

## Nursery: w.b. 22<sup>nd</sup> February 2021

### Remote Learning Arrangements

#### Year Group Updates and Reminders:

Whilst this February half-term will have been very different to previous ones given the current restrictions, we hope you have had a safe and enjoyable week. On Monday 22<sup>nd</sup> February, we look forward to resuming our remote learning offer until we receive further information from the Department for Education, following the Prime Minister's announcement on Monday, about the potential reopening of schools. As we embark upon Spring Term 2, we would again like to take this opportunity to thank you for your support during this pandemic in assisting your child with their home learning. We do not under-estimate the challenges you may have faced. We look forward to continuing this partnership until our school can reopen.

**Please stay safe and get in touch if you require any support. Mrs Gibbins and Miss Kohli.**

Hi Nursery,

We hope you have all had a lovely half term break and are ready to start back for our new school term. This half term our theme is;

**'How does your garden grow?'**



For children attending school our opening and closing times of Nursery will remain the same and for children attending live learning sessions they will continue to be at 1.30pm, each afternoon. We will continue to create Home Learning Grids, sent out for you to access with a range of activities and ideas linking to our new theme.

Thank you for all of your hard work over the last half term. We are very proud of you all and we look forward to seeing you all soon.

**The Nursery Team.**

Reminder, your child's year group email address is: [ph.nurseryhomelearning@perryhallmat.co.uk](mailto: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. 22.02.21:

##### Live Learning Sessions

<u>Time</u>	<u>Subject</u>	<u>Access</u>
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.

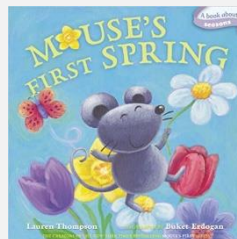
Please complete each activity to support your child's learning at home;

## Nursery Home Learning



### Mouse's First Spring

This Home Learning Grid encourages you to join in with activities based upon the story 'Mouse's First Spring'



Here is a link to listen to the story being read:

<https://www.youtube.com/watch?v=uFkYLgCMw7I>

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

Questions to think about:

- Do you have a favourite part of the story?
- What mini-beasts can you remember from the story?
- How do you think little mouse was feeling when he got blown away by the strong wind?
- Who found little mouse and gave him a big cuddle at the end of the story?



### Exploring Spring

What signs of Spring can you see from outside your window?

In Spring we begin to see lots of lovely flowers starting to grow. Can you see any in your garden or outside when you go for a walk?

Have a go at creating your own pretty flower using resources from around your home.



### Developing Early Writing

Have a go at writing your name using a variety of different materials.

You might want to use a tray of sand, rice, foam or paint.



You could use your fingers to write your name or maybe you would prefer to use a pencil, paintbrush or stick.

Once you have done your name, practice writing some numbers or making other marks.

### Making a Kite

In our story, Mouse got blown away by the wind. In Spring it can still be a little bit windy/breezy outside.

Is it windy outside today?

Have a go at creating your own kite. You can create your kite using an empty cardboard roll or some paper/card. It might be a good idea to add some strips of paper/tissue paper to the end of your kite so you can see them blowing in the wind. You will then need to attach some string to your kite so you can hold it and let it blow up into the air. Don't forget to decorate it ☺



When your kite is finished it's time to go outside! You will have to run holding your kite. Watch it as it flies behind you!

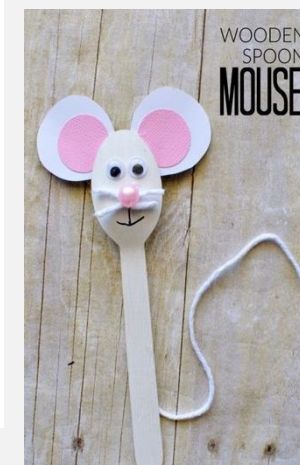
### Wooden Spoon Mouse

In our story the main character was a little mouse who enjoyed exploring Spring.

You can create a mouse using a wooden spoon or a stick from the garden. All you have to do is think about what little mouse looks like so you can decorate your spoon or stick.

Think about:

- What do his ears look like?
- Are the ears big or little?
- Does the mouse have a tail?
- What could you use to create his tail?
- What will you need to add to his face so that he can see?



## Broccoli Tree Painting

In spring the trees begin to grow healthy new leaves.

Using broccoli dipped in paint is a really good way to create your own Spring tree pictures.



Have a go at creating trees linked to the other 3 seasons of the year (Autumn, Winter and Summer). Have a think about what colours the leaves are and which colours you will need.

## Matching Numeral to Quantity



Can you match numeral to quantity?  
You can do this by putting the right amount of flowers needed on each piece of paper, to match the numeral written down.

**What number can you see?**

If you're unsure you can ask your grown-up to help you.

**How many flowers will you need?**

If you're unsure you can ask your grown-up to draw the stems of your flowers and you could have a go at counting how many there are. That's how many flowers you will need!

**You could even have a go at writing the numerals yourself or copying over your grown-ups writing.**

## Making a Birds Nest

In spring birds begin to lay their eggs. They like to do this in a nest where they can keep their eggs safe and warm, ready for them to hatch into baby chicks.



You could help the birds by making a nest for them and putting it somewhere safe.

You could make a nest out of sticks or other materials such as wool, yarn, grass, leaves or paper.



## Growing Cress Heads

Lots of lovely plants and vegetables begin to grow in Spring.

Have a go at growing some of your very own, at home... Cress grows very quickly and it's very exciting to watch.



What you will need to do:

- Find a small container (something similar to a yoghurt pot or an empty egg shell).
- Put some wet kitchen roll in the bottom and some damp cotton wool on top.
- Evenly spread some cress seeds onto the top of the cotton wool and press them down lightly.



- Put the pot in a warm place that gets some sunlight, like a windowsill.
- Watch the cress grow! This should happen after around 7 days.

You could even decorate your containers/eggshells to make it look like a face. Once your cress has grown it will look like hair!

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](mailto: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.**

## Animal Movements

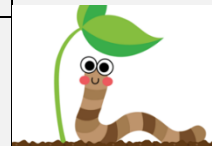
In the story, Mouse met lots of different creatures that come out in Spring.

**Can you remember what creatures she met?**

Well done if you could remember them all, if not, here is a list to help you -



- A butterfly
- A snail
- A bird
- A frog
- A worm



Have a go at moving your body in the same way that these creatures do.

**Think about:**

- Do they move around fast or slow?
- Do they have legs?
- Do they wiggle along the floor?
- Are they able to jump up and down?



**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 25<sup>th</sup> 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?"

