via the year group email, 8.30am-3.30pm Monday to Thursday and 8.30am-12.30pm on a Friday.***

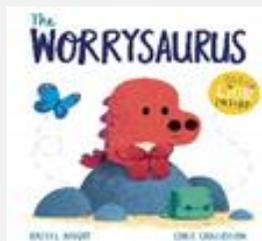
Please complete each activity to support your child's learning at home;

Nursery Home Learning



Worrysaurus

This Home Learning grid encourages you to join in with activities based upon the story 'The Worrysaurus.'



Watch this link to listen to the story being read;

<https://www.youtube.com/watch?v=K9t9UVtuddI>

Talk to your grown-up about the story...

Questions to think about;

- What things made Worrysaurus worried?
- What made Worrysaurus feel better?
- What could Worrysaurus feel in his tummy when he was worried?
- What things were in Worrysaurus' tin?



How are you feeling?

How are you feeling today? Why do you feel this way? What makes you feel happy/sad? If you're sad, angry or worried, what could help you feel happy again?

Draw a picture of something that makes you feel happy. Talk to your grown-up about it. Why does it make you feel happy?



Happy Tin

Worrysaurus worried about lots of things. To make him feel better he made a special tin with his favourite things inside. He put in a stick, a teddy, a pebble and a letter.

Can you make your own tin?

What things will you put inside?

It can be anything that makes you feel happy.



Symmetry Butterfly Paintings



In our story Worrysaurus could feel butterflies in his tummy when he was feeling a little bit worried. He also found lots of butterflies flying about happily outside when he wasn't feeling happy.

Have a go at making a butterfly using paper and paint. All you have to do is paint one half of your butterfly on one side of your paper and then fold it in half. To-dah, you now have a whole butterfly with matching wings!



Worry Dolls

A worry doll is a tiny doll that children can tell their worries to before placing them under their pillow at night.

The worry dolls take the children's worries away.

Can you make your own worry doll using a variety of materials such as: small sticks or twigs, lollipop sticks or junk modelling materials? Decorate them to make them special and then tell them your worries.



Calming Sensory Bottles

You will need:

- Empty bottles/ containers with lids,
- Water,
- A range of sensory items to put inside the bottles – e.g glitter, beads, sequins, pom poms, ect



Fill the bottle/ container up with water and add in any items you wish. Watch as they float around and travel up and down the bottle.

This can have a calming affect on a child who is worried, anxious, angry or sad. It may help to calm children who may be feeling a little over excited and need some 'Time out.'

Feelings Masks

We can experience feelings in lots of different ways. You can sometimes tell how people are feeling by looking at their face. If people are happy you might see them smiling. If they're sad you might see them crying.

Have a go at making some feelings masks using paper plates/paper and pens. Here is an idea of what they might look like. . .



Think about how your face might look if you were feeling worried, happy, excited, sad or angry. You could even have a go at making these faces yourself without using a mask. Can you show us your smile? Maybe you could show us your angry face?

The Feelings Song

This is a song about lots of different feelings that we feel and why we might feel that way:

<https://www.youtube.com/watch?v=-J7HcVLsCrY>



Can you remember all of the different feelings?

Why did the little girl feel excited?



Why did the little boy feel happy?

"They're all ok!"

Learn about a new feeling. . .

We know lots about being happy and sad and can talk about things that make us feel that way. Why don't you try learning about a new emotion with your grown-up?

You may want to learn more about another feeling such as feeling angry, embarrassed, confused, proud or surprised (There are lots to choose from!)

When you have learnt about a new emotion, have a go at talking to your grown-ups about:

What makes me feel like this?
How might my face look when I'm feeling this way?
Do I like to feel like this?
Have I felt this feeling before? When?
Have your grown-ups felt like this before?



Making Others Happy

Making other people feel happy makes us feel happy too. What can you do today that might make someone else feel happy?



Maybe you could draw a lovely picture for someone?

You could help your grown-ups do some jobs in your home?

You could share your toys with your siblings or your grown-ups?

Let us know how you've made someone happy today!

We love reading and sharing stories.

When looking at books talk to your grown-ups about the pictures. What is happening in the story?



What is your favourite story at home?

Children's Yoga

Here is a link for a child friendly yoga session all about 'Tiny the T-rex.'



Yoga has been shown to improve both physical and mental health in young children.

<https://www.youtube.com/watch?v=rn1DBKD2S78>

We would love for you to share your child's learning from home with us via our Nursery email address;

ph.nurseryhomelearning@perryhallmat.co.uk



PERRY HALL PRIMARY SCHOOL



You could create a representation of:

- The actual view from your window
- An imaginary view from your window (e.g. a window into your dreams)
- The view you want for the future when you look out of your window

You can use ANY media (pencils, crayons, pastels, paint, collage, clay etc.) to create a piece of artwork which represents the view from your window.

You may choose to create a 3-d view from your window using a cereal box and recycled materials from around your home.

With the current Coronavirus situation and restrictions meaning we can't venture far from our homes, we thought this would be the ideal opportunity to explore the environment close to home.

At Perry Hall Primary School, we recognise the valuable role that art has in supporting mental health and well-being. Being creative can boost confidence and make us feel more engaged and resilient. Besides these benefits, art engagement also alleviates anxiety, depression and stress.

To celebrate Children's Mental Health Week (w.b. 1st February) and as part of our 'off screen day' we have developed an art task for you to engage with at home. The theme for this competition is . . .

'A VIEW FROM MY WINDOW'.

