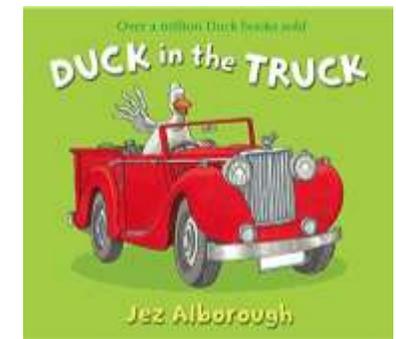
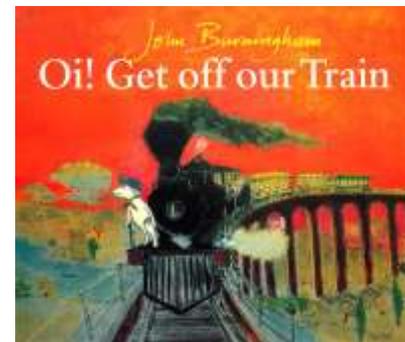
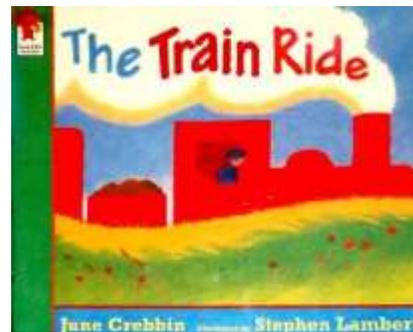
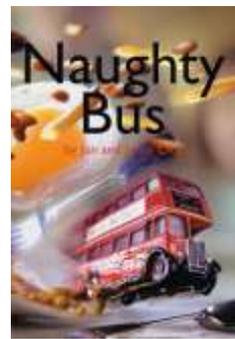
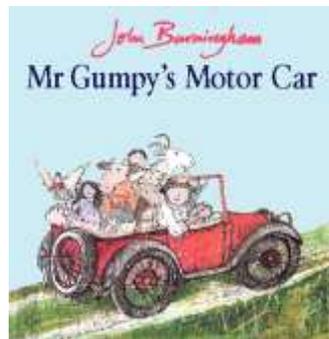


Theme: Transport



WB: 04.01.21 – Week 1

Average engagement:

- a.m.: 5 of the 8
- p.m.: 5 of the 8

Number of children who did not engage at all:

- a.m.: 3
- p.m.: 3

Number of children in school:

- No children are attending

Contact with Families:

- We began the week discovering how many families were accessing learning on Seesaw.
- 4 phone calls made to 2 children.
- 0 home visits were completed.

Learning in Nursery:

The focus of remote learning continues to be the Prime areas - Physical, Communication and PSE development. All activities and sessions contain, wherever possible, opportunities to develop this learning. The activities are planned and delivered by all of the nursery team in video format. The activities are planned and delivered by all of the nursery team in video format. Children have primarily been accessing the 'Story Time' page on Seesaw to listen to a range of stories recorded by staff. Nursery had a shorter week, as Nursery staff attended The Newham Nursery Schools conference on Friday (08.01.21). As the children returned following the two week school break, staff adapted the planning and produced a series of activities that would not need the children to necessarily work on a digital device. The feedback from parents is predominantly photographs, voice recordings or videos uploaded throughout the day.

Dough Disco



Would you rather



My favourite toy



WB: 11.01.21 – Week 2

Average engagement:

- a.m.: 6 of the 8
- p.m.: 5 of the 8

Number of children who did not engage at all:

- a.m.: 2
- p.m.: 3

Number of children in school:

- No children are attending

Contact with Families:

- Staff continued to make contact with all families.

Learning in Nursery:

Learning for the youngest children focuses on a book being read by the teacher. A range of nursery rhymes and songs are recorded and posted for the children to listen to and to join in with the actions and words. Daily dough disco sessions are also uploaded with recordings of staff singing the songs and modelling the actions for the children to join in with. Simple counting activities are also shared with the children - always the emphasis being on developing language and communication skills.

Dough Disco



Who will board your train?



Singing time



Let's count the train carriages



Who will board your train?



Who will board your bus?



WB: 18.01.21 – Week 3

Average engagement:

- a.m.: 6 of the 8
- p.m.: 5 of the 8

Number of children who did not engage at all:

- a.m.: 1
- p.m.: 2

Number of children in school:

- No children are attending

Contact with Families:

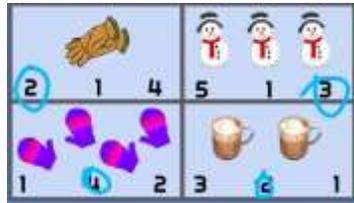
- Staff continued to make contact with all families.

