

Greenfields

Community Primary School,
Nursery & Pre-School



Home-Learning Guide

for Parents and Carers

April 2020

Welcome

April 2020

Dear Parents and Carers,

Over the past month there has been information, news coverage, talk of little else other than the 'unprecedented' situation we all find ourselves in at the moment.

We know that many of you are still working and having your children at home can make this stressful for all the family; added to this the challenge of 'home-school'.

We have produced this guide to help you, not only with how you might structure your days, but also to help you understand what our expectation is in relation to the work children can complete whilst learning at home.

This word 'unprecedented' has been used over and over; however, it would be good to remember that we really are living through extraordinary times, so be kind to yourselves. There will be some days when your children are happy to work and other days when they seem fed-up, frustrated or angry even with the situation; this is all ok.

The home-learning we are sending you is designed to reinforce the learning the children have already covered in school. We understand that you are not teachers; nor are we expecting you to be. We are available every day to help answer any questions about the work that has been sent to you and for you to show us if and when your children have completed it.

If you are finding that your children are battling with you when you are asking them to complete the more formal side of learning there are lots of 'other' things your children can be learning during this time away from school; it's ok to have a break then come back to it in a couple of days, to pick up where you left off. Follow their lead.

Please be reassured that whenever we come back together as a school, the staff will be here to pick up your children's formal learning again. It will be so much easier and quicker for us to do this if your children come back to us happy and secure. So ...

"...share your calm, share your strength, share your laughter with your children. No children are ahead. No children are behind. Your children are exactly where they need to be. Don't stress about schoolwork for September. We are teachers. We will get your children back on track..."

With kindest wishes,

The Greenfields Staff

Routines

For many children, the novelty of home-school may be wearing off or already worn off. You may find that the week days are easier to manage if you establish some small routines.

One of the most difficult things for your children may be finding the differences between the week days and the weekends. Please do make sure that you enjoy your weekends as much as you 'normally' could. You all need a break!

During school, we timetable English, reading skills (including phonics) and maths in the morning. The school days are so quick because on our timetables we work in 'blocks' of time- perhaps this is something you can try at home? 20 to 30 minutes per block (less for younger children).

An example time-table might look like this:

Home-school starts	
Block 1	Check seesaw for my maths work- complete task in my purple book.
Block 2	Online P.E/fitness work out
Break	Play a board game
Block 3	Read my reading book
Block 4	Check seesaw for my English work- complete task in my purple book.
Lunch	Can I make my own lunch or sandwich?
Block 5	Read my reading book
Block 6	Play in the garden
Break	Colouring in
Block 7	Choose a challenge from the science takeaway menu
Block 8	Watch BBC bite size
Home- school finishes	

A less formal, but equally valuable time-table might look like this:

Home-school starts	
Block 1	Make some bread to use for lunch/bake a cake
Block 2	
Break	Play in the garden
Block 3	Read my reading book
Block 4	Write a letter to a relative
Lunch	Can I make my own lunch or sandwich?
Block 5	Create some pavement art with chalk.
Block 6	
Break	Play on a bike or scooter
Block 7	Sum dog challenges
Block 8	
Home- school finishes	

Online safety

There is lots of support available to ensure that your children are safe whilst online and using apps. It can be hard to navigate this area as for many of us our children know more about the technology they are using than we do. Below are some simple guidelines you could follow as a family, together with links to resources that give information with how to set-up devices safely and access the ever growing list of online teaching content now available.

It can be difficult to know how to start talking to your child about what they're doing online or who they might be speaking to. But talking regularly, like you would about their day at school, will help your child feel relaxed and mean that when they do have any worries, they're more likely to come and speak to you. It can help to:

- reassure them that you're interested in their life, offline and online. Recognise that they'll be using the internet to research homework as well talking to their friends.
- ask your child to show you what they enjoy doing online or apps they're using so you can understand them.
- be positive but also open about anything you're worried about. You could say "I think this site's really good" or "I'm a little worried about things I've seen here."
- ask them if they're worried about anything, and let them know they can come to you.
- ask them about their friends online and how they know they are who they say they are.
- listen for the reasons why your child wants to use apps or site you don't think are suitable, so you can talk about these together.
- ask your child what they think is okay for children of different ages so they feel involved in the decision making.

Make a family agreement

Agreeing what you and your child do online is a great way to start talking about online safety. That's why we've created a simple template for you and your child to use. Together you can decide what's good to do online and what you should look out for. Once you're both happy, why not stick it on the fridge as a reminder? You can also come back to it regularly to see if it's still working.

Resources

- [Thinkuknow](#) (advice from the National Crime Agency to stay safe online)
- [Internet matters](#) (support for parents and carers to keep their children safe online)
- [Parent info](#) (support for parents and carers to keep their children safe online)
- [LGfL](#) (support for parents and carers to keep their children safe online)
- [Net-aware](#) (support for parents and carers from the NSPCC)
- [Let's Talk About It](#) (support for parents and carers to keep children safe from online radicalisation)
- [UK Safer Internet Centre](#) (tips, advice, guides)

How can I help?

There are so many positive things that as parents and carers you can be doing with your children whilst they are at home- none of which are about the formal aspects of English and Maths!

You can teach your child at home by:

Playing and Exploring with them

- Play with children. Encourage them to explore, and show your own interest in discovering new things.
- Help children as needed to do what they are trying to do, without taking over or directing.
- Join in play sensitively, fitting in with children's ideas.
- Model pretending an object is something else, and help develop roles and stories.
- Encourage children to try new activities and to judge risks for themselves. Be sure to support children's confidence with words and body language.
- Pay attention to how children engage in activities -- the challenges faced, the effort, thought, learning and enjoyment. Talk more about the process than products.
- Talk about how you and the children get better at things through effort and practice, and what we all can learn when things go wrong.

