

Nursery: w.b. 11th January 2021

Remote Learning Arrangements during School Closure and Half Termly Topic Grid

Year Group Updates and Reminders:

Thank you so much for all of your support and kind messages that we have received this week- it has been extremely challenging for everyone involved. We are so proud of our whole school community for the way everyone has pulled together to get children's remote learning up and running so quickly and so effectively. Thank you for your help in this process. The uptake for both our live learning sessions and where this is not possible for families, the uptake on collecting home learning packs has been fantastic. We are so pleased that children will be able to continue their learning journeys while school is closed to most pupils.

Please stay safe and get in touch if you require any support. Mrs Gibbins and Miss Kohli.

Our timetable is to stay the same for morning and afternoon sessions on Microsoft Teams. We will continue to read stories daily and set activities for the children to do at home (which can be photographed and sent to our Nursery email).

We would like to thank everybody who has sent in photographs of their children's work so far, it has been lovely for the Nursery team to be able to see the fantastic things that the children have been doing at home. Well done to all the children who have been working so hard and we hope that those children who are joining our online sessions are enjoying seeing their friends and listening to our stories.

Courtesy phone calls from staff will be made to you all individually (the call will be made with a 'No Caller ID'). If you have any questions or concerns you are welcome to talk to us over the phone or email us directly to our Nursery email. It would be lovely if staff could talk to children during these phone calls if possible, so they can continue to hear our voices.

The Nursery Team.

Year Group Email Address:

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.



Vulnerable and Critical Worker Children:

Vulnerable children and those who have parents/carers as Critical Workers are covering the same content as is outlined in this document within school.



When dropping off and collecting your child(ren), please ensure you continue to follow the one way systems in place and wear a mask when on site to protect yourselves and others.

Remote Learning Arrangements for w.b. 11th January 2021:

Live Learning Sessions

Time	Subject	Access
11:30am everyday (AM Nursery only)	Story and an Activity	Teams: 20 minutes live session Followed by an independent activity
2.30pm everyday (PM Nursery only)	Story and an Activity	Teams: 20 minutes live session Followed by an independent activity

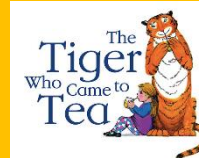
**When accessing live sessions, please ensure that the Home School Agreement is being followed.*

Home Learning Grid

In addition to the live teaching session timetable, a home learning grid will be uploaded to the Files section of Teams which will outline additional tasks that your child can complete. A copy of this home learning grid is also inserted below for you reference.

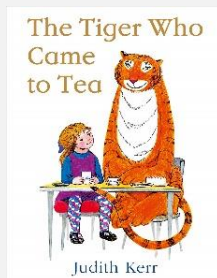
Please complete each activity to support your child's learning at home;

Nursery Home Learning



The Tiger Who Came to Tea

This Home Learning grid encourages you to join in with activities based upon the story 'The Tiger who came to Tea.'



Watch this link to listen to the story being read;

https://www.youtube.com/watch?v=pl_InmdyRIs

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

Questions to think about;

- Who do you think Sophie and her Mummy will find, when they open the door?
- What do you think you would do if the Tiger knocked on your door?
- What do you think the Tiger will want to eat next?
- Where do you think the tiger went at the end of the story?



Have a Tiger Tea Party

Create a tea party for you and your teddies/figures at home.

Practice your counting skills.

Can you help lay the table for your tea party?



How many are coming to your party? Can you count your teddies/figures?

How many plates/forks/cups do you need?

Tea Party Invitations

Create your own tea party invitations - Who will you be asking to come to your tea party?

Make marks on your invites to show who you would like to invite. Don't forget to tell your grown-up who you have invited!

You can be as creative as you like or you can use the 'The tiger who came to tea' invitation template below;

<https://www.twinkl.co.uk/resource/t-t-6836-tiger-tea-invitation-templates>



Making Party Food

With your grown-up, help make some food for the tea party.

You may choose to make;

Sandwiches,
Wraps,
Fruit kebabs,



Cakes,
Biscuits.

Create Tea Party Decorations

Have a go at creating your own decorations to hang.

You could create;

Paper chains,
Bunting,
Pictures,
Tiger masks.



You may also choose to use 'The tiger who came to tea' bunting template below;

<https://www.tigerwhocametotea.com/activities-downloads/party-bunting/>



Finding out about Tigers

Ask a grown-up to help you find out all about tigers using a computer, phone or tablet.

Find out information about Tigers: Where are they from? What do they really eat? Watch the link below:

<https://www.youtube.com/watch?v=2sRJRG2nQOU>

Once you have found out all about tigers, create your very own tiger by painting, drawing or making a model.



Exploring Tea

You will need;
Flavoured teabags,
Pots/bowls/spoons.

What happens when you add the teabags to water?



Can you use your senses to explore..

What does it smell like?

What colour does the water turn?

Can you make a potion using the tea?

What happens when you mix two different teas together?

Helping at Home

Each week we would like you to help your grown-up with an activity at home.

After all of the mess from the tea party I'm sure there is lots to wash up!



Help your grown up do some washing up.



In the book, the tiger eats all of the food. The family need to buy more food!

Can you help your family put the food shopping away?

Developing early writing skills



Ask an adult to write your name on a chalkboard or outside on a path. Can you brush over your name using water? Can you make your name vanish?

Continue to practise writing your name each day.



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?



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

Developing scissor skills

With your grown-up continue to practice using and holding scissors.



Remember:

'Fingers on the bottom and the thumb on top, open the mouth and go chop, chop, chop.'

This week have a go at making snips in paper.

Ask your grown-up to draw a straight line. Can you follow it using your scissors?



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

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/carers, 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.*

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.

