

Two's: w.b. 1st February 2021

Remote Learning Arrangements during School Closure and

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 Two'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 to all our children! Your teachers hope you are all safe and you have all had a chance to go out and play in the snow! It is so important to try to get some time outside in the fresh air, even if it's visiting your local park. Our little arms and legs need to make big movements to help us with those small important movements. Please do continue to send us pictures of all the lovely things you have been doing at home including any snowmen you have built! Please continue to stay safe and we will see you all soon!

The Two's Team.

Year Group Email Address:

Reminder, your child's year group email address is: ph.twoshomelearning@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 covered by the same content as is outlined in this document for the 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. 1st February 2021:

Home Learning Grid

A home learning grid will be uploaded to the Files section of Teams which will outline additional tasks that your child can complete.

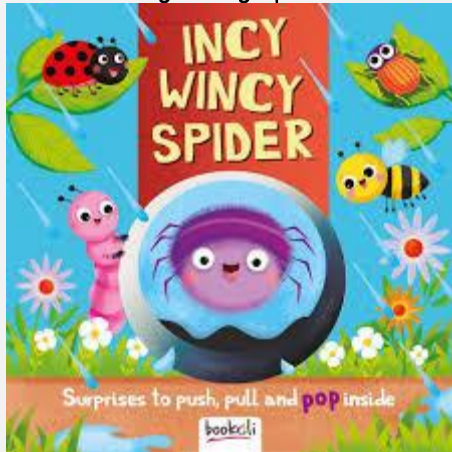
A copy of this is below for your reference.

Home Learning Grid:

Please complete each activity to support your learning at home;

Twos Home Learning Incy wincy spider

Incy Wincy Spider



This Home Learning grid encourages you to join in with activities based upon the nursery rhyme 'Incy wincy spider'

You can watch the video on the following link to follow the story:

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

Story maps

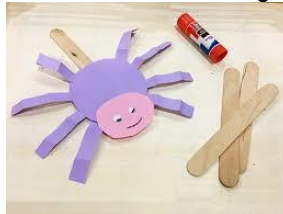
We can use story maps for nursery rhymes as well. With your grown up, Why don't you have a go at a story map. Lots of pictures and marks in different colours can be used.

Talk to your grown up about the nursery rhyme...

Questions to think about;

- *How many legs does a spider have?
- *What do spiders like to eat?
- *When the rain comes down the spout, do you think it flows quickly or slowly? Why don't you try pouring water down a toilet roll tube and see?

Create your own spider



Use a range of resources to create your own bear. You might choose paper plates for the face, googly eyes, tissue paper for nose etc

Some ideas of resources you could use;

- Paper plates,
- Cotton wool
- Lollipop sticks,
- Pipe cleaners,
- Googly eyes,
- Scraps of different fabrics,
- Wool.

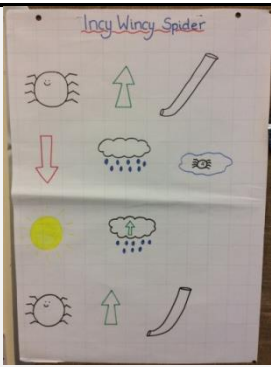
Exploring the World

The nursery rhyme is about a spider. Spiders like to create their own webs to catch food. In your outdoor area, with your grown up have a go at creating your own web. You can use twigs, yarn, string, cotton wool etc.



Create your own Incy Wincy spider small world

Our nursery rhyme is about a spider, who is washed away by rain. Have a go at creating your own small world. All you need is a small plastic box, toilet roll tubes, blue paper or tissue paper or anything else you can find.



To make it trickier you could ask your grown up to write your story map and then you could see what you can remember from the nursery rhyme. You could try changing the rhyme using snow or wind!



Making spider treats.

Have a go at making spider biscuits or spider pizzas. Here are some examples of some that we have made, you can use any other ingredients that you like. Yummy!



Rainy Day Mum

Spider Prints!



Create your prints using your hands! To do this you will need some paint, some paper and your hands! Have fun and be creative, see if your grown up can help by using their hands!

Rainmakers

Have a go at making a rainmaker. Here is a clip of one that can be made using toilet roll tubes.

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

or you can use a plastic bottle



<http://toysinthedryer.com/how-to-make-a-rain-instrument-pinned-it-did-it/>

Developing early writing skill

To help develop and support our fine motor skills, we can make playdough. Don't be afraid to get stuck and get messy! You could create a spider!



- 8 tbsp plain flour
- 2 tbsp table salt
- 60ml warm water
- food colouring
- 1 tbsp vegetable oil

Method

1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
2. Pour the coloured water into the flour mix and bring together with a spoon.
3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh.



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 Twos email address;
ph.twoshomelearning@perryhallmat.co.uk

Bath time

We can use our nursery rhyme to create activities at bath time. Using jugs, bottles, sieves, tubes we can pour and fill using the water. Add bubbles for extra fun!



You can add plastic spiders if you have them at home, or, any other small world toys to see the effects of falling water.



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).

As readers we will:

- Enjoy and learn new 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 simple 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 up to 5
- Say one number for each item in order: 1,2,3,4,5.
- Show 'finger numbers' up to 5.
- Introduce and explore 2D shapes (for example, circles, rectangles, triangles, squares) using informal language for eg round, flat.



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.



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.
- Begin to talk about what we see, using simple vocabulary.
- Begin to talk about themselves and their family.
- Begin to explore and investigate how things work.



As individuals we will:

- With support begin to show 'effortful control'. For example, waiting for a turn.
- With support begin to increasingly be able to talk about and manage our emotions.
- Notice our environment and how it changes
- Begin to talk about our feelings
- Select and use activities and resources, with help when needed.
- With support to follow boundaries and simple instructions.

As movers we will:

- Enjoy moving when outdoors and inside.
- Build independently with arrangement 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 playdough tools, creative equipment.

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 simple 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', 'where' and 'when'
- Use single words and gestures and simple sentences. Eg 'make teddy jump' or 'find your coat'
- Understand a simple question or instruction.
- Use simple sentences up to four words.
- To begin to start a conversation with an adult or a friend.