Learning with them

- Support children to choose their activities - what they want to do and how they will do it.
- Stimulate children's interest through shared attention, and calm over-stimulated children.
- Help children to become aware of their own goals, make plans, and to review their own progress and successes. Describe what you see them trying to do, and encourage children to talk about their own processes and successes.
- Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas.
- Encourage children to learn together and from each other.
- Children develop their own motivations when you give reasons and talk about learning, rather than just directing.

Thinking with them

- Use the language of thinking and learning: think, know, remember, forget, idea, makes sense, plan, learn, find out, confused, figure out, trying to do.
- Model being a thinker, showing that you don't always know, are curious and sometimes puzzled, and can think and find out.
- Encourage open-ended thinking by not settling on the first ideas: What else is possible?
- Always respect children's efforts and ideas, so they feel safe to take a risk with a new idea.
- Talking aloud helps children to think and control what they do. Model self-talk, describing your actions in play.
- Give children time to talk and think.
- Value questions, talk, and many possible responses, without rushing toward answers too quickly.
- Encourage children to describe problems they encounter, and to suggest ways to solve the problem.
- Show and talk about strategies - how to do things - including problem-solving, thinking and learning.

Resources to support learning

The Government have released a list of resources to support parents whilst schools are closed. Please see the links below:

- educational online resources to help pupils to learn at home
- education provision from the BBC including daily lessons, starting from 20 April 2020

<https://www.bbc.co.uk/bitesize>

- support from the Oak National Academy to educate pupils remotely from 20 April 2020

<https://www.thenational.academy/>

Don't forget that our school website has links to lots of resources that you can access for free and where you can download our home learning packs to complete.

<http://www.greenfieldsprimary.co.uk/homework-help/>

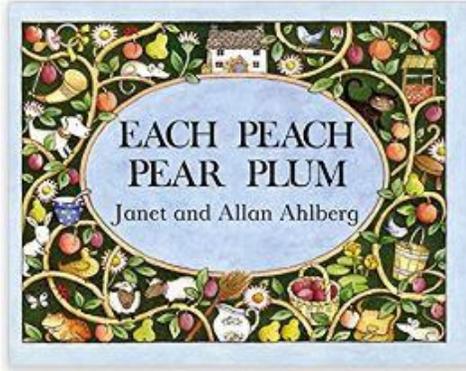
...if in doubt...

Finally, if in doubt, snuggle down with a good book!

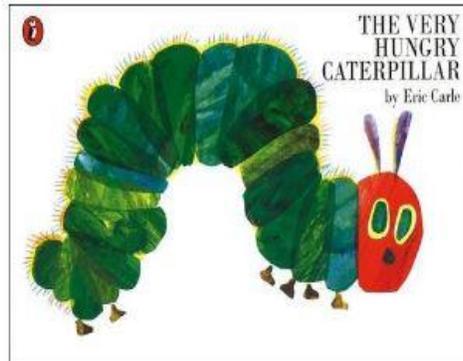
North Tyneside Libraries have a scheme called 'borrow-box' an online borrowing system. Here are some recommendations for you!

Love to Read? In Pre-school? Try these . . .

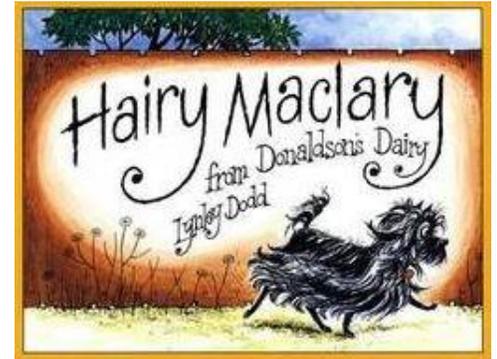
Each Peach Pear Plum
by Allan Ahlberg



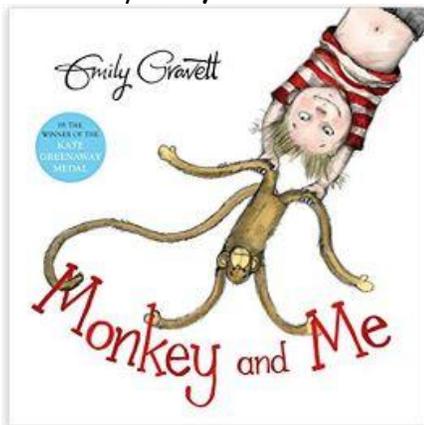
The Very Hungry Caterpillar
by Eric Carle



