

Nursery: w.b. 1st March 2021

Re-opening of Nursery and Continuation of Remote Learning Arrangements

Year Group Updates and Reminders:

Our final week of remote learning! We cannot wait to welcome all the children back into school when schools reopen from the 8th March. We know parents/carers have lots of questions about the reopening of Perry Hall, so in addition the letter sent out today from Perry Hall MAT, we will also be sending home a letter specially from us containing all of the information you will need to know in advance of your child's return on the 8th March.

Enjoy the last week of remote learning- in particular, look out for another off screen day, filled with a range of exciting activities to help us celebrate World Book Day 2021 on Thursday. The children of Perry Hall continue to amaze us with the determination and dedication they show towards their learning. As always, they make us so proud.

Please stay safe and get in touch if you require any support or have any questions/queries following the letter to be sent home regarding the reopening of school. Mrs Gibbins and Miss Kohli.

Hi Nursery children and parents,

Thank you for your continued support with our remote learning sessions and for all the lovely emails we receive daily regarding your children's work. It is really positive to see so many happy faces on our live sessions and to see so much fantastic work being done at home. Thank you to the children who are working so hard in school also and parents who are supporting and following the guidance we have in place when dropping off and picking up your children.

Also, we would like to thank parents for taking our calls and allowing us to speak with your children from home, it is lovely to be able to talk to the children and hear about what they have been up to.

Our live story sessions will continue to be at 1.30pm each afternoon. Thursday will be our 'off-screen' day due to celebrating World Book Day. More information regarding this will follow.

If you have any questions or would like a call back from a Nursery staff member then please email the Nursery email directly or contact the main school office and we can give you a call back.

Stay safe and take care,
The Nursery Team.

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.



Remote Learning Arrangements for w.b. 01.03.21:


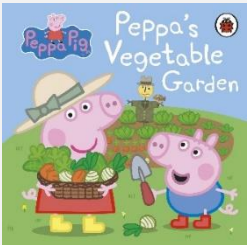


Live Learning Sessions

| Time | Subject | Access |
|------------------|-----------------------|--|
| 1.30pm every day | Story and an Activity | Teams: 20 minute 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 daily live teaching session above, 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 has also been inserted below for your reference.

| Please complete each activity to support your child's learning at home; | Nursery Home Learning |  |
|---|---|---|
| <p>Peppa's Vegetable Garden</p> <p>This Home Learning grid encourages you to join in with activities based upon the story 'Peppa's Vegetable Garden.'</p> <p>Here is a link for you to listen to the story being read:</p>  <p>https://www.youtube.com/watch?v=G7jBgJqL-mI</p> | <p>Talk to your grown up about the story...</p> <p>Questions to think about;</p> <ul style="list-style-type: none"> Which vegetables did Peppa and George grow in their garden? What did they use to help the flowers grow when they were feeling thirsty? Who liked to eat the seeds when they were hungry? What did Grandpa pig use to make the birds fly away? Where did they plant the seeds? What did they do with the vegetables once they were fully grown?  | <p>Planting Seeds</p> <p>In our story Peppa, George and Grandpa Pig had lots of fun planting their seeds. Have a go at planting some seeds with your grown-ups.</p>  <p>Things to think about:</p> <ul style="list-style-type: none"> What seeds are you going to plant? What will they grow into? What do they look like, how do they feel? What will you need to do to help your seeds grow? <p>You might want to take photographs over time to see how much your plant has grown. Sunflowers grow very quickly and they're very pretty!</p> |

Developing Early Writing Skills

Continue to practice writing your name.

Have a go at using a paintbrush or a stick from your garden with some water to make marks on the ground, on walls or on your fence.

This is a fun way of mark making which doesn't leave any mess behind!

Have a go at writing your name with the water, we'd love to see pictures of your name writing.



Vegetable Paint Stamping

Using vegetables and paint to make stamps is very fun!



How many different shapes and sizes can you make?

Can you match the colour of the paint to the colour of the vegetable you are using?

Can you create your own picture using the vegetable stamps?

Have a look at all of the different marks they make. They're all different!

Pom-Pom's and Number Plates

Can you match how many pom-poms you will need to the correct number on the plate? (You can do this with any items, it does not need to be pom-poms).

Can you match the items for numbers 1-5?
What about trying 5-10 next...



Have a go at:

- Tracing over the numerals to help you learn how to write them.
- Have a go at writing/ copying the numerals independently after tracing over them a few times.