Learning in Nursery:

All children have been contacted by staff members to check on their welfare and to encourage engagement on Seesaw.

This week Nursery teachers introduced a class zoom call. Feedback from the teachers indicated that the children thoroughly enjoyed seeing their friends and teachers. This week we admitted an additional eight children into our Green room. These children are identified as vulnerable.

Winter counting



Match the animals to their shadows



Would you rather swim with a Shark or a crocodile?



Singing Time

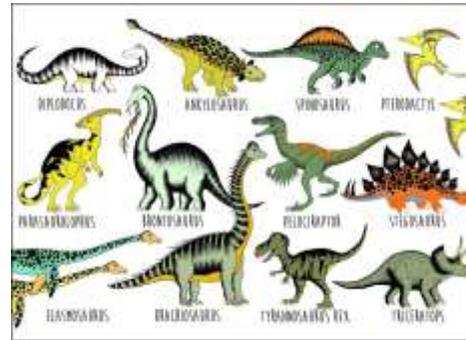
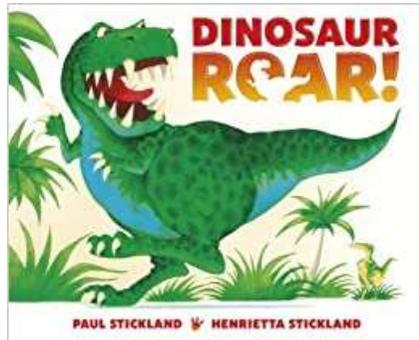


Dancing



Nursery **Blue room** and **Red room** curriculum update: Spring Term 2021

Theme: Dinosaurs



WB: 04.01.21 – Week 1**Average engagement:**

- Red a.m.: 9
- Red p.m.: 10
- Blue a.m.: 13
- Red p.m.: 17

Number of children who did not engage at all:

- Red a.m.: 17
- Red p.m.: 18
- Blue a.m.: 13
- Red p.m.: 19

Contact with Families:

- We began the week discovering how many families were accessing learning on Seesaw.
- 4 phone calls made to vulnerable families.
- 0 home visits were completed.

Nursery Bubble:

We have opened a nursery bubble to accommodate 2 children with CP plans and between 3 and 5 children whose parents are critical workers. The children are from across our four nursery classes. They attend in the morning and are based in the Green room. This bubble is staffed by a rotation of key people both teachers and TAs. The relationships that the staff have built with the children are evident each Monday when the children arrive and rush into the arms of a member of staff they see for the first time since before lockdown.

Learning in Nursery:

The focus of remote learning continues to be the Prime areas - Physical, Communication and PSE development. All activities and sessions contain, wherever possible, opportunities to develop this learning. The activities are planned and delivered by all of the nursery team in video format. They are timetabled across the day. Nursery had a shorter week, as Nursery staff attended The Newham Nursery Schools conference on Friday. As the children returned following the two week school break, staff adapted the planning and produced a series of activities that would not need the children to necessarily work on a digital device. The feedback from parents is predominantly photographs, voice recordings or videos uploaded throughout the day.

9:00am	10:00am	11:00am	1:00pm	2:00pm	3:00pm
Focus Activity	Maths	P4C	Phonics	Singing together	Story time - Core books
Signpost stories - Jake is Busy	Numberblocks 1 & 2	Holiday Feedback	Dough Disco Recipe video	1, 2, 3, 4, 5	9:00am Jake is Busy & The Naughty Bus 3:00pm Owl Babies
Daily Routine video	Numberblocks 3	Would you rather... Ride a bike or go on a bus? Why?	Dough Disco	Wheels on the bus	The three billy goats gruff
Can you tell me about your Favourite toy	Numberblocks 4	Would you rather... Be a Police Officer or a Doctor? Why?		Down at the Station	Can't you sleep little bear

Physical Development:

Tasks are planned which encourage the development of both fine and gross motor skills.



Personal, Social and Emotional Development:

Children are encouraged to discuss and justify their thoughts and the reasons behind their decisions. Discussing their feelings and encouraging self-care are also focused on.



Language and Communication

All tasks and work set encourage children to communicate with their supporting adults. The recordings of activities and stories present a good language model to children. Verbal responses are recorded and submitted on Seesaw. This method allows staff to respond with a good language model using correct sentence structure.