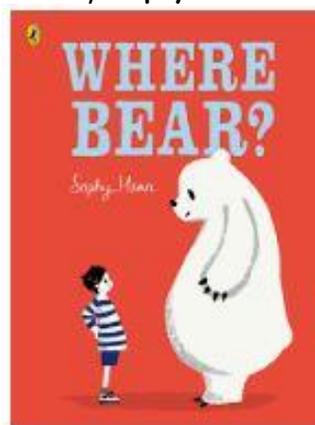
Hairy Maclary
by Linley Dodd



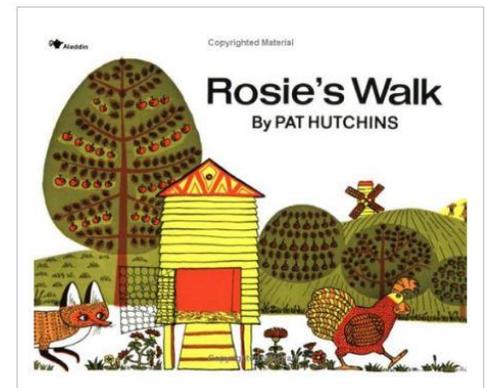
Monkey and Me
by Emily Gravett



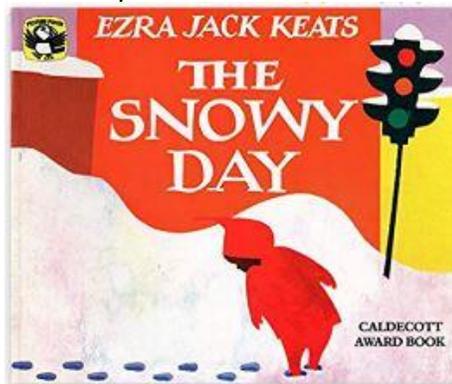
Where Bear?
by Sophy Henn



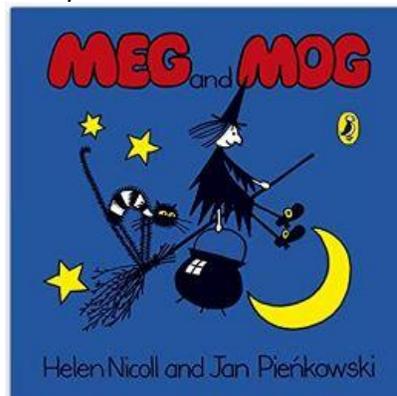
Rosie's Walk
by Pat Hutchins



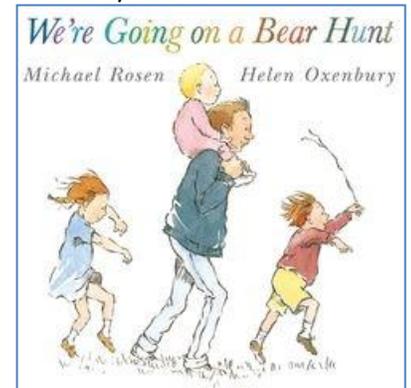
The Snowy Day
by Ezra Jack Keats



Meg and Mog
by Nicholls & Pienkowski

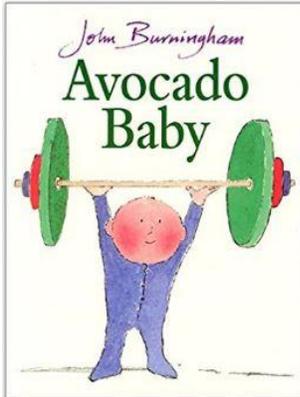


We're Going on a Bear Hunt
by Michael Rosen

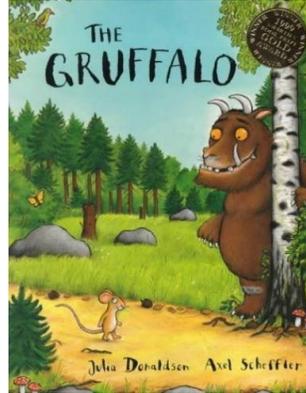


Love to Read? In Nursery? Try these ...

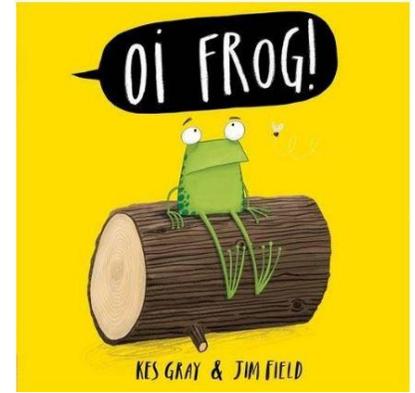
Avocado Baby
by John Burningham



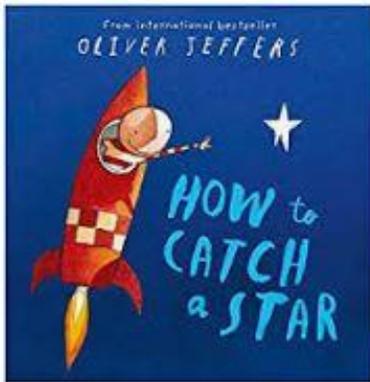
Gruffalo
by Julia Donaldson



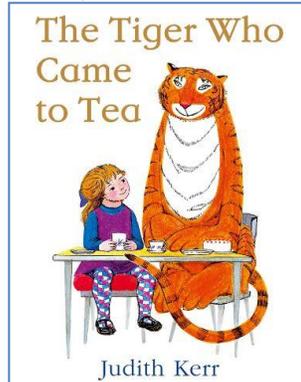
Oi Frog!
by Kes Gray & Jim Field



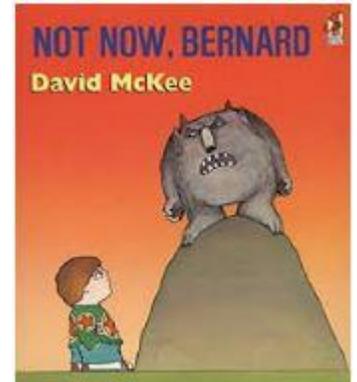
How to Catch a Star
by Oliver Jeffers



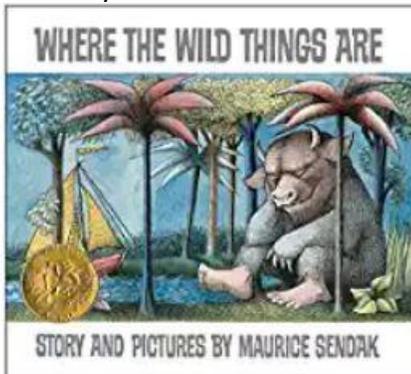
The Tiger who Came to Tea
by Judith Kerr



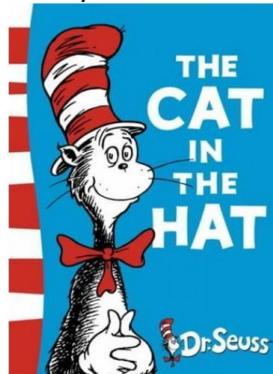
Not Now Bernard!
by David McKee



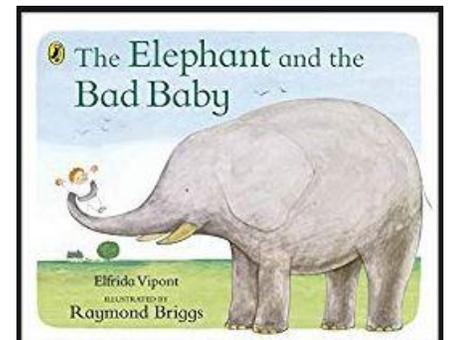
Where the Wild Things are
by Maurice Sendak



