

## Nursery: w.b. 18<sup>th</sup> January 2021

### Remote Learning Arrangements during School Closure and Weekly Topic Grid

#### Year Group Updates and Reminders:

Our second week of remote learning during National lockdown is complete! What a successful week it has been! We wanted to say a huge well done to all of our children, families and staff for managing this challenge so effectively- the children of Perry Hall continue to amaze us with the dedication and determination they continue to show towards their learning. We hope your new routine, whether that involves your child attending school or continuing to work from home, is going well and that you are all remaining safe and fit! Our staff have thoroughly enjoyed not only seeing the children- either on screen or in person- but also speaking to them on the phone during their well-being calls and reading the emails you have been sending in to year group email addresses. We thank you for your support with all of these methods of communication.

**Please stay safe and do not hesitate to contact us if you require any support. Miss Kohli and Mrs Gibbins.**

The Nursery Team would like to thank everyone for your continued support; with the online sessions, to those children working and completing activities from home and for the keyworker children in school.

We will continue with our online story sessions each weekday and as a reminder of activities a message will be posted following the live session on the Teams page, for anyone who may have missed it. We also now have a list of names of those that struggle to access the daily sessions and need adding by a Team member onto each session. For anyone still having issues with Teams then please get in touch and we will do our best to resolve any issues, which may occur.

We will continue to call parents each week to see how your child is getting on at home and to offer any support, if needed. Our calls will be made with a no caller ID. If you have any questions in the meantime, then please do not hesitate to get in touch, either by ringing the school office or contacting us via our Nursery email address.

Stay safe and to our Nursery children - keep up the fantastic work! ☺

**The Nursery Team.**

#### Year Group Email Address:

Reminder, your child's year group email address is:  
[ph.nurseryhomelearning@perryhallmat.co.uk](mailto: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. 11<sup>th</sup> January 2021:


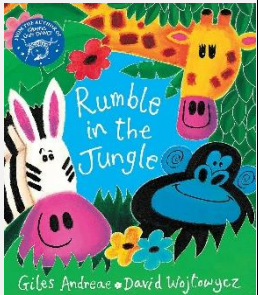
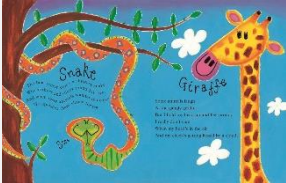

### Live Learning Sessions

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

Please complete each activity to support your child's learning at home;			Nursery Home Learning		
<h4>Rumble in the Jungle</h4> <p>This Home Learning grid encourages you to join in with activities based upon the story 'Rumble in the Jungle.'</p> <p>Watch this link to listen to the story being read;</p> <p><a href="https://www.youtube.com/watch?v=fgdfofQegaM">https://www.youtube.com/watch?v=fgdfofQegaM</a></p> 		<h4>Talk to your grown-up about the story...</h4> <p>Questions to think about;</p> <ul style="list-style-type: none"> <li>Do you have a favourite part of the story?</li> <li>How many animals can you remember from the story?</li> <li>Which is your favourite jungle animal?</li> <li>Can you tell your grown-up something about your favourite jungle animal?</li> </ul> 	<h4>Jungle Yoga</h4> <p>Learn about jungle animals through simple yoga poses.</p> <p>Click on the link below:</p>  <p><a href="https://www.youtube.com/watch?v=C4CaROsyflg">https://www.youtube.com/watch?v=C4CaROsyflg</a></p>		

### Paper Plate Snake

Create your own jungle snake using a paper plate and paint, crayons or collage materials.



### Jungle Slime

You will need:

A large bowl,  
200ml of water,  
300g of cornflour,  
Green food colouring,  
Glitter.



1. Pour the cornflour into a bowl.
2. Pour the water in, mixing as you go. Keep adding more water as the mixture becomes thick.
3. Add a few drops of food colouring and glitter and mix together.
4. Explore the slime.

### creative scissor practice IDEAS TO PRACTICE CUTTING WITH SCISSORS

Yarn, Ribbon, Scrapbook Paper, Foam Craft Sheets,  
Pipe Cleaners, Tape, Felt, Balsa Wood, Fabric  
Flower Stems, Petals, Aluminum Foil,   
Wrapping Paper, Cupcake Liners,  
Coffee Filters, Wax Paper, Cardboard,  
Paper Plates, Junk Mail, Sandpaper  
 Plastic Wrap, Napkins, Toilet Paper,  
Paper Bags, Grass, Baby Wipes,  
Cardboard Tubes, Twigs,  
Rubber Bands, Cotton Balls, Play Dough,  
Construction Paper, Foam Hair Rollers,  
Paint Chips, Sponges, Printer Paper,  
Tissue Paper, Sliced Bread, Cereal  
Boxes, Index Cards, Pasta, Herbs,   
Cotton Batting, Leaves, Newspaper, Wax Paper.

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### Helping at Home

The animals in the story have lots of different patterns. Can you tell your grown up about each of the patterns below. Which animal do you think they belong to?



Can you help your grown-up put the washing away and sort out the clothes together.

What colours can you see?

Can you spot any patterns similar to the animals?

How do the clothes feel?



### Create your own Den

The lions in the story live in a den.  
Can you create your own indoor den..

You could use:  
Chairs,  
Clothes horse/airer,  
Cardboard box,  
Blankets/sheets,  
Cushions,  
Pegs.



Take your favourite cuddly toy into your den and read them a story.

### Rhyming Words

Sing some familiar nursery rhymes - do the children know what the missing word is at the end of each line?

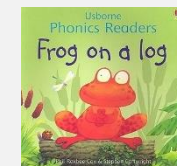
For example:

'Twinkle Twinkle Little \_\_\_\_,  
How I wonder what you \_\_\_\_,  
Up about the world so \_\_\_\_,  
Like a diamond in the \_\_\_\_.



Listen to the story, 'Frog on the log' and see if you can spot any of the rhyming words. Discuss how the words rhyme.

<https://www.youtube.com/watch?v=t4-7tupThxVM>





### Name recognition

In order to recognise your name, you will need to have seen it lots of times.

Ask your grown up to divide paper into four sections and write a name on each section. Include your name and then other names to fill in the gaps. Can you then cut out all of the names?

Once all of the names are cut out, pick out each name and decide whether it is your name or a friend's name.

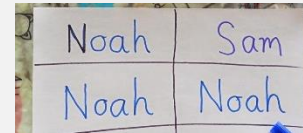
With a grown-up talk about the beginning letters and their sounds, the number of letters in a name and compare how they look.

Then, once you have found your name glue it onto some paper and place your friends name into a pile.

Add more names as you begin to recognise your name quicker.

Once you have found your name, then have a go at writing it.

Continue to practise writing your name each day.



### Counting...

There were lots of animals in the story!

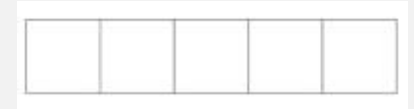
Can You make a collection of 5 interesting things?

Ideas of things you could collect:

Stones,  
Pasta,  
Buttons,  
Shells.



Ask you grown-up to draw you a blank five frame or print the one below:



<https://www.twinkl.co.uk/resource/t-n-5870-blank-five-frame-activity-sheet>

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](mailto:ph.nurseryhomelearning@perryhallmat.co.uk)

Place your objects in a line and practice counting each one.

Can you say a number name for each object, as you touch count? How many have you got altogether? Take one away, how many do you have left?

**\*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.

