

Two's

Remote Learning Arrangements during School Closure and Half Termly Topic Grid

School Closure Information:

Sadly, the number of cases of coronavirus in Wolverhampton has continued to rise in recent days, with latest data showing an infection rate of 530 people per 100,000 in the city – the highest in the region. The city is also seeing a very high positive test rate of 23% which is similar to many areas of London and the South East.

With this information in mind, Perry Hall MAT Trust Board have made the decision that all Wolverhampton schools within our Trust are to remain closed for the beginning of the new term. From Tuesday 5th January until Friday 8th January, these schools will be closed to all children, apart from those classed as vulnerable and whose parents/carers are critical workers.

The plan is to review the situation again on Thursday 7th January to make a decision on opening our school for the following week. This will be announced to you all in the morning of Friday 8th January.

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 who have expressed themselves as Critical Workers using the survey sent yesterday will be contacted during the day on Monday 4th January, to confirm their child(ren)'s attendance in school.



Remote Learning Arrangements:

Home Learning Grid

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 is below for your reference:

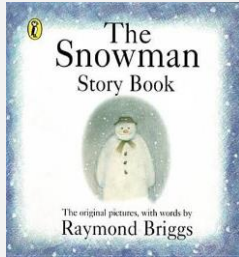
Home Learning Grid:

Please complete each activity to support your learning at home;

Twos Home Learning The Snowman



The Snowman



This Home Learning grid encourages you to join in with activities based upon the story 'The Snowman'. You can watch the video on the following link:
<https://www.youtube.com/watch?v=5A3THighARU>

Watch this link to listen to the story being read;
<https://www.youtube.com/watch?v=wbsLyZITZZw>

Talk to your grown up about the story...

Questions to think about;

- Do you have a favourite part of the story?
- What does the little boy use to make eyes, nose, smile on his snowman?
- What objects would you use for your snowman?
- Can you remember some of the places that the snowman and the little boy see when they are flying?

Exploring Winter

What signs of Winter can you see in your garden or out of your window?



On Winter mornings the ground sometimes looks white with frost - With your grown up explore the frost; what does it feel like?
Can you create your own frosty Winter snowflakes using resources from home?

Freezing and Melting

The little boy puts the snowman in the big freezer to keep him frozen

With your grown up, have a go at making your own ice. You can use ice trays to make small cubes, small container/big containers. You can also add food colouring or objects like small leaves.

Once your ice is ready, take it out and see what happens! Watch it melt! Talk to your grown up about the changes in the ice.



Create your own snowman

Use a range of resources to create your own snowman family. You might choose paper plates for the face, cotton wool for snow etc.



Some ideas of resources you could use;

- Natural materials such as twigs, leaves, pine cones,
- Cotton wool
- Lollipop sticks,
- Pipe cleaners,
- Googly eyes,
- Scraps of different fabrics,
- Wool.
- Paper

Who is in your family?

Look through some family photos. Who are the people in your family? How are you related?

Paint or draw a picture of your family. Can you tell your grown-ups who you have drawn?



Two's - Spring 1

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

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 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 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.