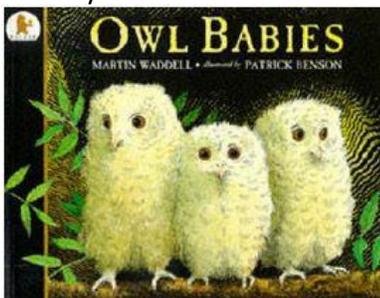
The Cat in the Hat
by Dr Seuss



The Elephant and the Bad Baby
by Elfrida Vipont

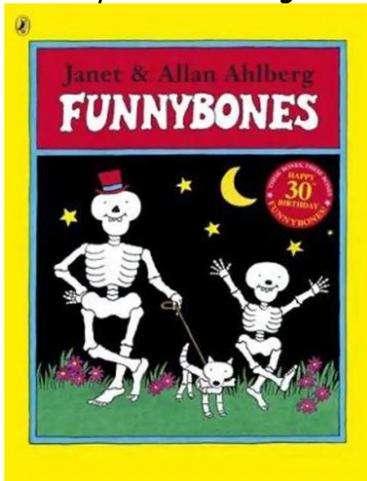


Owl Babies
by Martin Waddell

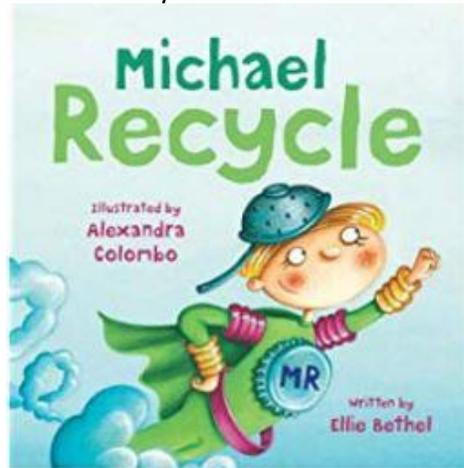


Love to Read? In Reception? Try these . . .