Keep your artwork safe at home and when it is finished, **take a clear picture** & e-mail it to us at

ph.competition@perryhallmat.co.uk

Please include the entrants name and class in the subject box.

The closing date for submission will be **Monday 8th February.**

WINNERS WILL BE ANNOUNCED ON FRIDAY 12TH FEBRUARY

Grown-ups at home and staff in school are also encouraged to take part!

A winner will be chosen from entries received from each class and the grown up and staff categories.

Each winner will receive a £5 Hobbycraft voucher.

This means everyone can get involved, no matter how young or old!

We will showcase a selection of entries on our website for you to enjoy at home.

Links for Inspiration:

[Click here](#) for some ideas on Pinterest.

EYFS/KS1 [Click here](#) to listen to a lovely story, celebrating all the different views from windows across the globe.

KS2 [Click here](#) to watch a video of someone sketching 'The view from my window'.

Some suggested steps for getting started:

Take your pencil for a walk and sketch the view first.

Start sketching and gathering some ideas and views from your window, looking at composition and a subject or view that interests you.

Include the main shapes and ideas in your sketch. Include the tones so you pick out lights, darks and medium shades.

You can work in any medium that you like. Think about complementary colours and mix them rather than straight from the tube (if using paint).

Reminder: Remote Learning Home School Agreement (reminder of what you have previously signed and agreed to if your child is partaking in live learning sessions):

School will...

- Provide a mixture of live lessons, independent activities and other relevant tasks to continue learning at home
- Respond to any home learning activities submitted through the year group email address
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand
- Ensure that staff are available between 8.30am and 3.30pm to support with any home learning issues– please email the year group email address to request support.

Pupils will...

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete follow-up activities to practice skills
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

Parents/Carers will ...

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning during isolation
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps
- Ensure that the *live Teams sessions are not recorded or photographed* in any way.

Please email the following statement into your child's year group email address:

"I, the parent/carer, and my/our child, _____, agree to all the statements outlined in the Remote Learning Home School Agreement."

**You only need to email the above permission statement if you have not already done this previously.*

From 25th January...

To ensure our procedures and systems for social distancing are effective, please ensure you share the content of this flyer with your child before their return to school.



Start and End Times

Start and finish times will remain as usual for Nursery:



AM Nursery (8:45 - 11:45)

PM Nursery (12:30 - 15:30)

Entry and Exit Points

Nursery will enter school and be collected via the **Nursery Door**.



Teaching Groups

Children will be taught in groups to limit the numbers in any room and to facilitate social distancing.

Your child will be taught in their keyworker groups.



Information for those children returning to Nursery from Monday 25th January.

To ensure the safety of our children, parents and staff, we will be implementing these measures when our school reopens.

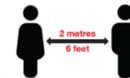
Handwashing

Children will wash their hands with soap and water on entry to school, after an activity, just before they go home and before and after eating. They will be taught to wash their hands using the step by step guidance from government, for 20 seconds.



Social Distancing

Children will be taught in smaller groups.



Throughout the day, work stations will be set up to help maintain 2m distancing.

This will include for activities in the provision, teacher led activities and break/lunch times.

The Nursery layout has changed to support social distancing and our revised way of working during this pandemic.

One Way



When dropping off and collecting, please adhere to the One Way system in place - please follow the signs and marked route. Adults are kindly asked to wear a mask/visor when on the school site.

Snack Time

Children will be provided with a healthy snack each day. They will eat at the snack table in Nursery and surfaces will be wiped down regularly. Children are able to bring in their own named water bottles as normal.



Toilets

Nursery have a designated set of toilets for use throughout the session. Staff have full PPE to support children's personal care safely.

We ask that a spare change of clothes is kept in Nursery on your child's peg.



How will the environment look different?

- All soft furnishings and soft toys will be removed
- Sand and playdough will not be available
- Work stations will be set up to help maintain 2m distancing
- Children will be assigned a new peg for their coat.

Nursery - Spring 1 - Wild Things - Walking through the Jungle

This grid outlines the knowledge and skills that Nursery children will gain throughout this half term's topic.

As readers we will:

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Enjoy sharing books with an adult.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of our name, a bus or door number, or a familiar logo.



As mathematicians we will:

- Take part in finger rhymes with numbers.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.



As writers we will:

- Enjoy drawing freely.
- Add some marks to our drawings and give meaning to them. For example: "That says mummy."
- Make marks on our picture which stand for our name.
- Begin to write some or all of our name.



As investigators we will:

- Explore materials with different properties.
- Use all our senses in hands on exploration.
- Explore collections of materials with similar and/or different properties.
- Talk about what we see, using a wide vocabulary.
- Begin to make sense of our own life-story and family's history.
- Explore how things work.



As individuals we will:

- Begin to show 'effortful control'. For example, waiting for a turn.
- Be increasingly able to talk about and manage our emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Talk about our feelings in more elaborated ways: "I'm sad because..." or "I love it when..."
- Select and use activities and resources, with help when needed.
- Remember rules without needing an adult to remind us.

As movers we will:

- Enjoy moving when outdoors and inside.
- Build independently with a range of appropriate resources.
- Continue to develop our movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.

As creators we will:

- Express ideas and feelings through making marks, and sometimes give a meaning to the marks we make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Join different materials and explore different textures.
- Explore colour and colour mixing.
- Listen with increased attention to sounds.
- Make simple models which express our ideas.

As talkers we will:

- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Understand simple questions about 'who', 'what' and 'where.'
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Use longer sentences of four to six words.
- Start a conversation with an adult or a friend and continue it for many turns.

