

Dear Parents,
Happy New Year.

We understand that moving to home learning will present different challenges for all of you. Young children learn best through play and exploring, where possible in their interest. Below are a selection of activities that you can do at home in any order and which can be adapted to your circumstances. They link to the theme of Goldilocks and the Three Bears. There will be some pre-recorded sessions which your child will be able to watch at a convenient time for you, further information to follow on this.

Remember to take a picture and email it to let us know what you have been up to and indicate if you are ok for the photo to go on Twitter, either on greenroom@tunstall.croydon.sch.uk, redroom@tunstall.croydon.sch.uk or twosroom@tunstall.croydon.sch.uk.

From all of the
Tunstall Staff

SHORT TERM PLANNING

| WEEK 1 January 4 th - January 8 th 2021 | | | | |
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| Core book: Goldilocks and the Three Bears | | | | |
| Key interests/focus: Telling stories | | | | |
| Key: Foundation Developing Challenge | | | | |
| Children grow and develop at different times, according to their own needs and their own interests. Our planning reflects this, it is important that we play with children where they are, meeting their current needs to help them to learn. | | | | |
| Curriculum areas | Learning Opportunities | Activities/Resources INDOORS | Activities/Resources OUTDOORS | Whys to support the learning and key vocabulary |
| Personal, social and emotional development  | <p>They are beginning to develop flexible thinking, i.e. will accept the blue car, when someone else is playing with the red car.</p> <p>When working with an adult a child might try something different whilst waiting for their turn.</p> <p>With an adult a child can sometimes be distracted when they want a turn on something, which they can't have.</p> | <p>Let your child help make breakfast – can they butter the toast or stir the porridge?</p> <p>Why not put two different toys together that you don't normally for example your animals and the Duplo or the teddies and the cars.</p> | <p>Go on a walk with your child and let them choose the way to go, when you get to a corner ask 'Shall we go left or right/this way or that way?'</p> <p>When you get home your child could draw a map of the route you took (remember it does not have to be perfect, but there is interpretation of it).</p> | <p>Model thinking flexible at home, for example, say "I wanted porridge for breakfast today, but there are no oats. I will have toast instead."</p> <p>Often as adults we change our choices as to what is available, but unless we say our thoughts out loud children do not know we have done it. Young children find it hard to change their mind, the more we model it the better they become.</p> |
| Physical Development  | <p>Can catch and throw a large ball</p> <p>Can kick and roll a large ball.</p> <p>Is interested in games with balls, sometimes rolling it backwards and forwards.</p> | <p>Rolling ball – sit opposite each other with your legs spread wide and roll the ball on the floor</p> <p>Passing something special between you.</p> <p>Screw up some newspaper and throw it into a wastebasket or a saucepan – see how many times you can get it in.</p> | <p>Make a goal to aim the ball at – keep a score of how many times you kick the ball into the goal.</p> <p>Throw a ball backwards and forwards between you</p> <p>Take a ball to the park and pass it between you – roll, kick or throw whatever your child enjoys.</p> | <p>Use 'Ready, Set, Go' to help your child know when to throw or kick.</p> <p>If throwing the ball to your child, ensure their arms and hands are in the right position first - make a bowl with their elbows and lower arms together and cupping their hands.</p> <p>Use an underhand toss to throw a large playground-sized ball to your child's chest. When first learning to catch, encourage your child to catch the ball by wrapping their arms around the ball and cradling it to their chest. When their accuracy to catch the ball improves, encourage them to use only the palms of their hands and fingers.</p> |

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| <p>Communication and Language</p>  | <p>Sometimes use key phrases from stories they know: Once upon a time, next, finally, happily ever after.</p> <p>Beginning to make up their own stories, using small world, often using ones they know already.</p> <p>Uses small world objects to act out a story, sometimes following what an adult is saying.</p> | <p>Tell stories – using actions and props</p> <p>Learn/tell the ‘Popcorn’ poem (poetry basket)</p> <p>We will be recording stories and sending out videos of these later this week.</p> | <p>Making things go pop – bubble wrap, shakers/pans</p> <p>Talking about the signs of winter or what you can see on your walk to the park</p> | <p>Tell your child a story, it can be one you know, one about you as a child or one you have made up.</p> <p>Our poem of the week is Popcorn Popcorn, Popcorn, sizzling in the pan. Shake it up, shake it up, Bam, Bam, Bam. Popcorn, Popcorn, now it’s getting hot. Shake it up, shake it up, Pop, Pop, Pop.</p> |
| <p>Literacy</p>  | <p>Sometimes ascribing meanings to the marks they see in different places.</p> <p>They are beginning to talk about or notice details in the pictures.</p> <p>They are interested in books and will listen for longer when with a familiar adult.</p> | <p>Write thank you letters or cards to someone in your family who has given you a present over the holidays. Please find attached an example template, but you could do this on card or any paper. Once completed let your child post the letter in the post box. If you do not celebrate Christmas why not write a letter to someone you have not seen recently.</p> <p>Drawing or paint a picture from Goldilocks and the Three Bears or your favourite story.</p> <p>Draw a small, middle and large size bowls.</p> | <p>Chalk on the floor</p> <p>Go on a ‘Bear Hunt’ on your walk to the park (this is using the words from the story of ‘We are Going On a Bear Hunt’ – the children love acting this out at nursery in our playground.</p> | <p>Write some thank you letters or a postcard to someone you know with your child. Write down what they say and then get your child to sign it. Remember to let them do it in their own way or perhaps you take a turn to write their name and then they have a turn after (it doesn’t matter they can’t do it yet, just let them have a go).</p> |
| <p>Mathematics</p>  | <p>To be able to order things according to size.</p> <p>To compare two objects saying which is bigger/smaller.</p> <p>To begin to use the words big and small, sometimes accurately.</p> | <p>Collect a variety of things from around your house in a basket or a bag, then sort these according to their size.</p> <p>I wonder why Daddy bear gets the biggest bowl...</p> | <p>Find a big stick, middle sized stick and a small stick. You can do the same with leaves and stones too – what else can you find.</p> <p>Drawing feet on the ground with chalk and comparing them</p> | <p>Talk about the size of things as you walk to school, “Oh look that tree is very tall, this one is shorter”.</p> |
| <p>Understanding of the world</p>  | <p>Can operate simple equipment.</p> <p>Begins to use simple equipment, experimenting with different buttons.</p> <p>With the support of an adult can use simple IT equipment</p> | <p>Making porridge with the microwave – show your child how to press the buttons and stir the porridge</p> <p>Listen to some music either on the Cd player, the iPad or other device. There are some free stories to listen to on https://stories.audible.com/stories-listen</p> | <p>Take a camera (or a phone) on a walk and let your child take some pictures – you can add these to your drawing of your map.</p> | <p>Can your child help you make some porridge or hot chocolate in the microwave? Talk to them about the safety aspect – i.e. only doing it with an adult, the porridge gets hot.</p> |
| <p>Expressive Art and Design</p>  | <p>Engages in imaginative play.</p> <p>Beginning to do make believe play.</p> <p>Pretends one thing represents another.</p> | <p>Act out one of your favourite stories that you like.</p> <p>Make a teddies bear picnic – set up your teddies and use real food packaging or plastic food to make a ‘picnic’.</p> | <p>Follow your child’s imagination as you go on the park and play whatever game they like – spies, Paw Patrol, bear hunt – follow their lead!</p> | <p>Invite your child to tell you a story, after you have told one to them.</p> |