

Monday 8th March 2021

Dear Parents,

This week our focus is around spring, 'Jack and the Beanstalk' and supporting those children who have been at home, who are now returning to nursery. Please keep sending in empty packaging for the home corner and craft table.

Remember to take a picture and email it to let us know what you have been up to on the weekend or how your child has helped at home, to us on either 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 2 March 8 th - March 12 th 2021				
Core book: Jack and the Beanstalk				
Key interests/focus: Spring				
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 	To show confidence in asking adults for help. To separate from main carer, with support if necessary. To be able to explore the space of the nursery, recognising it may be different to what they are used to.	Keyworkers greeting families and settling children. Share resources and routines with new children. Talking about caring for resources- rubbish in bin, lids on pens, using pictures to put resources away etc.	Using new and familiar equipment – climbing frame , bikes, blocks Mud kitchen/sand pit – sensory experience to gain familiarity, Turn taking – bikes	-Talk to children about how they are back at nursery now and it is different from being at home with you all day. -'You are going to go to nursery and stay and play and I will collect you after story' -When collecting your child rather than questioning them about their day, you can tell them the favourite thing from your day and ask them to tell you about their favourite thing (this helps children not to feel overwhelmed and helps them to think of one thing to tell you).
Physical Development 	To be able to run skilfully, negotiating space between objects. To be able to run safely on whole foot. To begin to experiment moving at different speeds.	-Cosmic Yoga this week is: Lets go to the ocean this week with Nibs the Octopus https://www.youtube.com/watch?v=hUBRoLRioiY - Use the family room for soft play and large space to move around.	-Use the bike track for races and for the bikes -Act out the Bear Hunt -What's the Time Mr Wolf? -Hide and seek	Play the traffic light game, Green – for run, Amber – for walk, Red – for stop. This is a great game to adapt to use when you are walking along the street too, to encourage your child to stay near you when they first start going places with them out of the pushchair.
Communication and Language 	To begin to be able to shift attention when they are focused in their play, if required. To have single channelled attention on an activity of their choice, with support can shift from this to another task. To have rigid attention in an activity of their choice.	Ensure all children feel confident with end of session routine music for tidying up and singing and movement. Good-bye song. Focus on the new spaces that children go to for the story, which will be slightly different for those children that have been here. Activities that support focus – blocks, drawing on large paper on the floor, home corner etc.	Sand pit Mud kitchen Balls and pipes Large construction	If your child is absorbed in their play and you need them to do something – i.e. getting the bath or coming for dinner. Get down on their level and gain their attention first, either join in their play or touch their shoulder, then give your instruction. Poem of the week - Spring wind When the spring wind blows, In her gruff and growly way, She's saying keep your mittens on, I'm blowing cold today. But when the spring wind blows, In her soft and gentle way, She's saying take your jumpers off,

<p>Literacy</p> 	<p>To ascribe meaning to different marks they see. To begin to understand that when they say something you make a mark on the paper. To enjoy the different marks they can make.</p>	<p>Helicopter stories – recording children’s stories Packaging in the home corner Large paper on the floor Re-enact Jack and the Beanstalk</p>	<p>Paintbrushes and water Painting Chalk on the floor</p>	<p>As you go for a walk notice and talk about the different signs you see. For example, “I know we are nearly at Tesco’s because I can see the blue and red sign.” Or “The tram stop sign tells me this is the right stop for our tram”</p>
<p>Mathematics</p> 	<p>To count accurately in their play. To begin to recite numbers in order. To begin to say numbers in random.</p>	<p>Compare bears with square tracks for them to line up Dots (in dice arrangement) with objects to count Placing and arranging Water tray – lids and bottles and pipes for filling. Balls – counting the Golden eggs</p> <p>Talk about the giant and how big his is, for example, I wonder how many steps it would take the giant to walk from here to the garden. It takes me 10 steps.</p>	<p>Filling and emptying containers in the sand pit Building towers with the big blocks Balls and pipes</p>	<p>Find things you can count in your daily routine – buttons on a coat as you do them up, the number of stairs going up to bed or how many pieces of toast for breakfast. 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 be able to operate simple IT equipment for example a CD player or a tablet. To seek to acquire basic skills in operating simple IT equipment. To be interested in operating simple IT equipment.</p>	<p>Use story headphones Remote control cars Torches Computer – 2simple</p> <p>Spring: flowers in the water tray Paint daffodils Collect flowers and make a bouquet Paint a beanstalk</p>	<p>Notice signs of Spring – spring scavenger hunt Take photos of signs of spring Talk about the weather change (its going cold again)</p>	<p>Have a family disco – let your child put on the radio or the CD player and be in charge of the music. Go on a walk and look for signs of spring – let them take some photos.</p>
<p>Expressive Art and Design</p> 	<p>To be able to explore colour and how it can be changed. To experiment with colours. To begin to make marks and notice the effective of their movement on the marks.</p>	<p>Powder paints in a tuff tray with ice cubes and brushes Powder paint and shaving foam Powder paint –sprinkle onto paper and then spray with water bottle Watercolour paints, water and brushes.</p>	<p>Powder paint, brushes and water Powder paint and bubble mixture Powder paint rockets</p>	<p>Allow your child to mix the paints and experiment with colour. Watercolour paints are great for this, as the mess is limited and the mixing of colours is fairly simple and can be washed off at the end.</p>