Tasting Different Vegetables

Vegetables are very good for you and help your body to stay strong and healthy. In our story Peppa, George and Grandpa Pig grow lots of yummy vegetables and at the end they enjoy trying them all.



Why don't you have a go at trying some vegetables that you've never tried before?

What new vegetable are you going to try today?
What does it taste like?
Is it soft or hard?
Did you like it? If not, why not?

Nature Playdough

For one playdough ball, mix together:

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



Once you have made your playdough go into your garden or on a short walk with your grown-up and see what you can find to make some 'Nature playdough.'

What can you find?

Learn about how plants grow

Here are some songs to listen to that will help you learn about what plants need in order to grow. You might even like to learn the words to the songs to help you when growing your own seeds.

<https://www.youtube.com/watch?v=zdBPH7Djlbc>



<https://www.youtube.com/watch?v=VUkvbhVw81o>

Bird Food Cakes

What you will need:

- Bird seed
- Suet or lard
- Small container
- String
- Scissors
- Mixing bowl

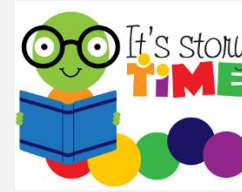


What you will need to do:

1. Make a small hole in the bottom of a container. Thread some string through and tie a knot on the inside, leaving enough string on the other side to tie to a tree or bird table.
2. Allow the lard to warm up to room temperature (do not melt it). Cut into small pieces and put into a bowl.
3. Add the bird seed and mix together using your hands. Add more bird seed until the fat holds together.
4. Fill your small containers with the mixture.
5. Hang your containers up in a tree or on a bird table. Watch as the birds come to eat your bird cakes.

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

***Staff will be available, contactable via the year group email, 8.30am-3.30pm Monday to Thursday and 8.30am-12.30pm on a Friday.**

Comparing Sizes

There are lots of different objects that we might find outside. Can you find objects that are the same but look different?

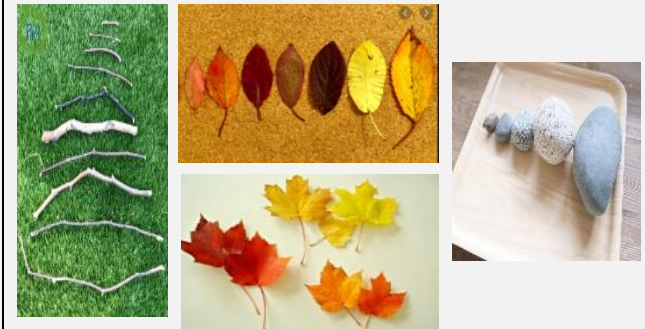
Think about words you can use to describe them, are they:

Big or **little**?

Tall or **short**?

Thin or **wide**?

Can you have a go at ordering them by their size? Or sorting them into the correct colour groups?



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.*

From 25th January...

To ensure our procedures and systems for social distancing are effective, please ensure you share the content of this flyer with your child before their return to school.



Start and End Times

Start and finish times will remain as usual for Nursery:



AM Nursery (8:45 - 11:45)

PM Nursery (12:30 - 15:30)

Entry and Exit Points

Nursery will enter school and be collected via the **Nursery Door**.



Teaching Groups

Children will be taught in groups to limit the numbers in any room and to facilitate social distancing.

Your child will be taught in their keyworker groups.



Information for those children returning to Nursery from Monday 25th January.

To ensure the safety of our children, parents and staff, we will be implementing these measures when our school reopens.

Handwashing

Children will wash their hands with soap and water on entry to school, after an activity, just before they go home and before and after eating. They will be taught to wash their hands using the step by step guidance from government, for 20 seconds.



Social Distancing

Children will be taught in smaller groups.



Throughout the day, work stations will be set up to help maintain 2m distancing.

This will include for activities in the provision, teacher led activities and break/lunch times.

The Nursery layout has changed to support social distancing and our revised way of working during this pandemic.

One Way



When dropping off and collecting, please adhere to the One Way system in place - please follow the signs and marked route. Adults are kindly asked to wear a mask/visor when on the school site.

Snack Time

Children will be provided with a healthy snack each day. They will eat at the snack table in Nursery and surfaces will be wiped down regularly. Children are able to bring in their own named water bottles as normal.



Toilets

Nursery have a designated set of toilets for use throughout the session. Staff have full PPE to support children's personal care safely.

We ask that a spare change of clothes is kept in Nursery on your child's peg.



How will the environment look different?