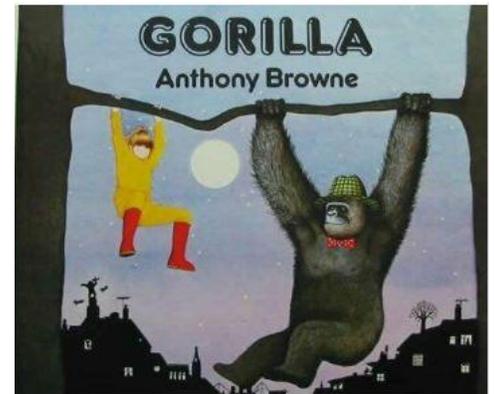
Funnybones
by Allan Ahlberg



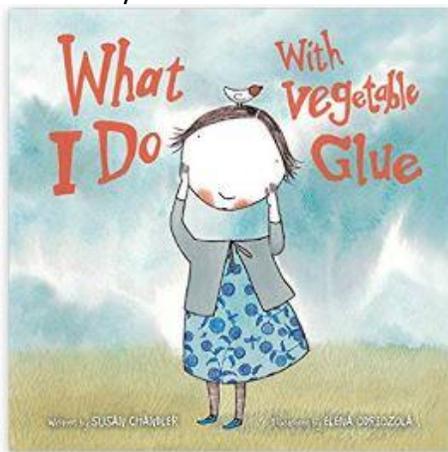
Michael Recycle
by Ellie Bethel



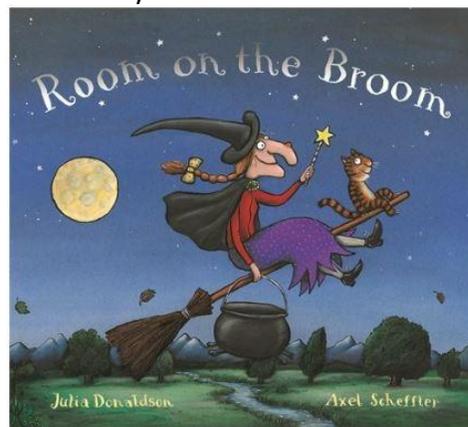
Gorilla
by Anthony Browne



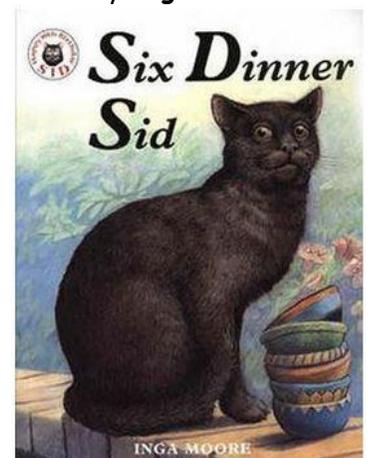
Vegetable Glue
by Susan Chandler



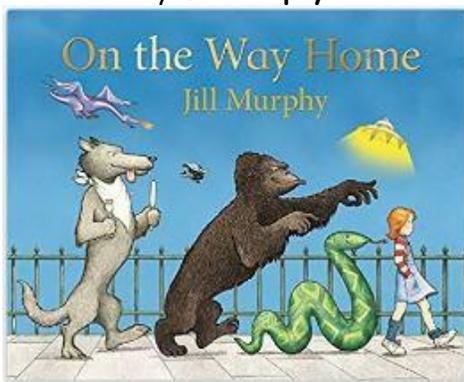
Room On The Broom
by Julia Donaldson



Six Dinner Sid
by Inga Moore



On the Way Home
by Jill Murphy



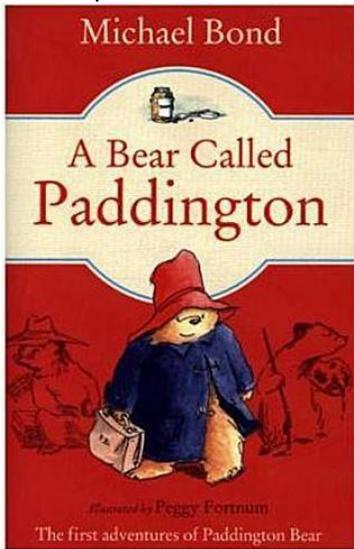
The Book with No Pictures
by BJ Novak

**The
Book
With
No
Pictures**

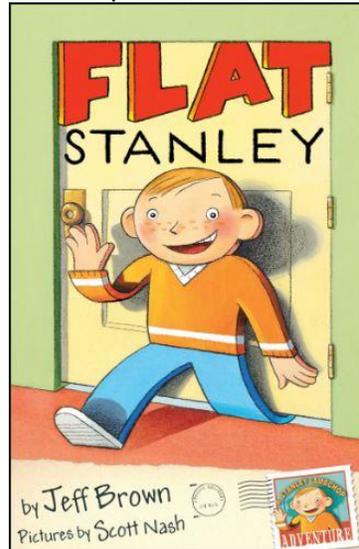
B.J. Novak

Love to Read? In Year 1? Try these . . .

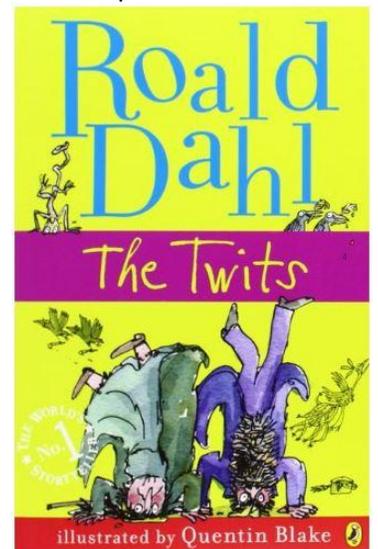
A Bear Called Paddington
by Michael Bond



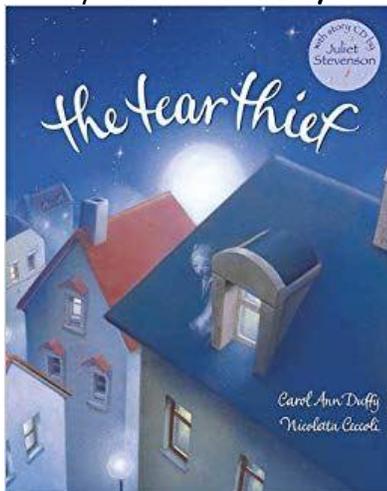
Flat Stanley
by Jeff Brown



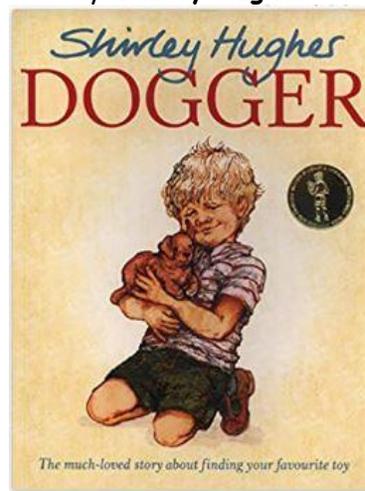
The Twits
by Roald Dahl



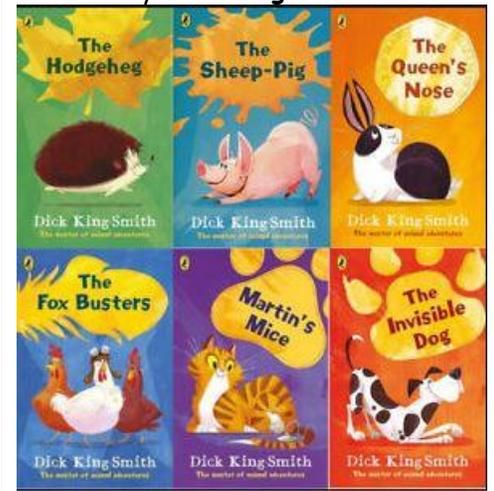
The Tear Thief
by Carol Anne Duffy



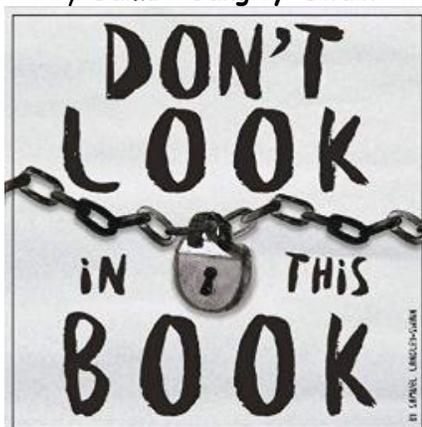
Dogger
by Shirley Hughes



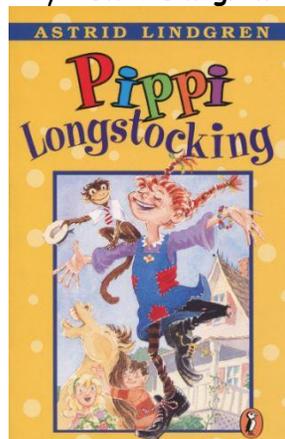
Collection of Books
by Dick-King Smith



Don't Look in this Book
by Samuel Langley-Swain

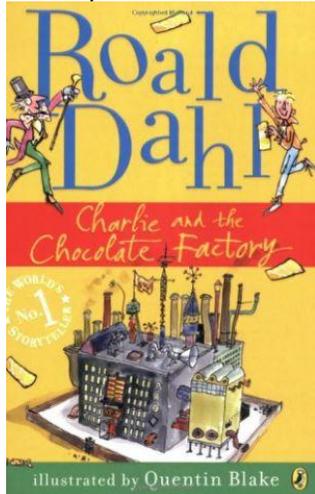


Pippi Longstocking
by Astrid Lindgren

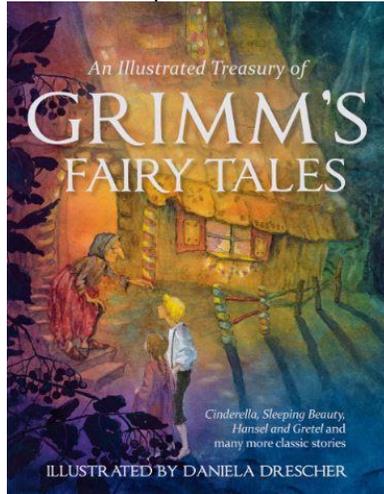


Love to Read? In Year 2? Try these . . .

