

Nursery: w.b. 8th February 2021

Remote Learning Arrangements

Year Group Updates and Reminders:

As we head towards breaking up for February half term on Friday 12th February, we wanted to, once again, thank you for your commitment to our remote learning offer and for helping us to support your child to continue to access learning and make progress despite the difficult circumstances we are currently facing. Have a great half term and **our remote learning provision will restart on Monday 22nd February**. *Please note: our planned INSET day for Monday 22nd February is cancelled and has been moved to Monday 19th April.*

Don't forget that the closing date for our whole school **Art Competition 'A view from my window'** is **Monday 8th February**. Please send your child's entry to ph.competition@perryhallmat.co.uk. Winners will be announced on Friday 12th February.

Keep safe and please contact us if you require any support.
Mrs Gibbins and Miss Kohli.


The Nursery team would like to say well done to all of the children both in school and to those working remotely at home. You are all doing a fantastic job and working so very hard. Keep up the brilliant work!

We would also like to thank all of the parents for supporting their children with attending live sessions from home and sending in pictures of their work to our Nursery email. Also, to the parents of children who have returned to school for their understanding and for supporting the guidance that we have put in place, to make school as safe as possible for everyone.

Our live session time continues to be at 1.30pm each afternoon. Activities set for that day will be posted as a message onto the Teams page for you to access, if needed. We will also upload the Home Learning Grid and Mr Boneham's PE videos to this weekly.

Take care and stay safe 😊
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. 08.02.21:

Live Learning Sessions

Time	Subject	Access
1.30pm everyday	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.

***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.**

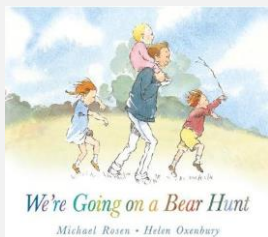
Please complete each activity to support your child's learning at home;

Nursery Home Learning



We're Going on a Bear Hunt

This Home Learning grid encourages you to join in with activities based upon the story 'We're Going on a Bear Hunt.'



Watch this link to listen to the story being read;

<https://www.youtube.com/watch?v=20I7fe766nk>

Talk to your grown-up about the story...

Questions to think about;

- Where were the family going?
- Did they find what they were looking for?
- Are you able to join in with the repeated refrains?
- What do you think the family's next adventure might be?
- I wonder what the bear in the cave looks like... perhaps you could draw a picture?



Story Map

Create a 'We're Going on a Bear Hunt' story map.

A story map uses images or prompts that help to re-tell a story.

Here are a few examples -



Sound Hunt



Using a stick/wooden spoon as a beater - help to track down some indoor or outdoor sounds.

Experiment with the sound sticks on; walls, bricks, fences, trees, toys etc.

Which sounds are quiet/loud?

What makes the quietest/loudest sound?



Sound Activity

Listen to the story again but this time add in your own special sound effects.

Search for things around your home that makes interesting noises. Which sounds fit best to each part of the story?

Here are some ideas:

Grass 'swishy, swashy' - run a brush along the floor in a sweeping motion.

River 'splash, splosh' - shake a bottle filled with water.

Mud 'squelch, squerch' - shake a yoghurt pot.

Forest 'stumble trip' - bang a pot with a spoon.

Snowstorm 'hooooo, wooooo!' - blow into the top of an empty bottle.

Cave 'tiptoe, tiptoe' - tap the pan softly with a spoon.



Over, Under, Through Challenge

Have a look around your home and find some objects that you can travel over, under or through.

Tell your grown up whether you travel 'over,' 'under' or 'through' the objects.

Here are some ideas:

Over



Under



Through



We look forward to seeing your photo's 😊

Nursery Rhymes

Join another bear on a new adventure as she moves "over," "across," "through" and "up" in 'The Bear Went Over The Mountain!'



https://www.youtube.com/watch?v=KCL_jdL_8g-8s



Can you remember our other bear Nursery rhyme, 'Round and Round the Garden?' See if you can teach your grown-ups the song.

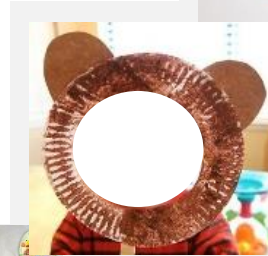
https://www.youtube.com/watch?v=cFd_qkp6Wio

Bear Mask

Create your own bear mask...



...Or headband.



Maybe you could use this on your very own bear hunt adventure.

Bear Hunt Yoga

A yoga adventure about going on a bear hunt! Learn the story through simple yoga poses.

Click on the link below:

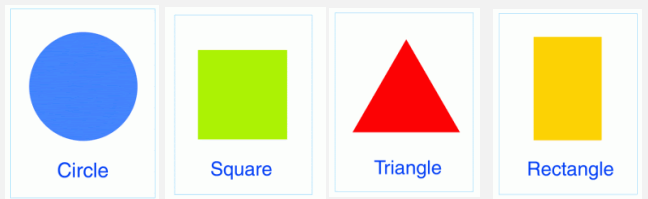


<https://www.youtube.com/watch?v=KAT5NiWHEIU>

2D Shape Hunt

We have focused lots on hunting.

Which 2D shapes can you remember? Can you remember the names of the ones below?

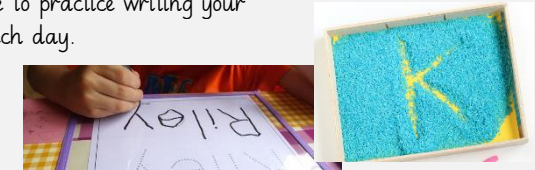


Can you find any 2D shapes around your home? Can you name them?



SHAPE HUNT SONG
We're going on a
shape hunt,
What will we see?
Can you find a
triangle?
Come and look with
me!

Continue to practice writing your name each day.



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

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 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.