- All soft furnishings and soft toys will be removed
- Sand and playdough will not be available
- Work stations will be set up to help maintain 2m distancing
- Children will be assigned a new peg for their coat.

Nursery - Spring 2 - Wild Things - How does your Garden Grow?

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

As readers we will:

- 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.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Sing a large repertoire of songs.
- Begin to understand that print has meaning.
- Count or clap syllables in a word.
- Engage in extended conversations about stories, learning new vocabulary.



As mathematicians we will:

- 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'.
- Notice patterns and arrange things in patterns.
- Know that the last number reached when counting a small set of objects tells us how many there are in total ('cardinal principle').
- Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Understand position through words alone, for example, "The bag is under the table," - with no pointing.



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.
- Write some or all of our name.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.



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.
- Make connections between the features of our family and other families.
- Begin to notice differences between people.
- Use all our senses in hands-on exploration of natural materials.
- Plant seeds and care for growing plants.
- Begin to understand the need to respect and care for the natural environment and all living things.



As individuals we will:

- Begin to show 'effortful control'. For example, waiting for a turn.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Remember rules without needing an adult to remind us.
- Grow in independence.
- Safely explore emotions beyond our normal range through play and stories.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Talk about our feelings using words like 'happy', 'sad', 'angry' or 'worried'.

As movers we will:

- 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.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Be increasingly independent as we get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting our own care needs, e.g. brushing teeth, using the toilet, washing and drying our hands thoroughly.

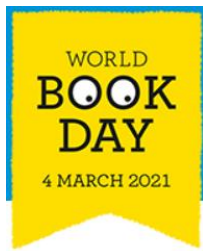
As creators we will:

- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Explore colour and colour mixing.
- Listen with increased attention to sounds.
- Make simple models which express our ideas.
- Explore paint, using fingers and other parts of our bodies as well as brushes and other tools.
- Explore different materials, using all of our senses to investigate them.
- Use our imagination as we consider what we can do with different materials.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Play instruments with increasing control to express our feelings and 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.
- Enjoy listening to longer stories and remember much of what happens.
- Use talk to organise ourselves and our play: "Let's go on a bus... you sit there... I'll be the driver."
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"





WORLD BOOK DAY

Thursday 4th March



To celebrate **WORLD BOOK DAY** we are going to be having an 'off-screen' day so that we can celebrate the day, and our love of books and reading! Below are some activities that you can complete throughout the day. We would love to see your creations therefore you have until Monday 8th March, 8.00am to complete these activities. Please send in photographs of your completed creations to your year group's email address so that we can share your brilliant creations.

Shoebbox Scene / Potato Character

For this activity, you have two choices. You can either:

Design your favourite scene from a book using a shoe box or cereal box

OR

Create a character from your favourite book using a potato.



Potato Character

- Who is your favourite book character?
- What book is your character from?
- What do they look like?
- What do they wear?
- Why are they your favourite character?

Shoebbox Scene

- Which book is your shoebox scene from?
- What happens in that part of the story?
- Why is that your favourite part?
- What materials have you used to create your scene?

Guess the Character Challenge / Dress Up for World Book Day

For this activity, you have two choices. You can either:

Put together 3 clues that will represent your favourite character - pictures of your clues are welcome!

OR

Dress up as your favourite character.

Guess the Character Challenge

You will have the day to put together **three** clues that link to your favourite character. Make sure you take pictures of your clues (and send them to your year group email address by Monday 8th March, 8.00am) so that when we are back in school, we can guess what your character or book is!

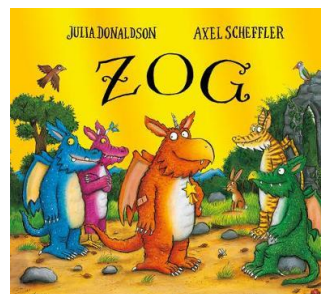
Dress Up for World Book Day

Your other option is dressing up! If you would prefer, you can fully dress up as your favourite character! Take a picture and email it to the year group email address. This email must include parent/guardian permission for us to show your photo to the class by Monday 8th March, 8.00am! And also permission from your parent/ guardian if they accept for your photograph to be used on the school website.

You have until **Monday 8th March, 8.00am** to complete all of your activities.

Please remember to send in photographs of your completed creations to your year group's email address so that we can share your brilliant creations when we are back in school!

We look forward to seeing your brilliant ideas!



We're Going on a Bear

Michael Rosen Helen Oxenbury