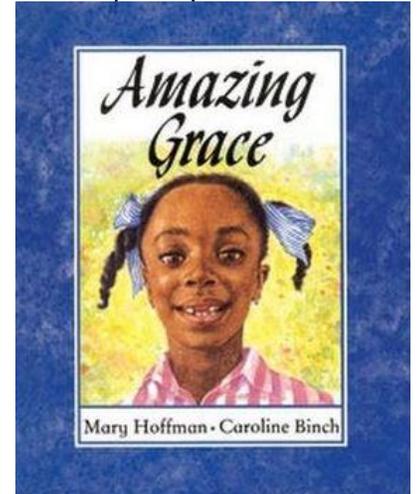
Charlie and the Chocolate Factory
by **Roald Dahl**



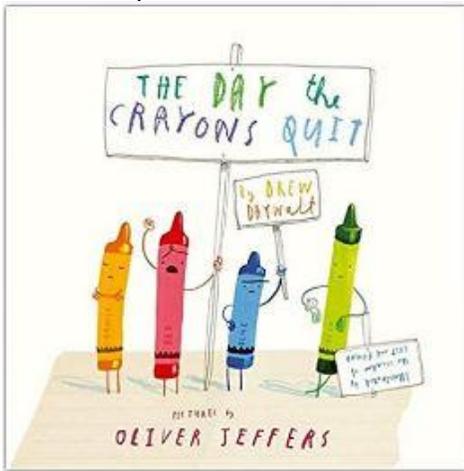
Grimm's Fairy Tales
Illustrated by **Daniella Drescher**



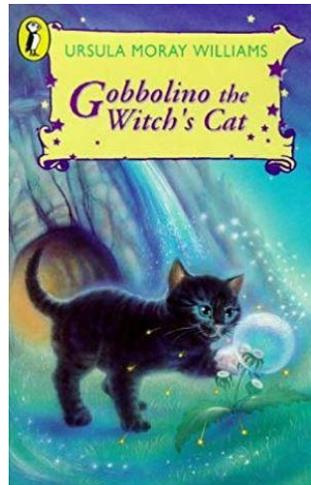
Amazing Grace
by **Mary Hoffman**



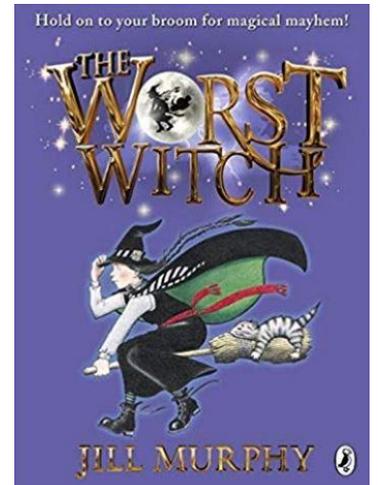
The Day the Crayons Quit
by **Oliver Jeffers**



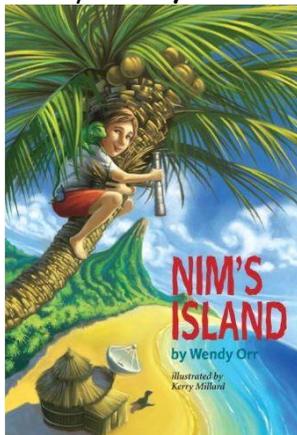
Gobolino the Witch's Cat
by **Ursula Moray Williams**



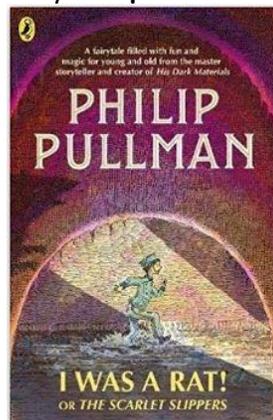
The Worst Witch
by **Jill Murphy**



Nim's Island
by **Wendy Orr**

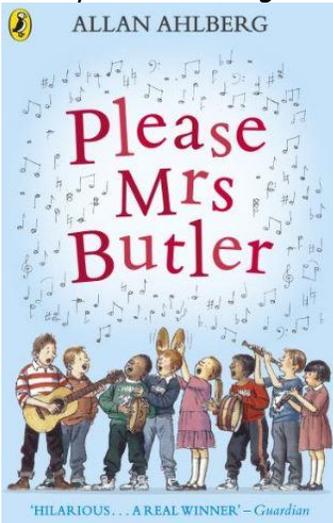


I was a Rat!
by **Philip Pullman**

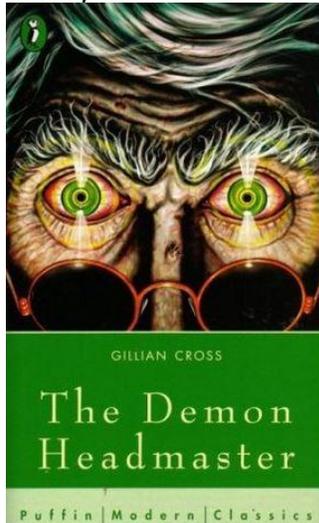


Love to Read? In Year 3? Try these . . .

