

Dear Parents,

We hope that the first week of home learning has gone well. The first of our home learning videos are now up on the website (<https://www.tunstall.croydon.sch.uk>), under Parent Information, Home Learning. Ideally to maximise the benefit for your child, please watch the videos with them, however your child can watch them independently. Some of the videos will have a suggested activity, and all will link with the short-term planning.

Remember to take a picture and email, either on greenroom@tunstall.croydon.sch.uk, redroom@tunstall.croydon.sch.uk or twosroom@tunstall.croydon.sch.uk. Where we have permission, we will be adding photos to our Twitter account (@Tunstallsch).

From all of the
Tunstall Staff

SHORT TERM PLANNING

WEEK 2 January 11 th - January 15 th 2021				
Core book: We're Going on a bear hunt				
Key interests/focus: Goldilocks and the Three Bears/winter				
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	Ways to support the learning and key vocabulary
Personal, social and emotional development 	<p>To begin 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 to try something different whilst waiting for their turn. With an adult to sometimes be distracted when they want a turn on something, which they can't have.</p>	<p>-Get out one of your games you have at home, let your child come up with their own rules for it. Maybe you start at the finish and go backwards. Maybe the person who gets the most marbles wins at Kerplunk, rather than the least.</p> <p>-Play 'What's This?' For example, take a saucepan – how many things could it be? A hat, a unicorn horn, a bag or a seat.</p>	<p>-Go up the slide rather than down the slide (works best when the playground is not busy).</p> <p>-Play 'What's This?' But outside for example with a tree log on the ground, a stick or the swings in the playground! How many different ideas can you come up with?</p>	<p>Model thinking flexible at home, for example, say "I wanted to wear my dress today, but it is too cold, I will wear my warm trousers instead."</p> <p>Tell jokes – they often have double meanings, which with older children you can talk about. Even younger children can make up nonsense jokes, that they find funny and will keep them amused for ages.</p> <p>https://www.wickeduncle.co.uk/jokes/age/jokes-for-3-year-olds</p>
Physical Development 	<p>To be able to balance on one foot for short time, using hands to balance.</p> <p>To be able to stand on one foot if holding onto something.</p> <p>To be able to shift their weight from one foot to another.</p>	<p>-We have done this cosmic yoga a few times – it is one of our favourites, 'We're Going on a Bear Hunt'</p> <p>https://www.youtube.com/watch?v=KAT5NiWHFIU&t=6s</p> <p>-Put on some music and when the music stops you have to freeze or you can use the Freeze Song if you prefer</p> <p>https://www.youtube.com/watch?v=2UcZWXvgMZE</p>	<p>-As you walk to the park, find a low wall that your child can walk along, hold their hand for balance.</p> <p>-As you go for your daily exercise, why not avoid stepping on the cracks, see if your child can only step in the squares.</p> <p>-Play 'Tag' create a home base (i.e. a tree in the park), the person on it has to tag the others playing the game, if they get home they are safe.</p>	<p>Young children will copy you, so when playing statue games, or games you have to freeze, stand on one leg.</p> <p>For older children have a competition and see who can stand on one leg the longest. For younger children let them hold on. Remember let them win sometimes if you want them to stay interested in the game!</p>
Communication and Language 	<p>To sometimes use key phrases from stories they know: Once upon a time, next, finally, happily ever after.</p> <p>To begin to make up their own stories, using small world, often using ones they know already.</p> <p>To be able to use 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/practise saying our poem of the week 'A Little House' poem (poetry basket)</p> <p>-See the Home Learning section of our website for videos of stories and the poem of the week.</p> <p>-Make the different sound effects for the story together "swishy, swashy"</p>	<p>-At bedtime tell the story of your day, For example, "First we had breakfast, then we went to the park, where we went on the slide. I enjoyed that, but we were cold when we came home and had to warm up with some hot chocolate."</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>Listen to your child's stories – they may be one word, a few sentences or longer. But let them tell their stories, without interruptions.</p> <p>Our poem of the week is A Little House</p> <p>I'm going to build a little house, With windows big and bright, And chimneys tall with curling smoke, Drifting out of sight. In winter when the snowflakes fall, Or when I hear a storm, I'll go and sit in my little house, Where I'll be snug and warm.</p>

<p>Literacy</p> 	<p>To sometimes ascribe meanings to the marks they make. To distinguish between the different marks they make. To develop their interest in making marks with different tools (i.e. pencils, pens, paintbrushes).</p>	<p>-Draw a picture of one of the places the family go through on their bear hunt – grass, water, mud, a forest, a snowstorm, a cave or make one up! -Make some stick puppets for your favourite story (a video will go up this week linked to this activity).</p>	<p>Go on a Winter scavenger hunt – see the attached sheet for some ideas of things to look out for. – You can print this out and cross them off when you find it or take a picture of everything you find and email it to us.</p>	<p>Draw at the same time as your child, so they see your drawing, talk about your picture. Notice what they have done, for example, “I like the way you have used lots of blue.” Encourage them to talk to you about their picture “Tell me about your Picture”.</p>
<p>Mathematics</p> 	<p>To be able to order things according to size. To compare two objects saying, which is bigger/smaller, shorter/longer. To begin to use the words big and small, sometimes accurately.</p>	<p>-Set the table or a picnic up for the 3 bears – you will need a big bowl, a middle-sized bowl, and a small bowl. What else do you need? -Challenge: lie down on the floor and an adult ‘measures’ you. By cutting some tape or string that is the same length of you. Now can you find something that is longer than you and something that is shorter than you? Or could you find out how many pens it takes to a line as long as your string?</p>	<p>On your daily walk/trip to the park can you find something that is small? For example, a pebble. Can you find something that is big? For example, a tree. Find a stick in the park, can you find something longer than it? What can you find that is shorter than it?</p>	<p>As children are playing with their toys or going about their day, talk about the size of things, using words such as shorter/short/shortest, longer/long/longest, bigger/big/biggest, smaller/small/smallest.</p>
<p>Understanding of the world</p> 	<p>To be able to operate simple equipment. To use simple equipment, experimenting with different buttons. With the support of an adult to use simple IT equipment. To begin to know and talk about the signs of winter.</p>	<p>-Cook something with the microwave – popcorn, hot chocolate. Show your child how to press the buttons. Remind them of the safety rules. -Let your child send a text message or WhatsApp to a family member. They can type random letters, do a voice message or use the emojis. Then read the reply to them. Challenge: older children might be interested in typing their own name.</p>	<p>Take a camera (or a phone) on a walk and let your child take some pictures of the signs of winter. What do you notice about the trees and the park (see winter scavenger hunt)?</p>	<p>Talk about how it feels when you go for a walk – what do you need to wear to keep warm.</p>
<p>Expressive Art and Design</p> 	<p>To begin to describe textures when exploring different materials. To begin to notice, sometimes to talk about what they notice. To explore a range of experiences with their senses.</p>	<p>-Paint a picture using wintery colours – blues, pinks or purples. At nursery we use watercolour block paints as it allows children to experiment with colour mixing easily. -Freeze some water in a baking tray, then let your child paint the ice – how is it different from painting on paper? -Make fake snow for your child to explore with their hands or add some of their plastic toys.</p>	<p>-Make a forest snowflake – hang it in your garden, balcony or window. Collect some sticks, and arrange them like a snowflake and then decorate with cotton balls (see picture).</p>	<p>Look at the pictures of snowflakes and wintery scenes attached; talk with your child about what you can see, the colours you notice. It helps to have a set area for messy play/art activities, so the mess is contained in an area you are happy with. It can help to have some clear rules, for example the mat must be down when we are painting or you can only paint when you have asked me.</p>
<p>Fake snow:</p> <ol style="list-style-type: none"> Bicarbonate of soda and shaving cream. Mix together ½ a cup of bicarbonate of soda, and slowly add shaving cream until you reach the perfect snowy consistency. Let kids knead the fake snow with their hands until it’s all combined. Shaving foam: this will be softer than snow but it will still work. Corn flour and conditioner. Use ½ a cub of bicarbonate of soda and mix it with conditioner Flour/salt – just use a tray and a sprinkling of flour or salt. 				