WB: 11.01.21 – Week 2

Average engagement:

- Red a.m.: 16
- Red p.m.: 14
- Blue a.m.: 16
- Red p.m.: 11

Number of children who did not engage at all:

- Red a.m.: 9
- Red p.m.: 16
- Blue a.m.: 9
- Red p.m.: 12

Contact with Families:

- **Paper packs:** 11 children received a paper pack.
- All children were called by their key person. Some of the families had not successfully downloaded the correct Seesaw app to enable them to access all the activities. Staff were able to resend login details and to also discuss if a paper pack would be more suitable.
- This was also a KIT call (Keeping in touch) when staff have also been able to ask about the welfare & health of all of the family.
- No home visits were necessary.

This week the children began a new topic - Dinosaurs. We use this theme to teach the children and parents about the **Characteristics of Effective Learning**. The children are gradually introduced to three dinosaurs:

- *Try-ceratops*
- *Explore-a-dactyl*
- *Think-asaurus*

Each dinosaur puppet is used to demonstrate and notice the aspect of the C of EL linked to their name. This enables the staff to refer to the characteristics they observe the children demonstrating, making the children aware of which trait they are using to be successful learners. In addition the videos with activity challenges that Coach Rich uploads are scheduled too.

9:00am	10:00am	11:00am	1:00pm	2:00pm	3:00pm
Focus Activity	Maths	P4C	Phonics	Singing together	Story time -Core books
Signpost story - Dinosaur Roar	Number blocks 6	Would you rather? Ride on a boat or a train? Why?	Dough Disco	Days of the week	9:00am - Dinosaur Roar 3:00pm - Everybody worries
Introduce Try-ceratops - can you draw a Try-ceratops?	Number blocks 7	Would you rather? Learn to dance or learn to paint? Why?		Twinkle, Twinkle...	The 3 little pigs
Video of being a Try-ceratops - Cof EL e.g. doing your zip.	Number blocks 8	If you were given 3 wishes, what would you wish for?		Wind the bobbin	The Little Red Hen
Describe a dinosaur	Number blocks 9	Is it good to eat chocolate every day? Why?	Tanka Tanka Skunk	Baa Baa Black sheep	
Can you move like a dinosaur?	Number blocks 10	If you were a superhero what power would you have and what would your name be?	Toddle Waddle	Ten in a bed	Ten Little Fingers

Physical development:

Again all possible opportunities are presented to the children to encourage their fine and gross motor development.



Language & communication:

As part of the routine practice, tasks and work are set accompanied by a recorded instruction by teachers. Responses from parents allow for a dialogue between home and school.



PSE:



WB: 18.01.21 – Week 3

Average engagement:

- Red a.m.: 13
- Red p.m.: 12
- Blue a.m.: 17
- Red p.m.: 18

Number of children who did not engage at all:

- Red a.m.: 8
- Red p.m.: 11
- Blue a.m.: 9
- Red p.m.: 9

Contact with Families:

- **Paper packs:** 17 children received a paper pack.
- Return calls were made by nursery staff to families about children's engagement.
- 5 phone calls made to vulnerable families.
- 1 home visit was completed.

This week Nursery teachers introduced a class zoom call. Feedback from the teachers indicated that the children thoroughly enjoyed seeing their teachers. Each week several children are chosen to 'show & tell' about their favourite toy. Families are made aware if it is their child's turn in advance, to give time for support & preparation.

9:00am	10:00am	11:00am	12pm	1:00pm	2:00pm	3:00pm
Focus Activity	Maths	P4C	P.E. with Coach Rich	Phonics	Singing together	Story time - Core books
Story - Ten Little Dinosaurs 10 Little Dinosaur matching game	10 Little Dinosaur Count	Zoom call a.m. w/key worker children		Zoom Call PM	10 Little Dinosaurs	9:00am -Ten Little Dinosaurs - Monkey puzzle
Introduce 'Think-a-saurus' - make a poster	Matching dinosaurs to numbers activity	If a pigeon could talk, what might it say?		Dough Disco	The Grand Old Duke of York	Elmer's Weather
Re-enact story with toys/objects - counting backwards 10-1	I spy counting Dinosaurs	Swim with a shark or play snap with a crocodile?		Dough Disco	Incy Wincy Spider	Not Last Night but the Night Before
Design/make your own Dinosaur - name it and describe it	Number formation	Have dinner with a witch or a frog?		Big Box Little Box	Polly Put the Kettle on	One mole digging a hole
Online Safety - Online Oliver Make a poster	Counting steps, claps and jumps	Chased by a bear or a snake?		EYFS BBC Inside Sounds	Row, Row, Row your Boat	Dear Zoo

Physical development:



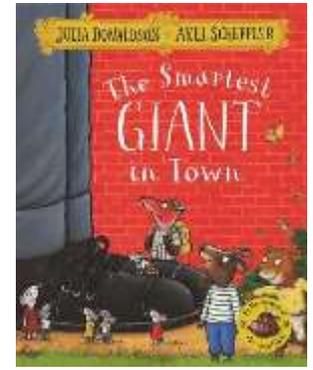
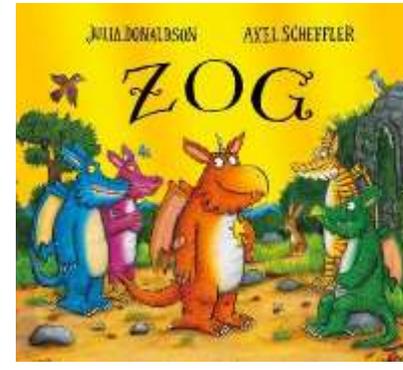
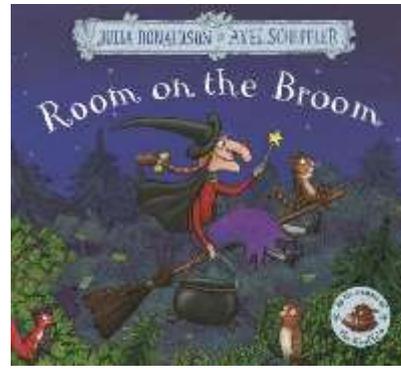
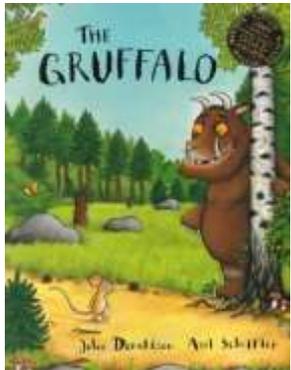
Communication:



PSE



Year R curriculum update: Spring Term 2021



WB: 04.01.21 – Week 1

Average engagement:

- Class 1: 13/29
- Class 2: 10/26 (1 child CME)
- Class 5: 15/28 (1 child CME)
- Class 6: 16/29 (1 child recently left but on role & 1 child is still in India)
- Class 7: 12/28

Number of children who did not engage at all:

- Class 1: 10
- Class 2: 10
- Class 5: 15
- Class 6: 8
- Class 7: 11

Number of children in school:

- Class 1: 1 child + 1 child in the SEN bubble
- Class 2: 1 child
- Class 5:
- Class 6: 2 children + 1 child in the SEN bubble
- Class 7: 1 child

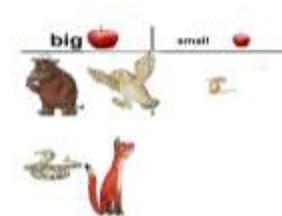
Contact with Families:

- **Paper packs went out to:**
 - Class 1= 4 children.
 - Class 2= 4 children.
 - Class 5= 0 children.
 - Class 6= 0 children.
 - Class 7= 4 children.
- 30 phone calls made to families about children's engagement.
- 2 phone calls made to vulnerable families.
- 1 home visit was completed.

Each day the teachers deliver the learning for the day, releasing work at intervals onto Seesaw. The learning is mainly delivered as recorded lessons, accompanied by instructions for the families to follow. The planned learning for Term 3 has been adjusted to enable it to be delivered remotely to children and families. Teachers have adapted the presentation and provision when necessary, always taking our families circumstances into account. Term 3 is focusing on the stories of Julia Donaldson, using the rhyming structure to support children's continuing phonic development.

Literacy:

This week the children have read the book *The Gruffalo*. Over the week the children listened to the story, looked at his physical features, thought about who the characters in the story are, wrote about their favourite Gruffalo meal and finally retold the story using props.



Phonics & Handwriting:

The teaching of phonics in Reception encapsulates the identification of phonemes (letter sounds), both by sight and through sound discrimination. The correct formation of graphemes (letter shapes) including the physical skills needed to do this. Children are given opportunities each day to practice all the skills needed to be successful. Activities are set which allow children to demonstrate their developing writing skills and to practice the reading of common exception words



Physical development:

Activities are planned which give the children opportunities to continue to improve both their gross motor and fine motor development. Wherever possible this practice is presented in a range of ways.

Provision/Craft:

The activities planned are linked to the story. The resources that the children create are planned carefully so that they can be brought together at the end of the week to be used to retell the story.