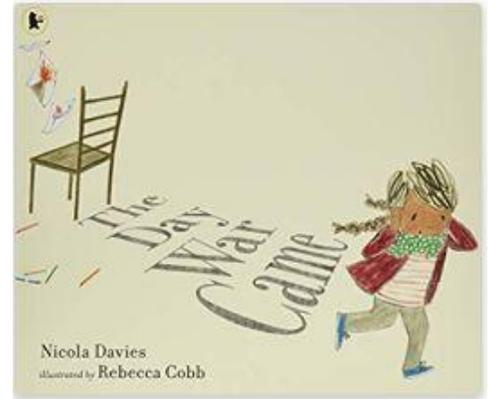
Please Mrs Butler
by Allan Ahlberg



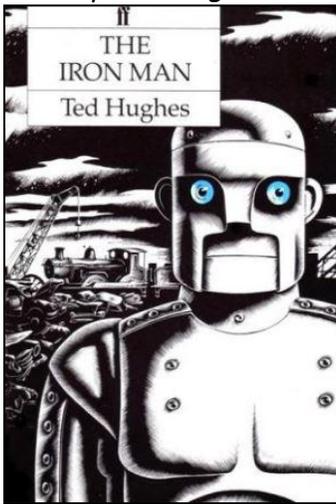
The Demon Headmaster
by Gillian Cross



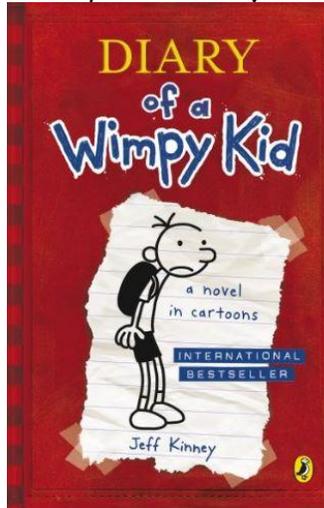
The Day The War Came by Nicola Davies & Rebecca Cobb



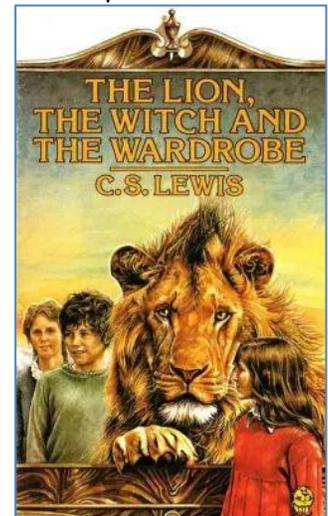
The Iron Man
by Ted Hughes



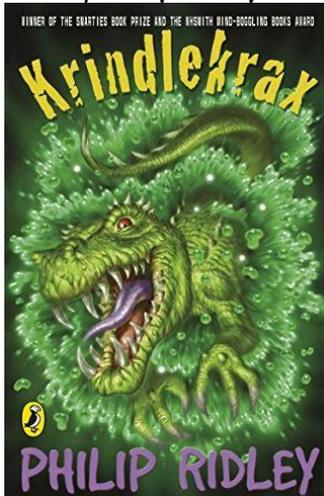
Diary Of A Wimpy Kid
by Jeff Kinney



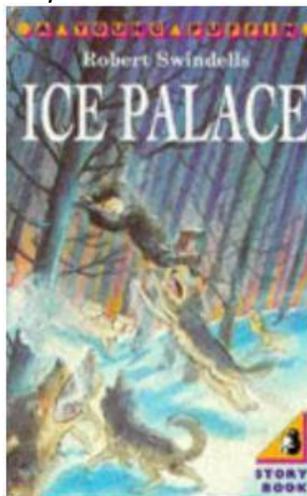
The Lion the Witch and the Wardrobe
by C.S.Lewis



Krindlekrax
by Philip Ridley

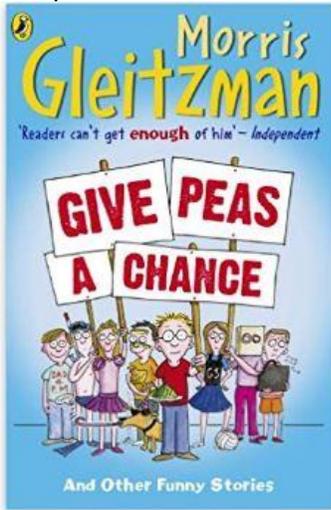


Ice Palace
by Robert Swindells

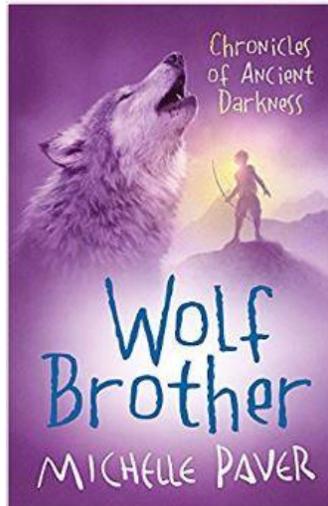


Love to Read? In Year 4? Try these . . .

