

Two's: w.b. 18th January 2021

Remote Learning Arrangements during School Closure and

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.

A big HELLO to all our Two's children! All of your teachers are missing you all! We have loved seeing all of the home learning pictures you have been sending in to our email account and look forward to receiving many more. We hope you all enjoy the activities this week. The Two's staff would like to thank our Two's family for their continued support. Staff are available during school hours and can be contacted via the Twos email listed below.

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 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. 18th January 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.

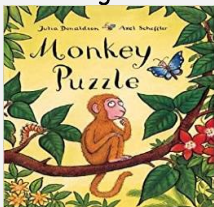
A copy of this is below for your reference.

Home Learning Grid:

Please complete each activity to support your learning at home;

Twos Home Learning Monkey Puzzle

Monkey Puzzle



This Home Learning grid encourages you to join in with activities based upon the story 'Monkey puzzle'. You can watch the video on the following link to follow the story:
<https://www.youtube.com/watch?v=DgeKHjLSQUM>

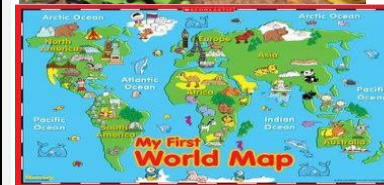
Talk to your grown up about the story...

Questions to think about;

- *The monkey in the story meets lots of different animals, can you remember them all?
 - *Which animal is your favourite?
 - *In the story the Monkey is sad, what makes you sad?
- What makes you happy?
What makes you angry?

Exploring the World

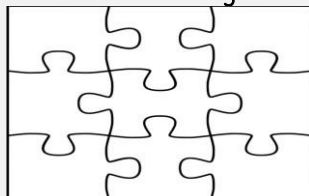
The story is about a little monkey who lives in the jungle. There are jungles all over the world.



. Have a go at creating your own world map. You can use pens, pencils, sequins, glitter etc.

Problem solving

Our story is about a monkey puzzle. Puzzles are made up of lots pieces to make one big picture. Using the template below, have a go at creating your own puzzle. You can choose what your whole picture will be. How about the face of the monkey from our story?



Create your own Monkey

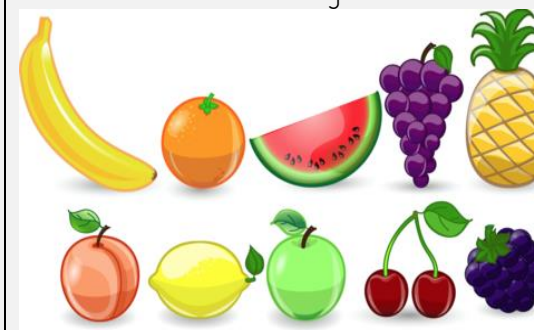


Use a range of resources to create your own monkey. You might choose paper plates for the face, googly eyes, tissue paper for nose etc
Some ideas of resources you could use;

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

Favourite fruit

Our monkey in our story likes bananas, what is your favourite fruit?
Can you draw your favourite fruit?
What different colours can you see?



Fruit sparklers

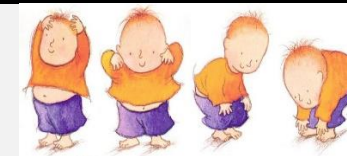
Fruit/Vegetable printing

Action rhymes

Choosing your favourite fruits, have a go at making fruit sparklers. You can even have a go at making a fruit animals from our Monkey puzzle story!



Using different fruits/vegetables we can create different shapes and marks on paper. You can use stones, pebbles or leaves too!



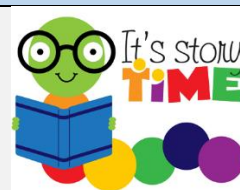
Sing and learn the rhyme; 'Head, shoulders, knees and toes'

<https://www.youtube.com/watch?v=SeJNbeZLT5I>

Can you point to all the different parts of your body?

Developing early writing skills

Have a go at making a sensory bag. You will need sandwich bags, oil and water. You then mix the water and the oil in the sandwich bag making sure the bag is fully sealed. You can then use your fingers to move the oil around the bag.



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

Brushing our teeth

We encourage children to be independent learners.



Using an old toothbrush, a paper cut out of a tooth and some white paint. Practise brushing the tooth so it's nice and clean.

***Staff will be available 8.30am-3.30pm Monday to Friday.**

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.