Blended Learning:



WB: 11.01.21 – Week 2

Average engagement:

- Class 1: 19/29
- Class 2: 16/26 (1 child CME)
- Class 5: 16/28 (1 child CME)
- Class 6: 15/29 (1 child recently left but on role & 1 child is still in India)
- Class 7: 14/28

Number of children who did not engage at all:

- Class 1: 1
- Class 2: 4
- Class 5: 9
- Class 6: 5
- Class 7: 8

Number of children in school:

- Class 1: 1 child + 1 child in the SEN bubble
- Class 2: 1 child
- Class 5:
- Class 6: 4 children + 1 child in the SEN bubble
- Class 7: 3 children

Contact with Families:

- **Paper packs went out to:**
 - Class 1= 4 children.
 - Class 2= 4 children.
 - Class 5= 2 children.
 - Class 6= 2 children.
 - Class 7= 3 children.
- All staff have now begun to call all their children once every two weeks. These calls are to check on wellbeing, home circumstance and to encourage & praise children's engagement with Seesaw. During these calls parents are able to seek support & advice regarding FSM, alternative provision to Seesaw, access to devices etc.
- 2 phone calls made to vulnerable families.
- 1 home visit was completed.

This week we have read *Gruffalo's Child*. This text again supports the development of children's phonological awareness with the extensive use of rhyme. To support the children's engagement and development of vocabulary, planning of all aspects of the curriculum stem from the characters and setting of this story.

Literacy:

The children have focused on the characters, setting and sequence of this story in addition to the rhyming text.



Mathematics:

This week the children have focused on adding two groups together. The concept of 'altogether' is taught & practiced. The children begin to understand that the two groups are joined to become one group and begin to understand that they now count the whole group.



Phonics & Handwriting:

A daily phonics lesson is recorded for the children to take part in. Focus on letter formation and use of phonics for writing is assessed across all uploaded work. The continuing development of the children's phonological awareness is also planned for. The focus of handwriting is teaching and practicing the correct letter formation of each grapheme. However, writing on the screen of a tablet or telephone is extremely difficult for children.



Physical development:

Again these are examples of some of the physical development opportunities the children have participated in.



Provision/Craft:

This week the activities have supported the understanding of the 'setting' of a story, the characters and their use to retell the story.



PSE:

This week the children thought 'Would you rather...?' They had to discuss with their families the choices they would make and then justify their reasons.



Blended Learning:

This week the activities have supported the understanding of the 'setting' of a story, the characters and their use to retell the story.



PSE:

This week the children thought 'Would you rather...?' They had to discuss with their families the choices they would make and then justify their reasons.



WB: 18.01.21 – Week 3

Average engagement:

- Class 1: 17/29
- Class 2: 14/26 (1 child CME)
- Class 5: 21/28 (1 child CME)
- Class 6: 21/29 (1 child recently left but on role & 1 child is still in India)
- Class 7: 16/28

Number of children who did not engage at all:

- Class 1: 3
- Class 2: 6
- Class 5: 7
- Class 6: 3
- Class 7: 6

Number of children in school:

- Class 1: 2 children + 1 child in the SEN bubble
- Class 2: 1 child
- Class 5:
- Class 6: 4 children
- Class 7: 3 children

Contact with Families:

- **Paper packs went out to:**
 - Class 1= 5 children.
 - Class 2= 4 children.
 - Class 5= 0 children.
 - Class 6= 0 children.
 - Class 7= 2 children.
- Calls made by class teachers to families have continued this week. Teachers log the outcome of the call on their weekly registers and email

me if the family are unobtainable or families face an issue the class teacher cannot resolve.

- 4 phone calls made to vulnerable families.
- 0 home visits were completed.

Literacy:

This week the book the children read was 'Stick Man'. They also watched a video of the story, then designed a friend for Stick Man, labelling their design. To practice writing using their phonic knowledge the children made a wanted poster for Stick Man either using a photograph of Stick Man or their own drawing. They also made or drew a story map or a postcard home telling his family about his adventure.



Mathematics:

This week the children have been investigating how many ways they can make amounts starting at making 5, then 6, 7, 8, 9 and as a challenge to make 10 on their own.



Phonics & Handwriting:

Again each day the children had a taught phonics lesson, including letter formation practice and learning rd words. A series of activities were planned focusing on the rhyming element of the text, with activities to do with other family members.



Physical development:

Again activities were provided for the development of both fine and gross motor skills.



Provision/Craft:

This week the children started by making a Stick Man to use to retell the story, made an origami duck and a rice crispy snowman.



PSE:

The children thought about how lonely the Stick Man felt when he was away from his family, they also thought that he may feel better if he had a friend. Thinking of the emotions the Stick Man experienced during the story and considering how to make him feel better were issues explored.



Blended Learning:

