

Dear Parents,

We hope that you are all safe and well. On Tuesday 16th February, it was Shrove Tuesday – Pancake Day! We hope you enjoy learning all about it. New home learning videos are being added to our website (<https://www.tunstall.croydon.sch.uk>) regularly, under Parent Information, Home Learning. It is best to watch the videos together with your child but your child can watch them independently.

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. With permission, we will be adding photos to our Twitter account (@Tunstallsch).

From all the
Tunstall Staff

SHORT TERM PLANNING

WEEK 2 February 22nd - February 26th 2021

Core book: Mr Wolf's Pancakes/Piranhas Don't eat Bananas

Key interests/focus: Pancake Day

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	Activities/Resources INDOORS	Activities/Resources OUTDOORS	Ways to support the learning and key vocabulary
Personal, Social and Emotional Development 	<p>To begin to be able to adapt their behaviour in different situations.</p> <p>To begin to be able to stop themselves from doing something they should not.</p> <p>To show a range of feelings, including frustration when they cannot do things they want to.</p>	<p>When reading a book talk about how the different characters are feeling, i.e. "Ahh poor Mr Wolf, no one wants to help him."</p> <p>Talk about yours/their feelings, for example, "oh I wish we could stay inside all day and play today, but we need to go to the shops. Shall we go now or after a snack?"</p>	<p>When doing something new or different explain it to your child first. For example: We are going to drop the present off at Xs house. We can't go in and play, but we can say hello.</p>	<p>-Sometimes a child does an action that we cannot allow as it put themselves or others in danger. Or a child can get stuck on doing something and it is really upsetting them (for example, they want to play with the toy their sibling has). In these scenarios it is best to keep it simple say 'Stop' or 'Finished' and find another thing for them to do. To help them get over their upset, you can say "I am sorry you are upset, but the Lego is finished now"</p>
Physical Development 	<p>To be able to use alternative feet when walking up the stairs.</p> <p>To be able to climb confidently and move themselves up.</p> <p>To begin to experiment with climbing, using techniques that are safe, for example crawling backwards downstairs or asking for help on the climbing frame.</p>	<p>-Cosmic Yoga this week is: Down on the Farm https://www.youtube.com/watch?v=YKmRB2Z3g2s&list=PL8snGkhBF7nhEguR7wXbzIXiFrlXsze_H&index=9</p> <p>- Indoor scavenger hunt – have list of things you have to find from around your home (see attached for the example). You can get them to find anything, but try to make your child move around as much as possible, so maybe one thing might be in the kitchen and another in the bedroom.</p> <p>-Play Say it, throw it (see photo below)</p> <p>-Coin Roll (see photo below)</p>	<p>-At the playground encourage your child to go on a climbing frame or a slide they haven't been on before. Stand near them and let them explore, whilst you encourage them. Or if they can already climb all your local climbing frames, why not try a tree with low branches.</p> <p>-Play say it, throw it – you could just take one ball to the park but have some numbers on a card count as you throw the balls to different targets in the park.</p>	<p>Play follow the leader, one person is the leader and does actions or moves around the house and everyone else needs to copy. Take it in turns to be the leader.</p>
Communication and Language 	<p>To begin to use talk to share their ideas, questioning things and giving their answer.</p> <p>To be able to use a variety of questions.</p> <p>To begin to ask simple questions..</p>	<p>Play a game of Would you Rather? See the attached list for suggestions of questions with pictures. Once they get the hang of it they will ask you silly questions too – a great one to get everyone laughing. You can also read 'Would you Rather..?' by John Burningham or watch it here https://www.youtube.com/watch?v=Fj_4a5TVEoE</p> <p>Do some cooking together – make some pancakes and talk about what you are doing and what happens to the batter. Model asking questions, using I wonder at the beginning.</p>	<p>On your walk stop and look at something new and talk about it 'I wonder what this is' Or I notice this tree has leaves but that one doesn't, I wonder why.</p>	<p>Model asking questions, but if you put 'I wonder' in front then it does not put pressure on your child answering it if they do not want to. Here are some examples of some.</p> <p>-I wonder how we could make?</p> <p>-I wonder what will happen if?</p> <p>-I wonder why that hasn't worked?</p> <p>Our poem of the week is Pancakes by Christina Rossetti Mix a pancake, Stir a pancake, Pop it in the pan, Fry a pancake, Toss a pancake, Catch it if you can.</p>

<p>Literacy</p> 	<p>To talk about the different marks they make, sometimes giving meaning to them. To experiment with different ways of making marks and to notice the differences. To enjoy the different marks they can make.</p>	<p>Take 'orders' from everyone for their pancake topping writing down what they would like. Draw your favourite toppings for your pancake or your favourite food. Make some chocolate swirls to go on your pancakes (see below for instructions)</p>	<p>Take some chalk outside and draw on the floor – it can be anything you feel like.</p>	<p>Follow your child's lead, ask them to tell you about their picture, but remember sometimes they might just be exploring with mark making.</p>
<p>Mathematics</p> 	<p>To be able to compare different objects ordering 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>Play the 'Pancake Toss'. Use a frying pan and toss a pancake (it can be real, but one made out of paper or card will work just as well!). See how many times you can catch your pancake in 30 seconds. Take it in turns. I wonder how you could keep score. Talk about who got more, less or the same number of catches.</p>	<p>Number Walk - Look at numbers as you go on your walk and talk about the different numbers you see. Maybe take a picture of some of the different numbers you see or take a notepad and a pencil and write these down.</p>	<p>As children are playing with their toys or going about their day, find ways of counting different things. For example, Let's see how quickly we can make the green man come so we can cross the road. (Then count and see which number you get up to before the light changes). Or "You have lots of cars there, I wonder how many there are altogether." Counting is harder than we think, first children have to learn the numbers and say them in order, then they begin to learn we say a number as we touch an object and finally they begin to learn the last number they say is the total number of objects. Giving children lots of opportunities to count will help them to gain confidence with numbers.</p>
<p>Understanding of the world</p> 	<p>To know that different people have different celebrations. To be interested in learning about other celebrations. To be curious about different people.</p>	<p>Pancake day is traditionally a way of using up food in the house before Lent. So it is important for Christians. This is a funny story about pancakes 'The Runaway Pancake!' https://www.youtube.com/watch?v=fnEj6x0nFDI Make Pancakes for your dinner – savoury ones or sweet or both! 100g Flour 300ml milk 2 Eggs Mix these together and fry them in a pan. (You can leave out the eggs if you are allergic to them).</p>	<p>Take your pancakes outside to eat for a warm snack! OR you could take a pretend pancake out in a pan and see if you can race without dropping it.</p>	<p>Look at photos from special meals or celebrations that you have had in your family to help your child remember – it does not have to be a big celebration, but something you have done as a family this year.</p>
<p>Expressive Art and Design</p> 	<p>To use various construction pieces and techniques to explore making things. To experiment with different materials to make things. To explore different sensory experiences.</p>	<p>Decorate a pancake with you collage to show your favourite toppings. Role play making pancakes and serving them in a café/restaurant. Role play shopping for pancake ingredients, set up different packaging on the table and give your child some change to pretend to buy the ingredients for the pancakes.</p>	<p>Take a large piece of paper or card outside and paint it for a giant pancake.</p>	<p>We follow children's ideas and focus on the process rather than the end product. This week's activities are a bit more adult led than we usually do, but it is a chance to teach your child some new skills of folding and cutting.</p>

Say It, Throw It

Emily Palmer



What You'll Need:

- Baskets and/or boxes
- some balls
- stairs
- permanent marker (optional)

Instructions:

Put some baskets on the stairs. Write some numbers or letters on your balls (or just use the colours like we did.) Ask your child to say the sound/number/colour and get them to throw it down the stairs and see if it lands in a basket.

Always supervise on stairs

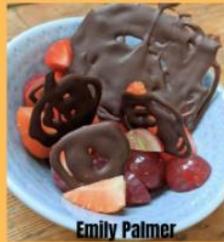
CHOCOLATE SWIRLS

You'll Need:

- chocolate
- a bowl
- greaseproof paper
- sandwich bag
- scissors

Method:

Melt some chocolate and put it in a sandwich bag, snip one end of the bag and ask your child to squeeze it all out and swirl it around onto greaseproof paper. Put them flat in the fridge. When set take them out, peel off the paper and add them to your favourite fruit.



Emily Palmer

Coin Roll

(great for dexterity, fine motor development, hand-eye coordination...)



Using a variety of round coins, challenge your child to roll the coins on their end. How far can they roll them? Which coins rolls the farthest? Bigger or smaller coins?

If your child is struggling to get the coin to roll, you can make this easier by using a range of lids and tapes instead.

You could extend this game further by giving your child a target to aim for, such as a line of tape or circle of paper on the floor.



Hannah Clippis - Gulf British Academy Kuwait