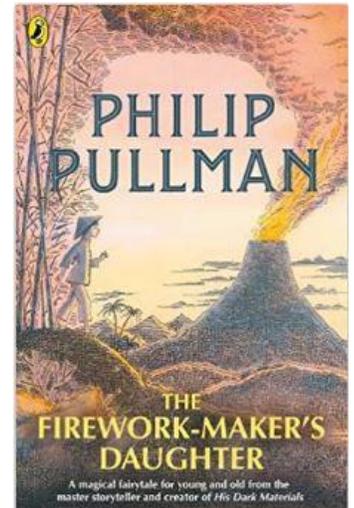
Give Peas a Chance
by Morris Gleitzman



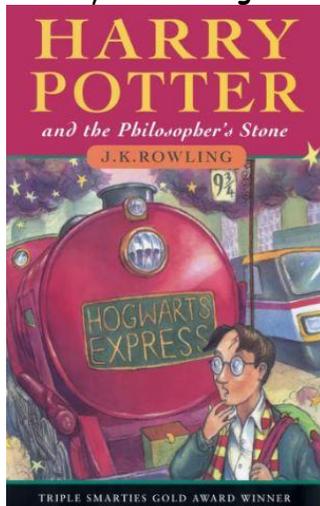
Wolf Brother
by Michelle Paver



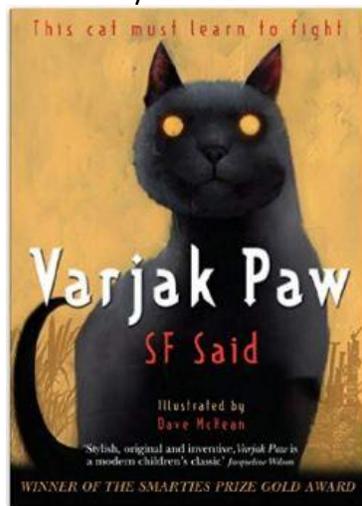
The Firework-Maker's Daughter
by Philip Pullman



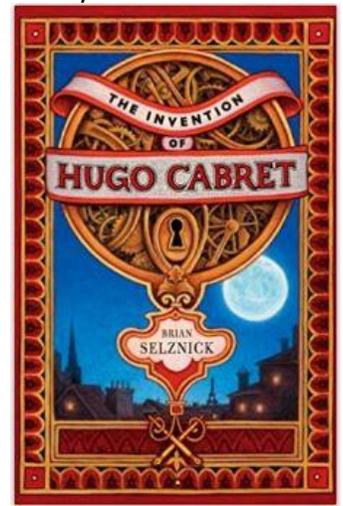
Harry Potter
by JK Rowling



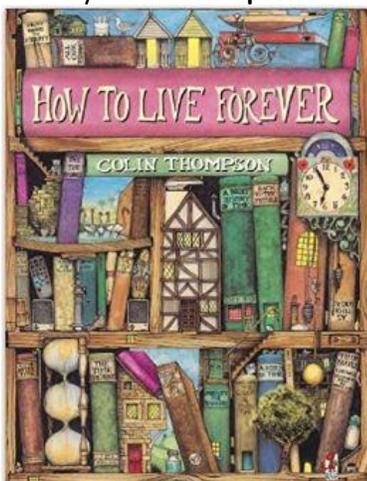
Varjak Paw
by SF Said



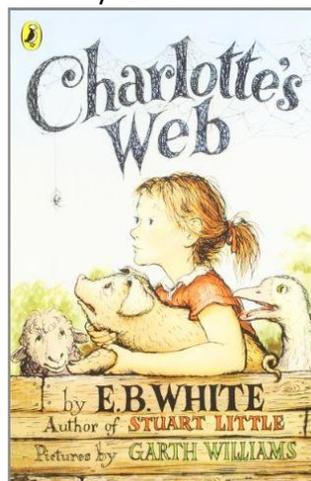
The Invention Of Hugo Cabret
by Brian Selznick



How To Live Forever
by Colin Thompson

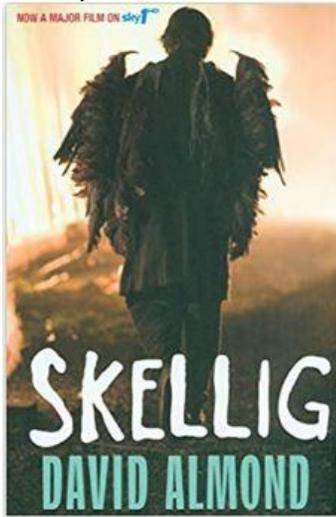


Charlotte's Web
by EB White

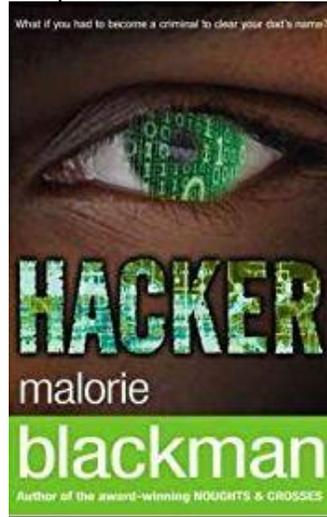


Love to Read? In Year 5? Try these . . .

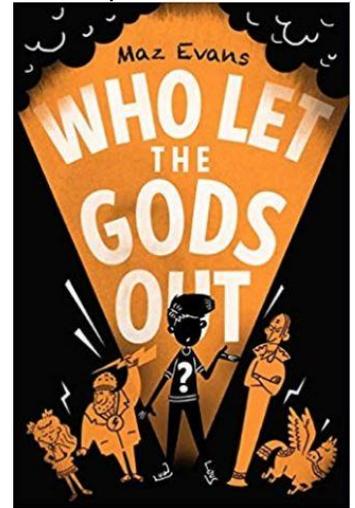
Skellig
by David Almond



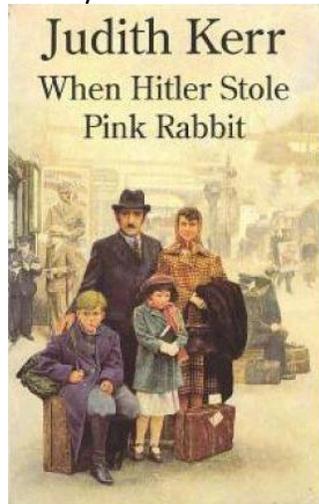
Hacker
by Malorie Blackman



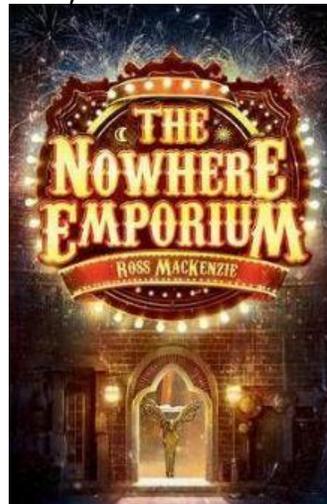
Who Let The Gods Out?
by Maz Evans



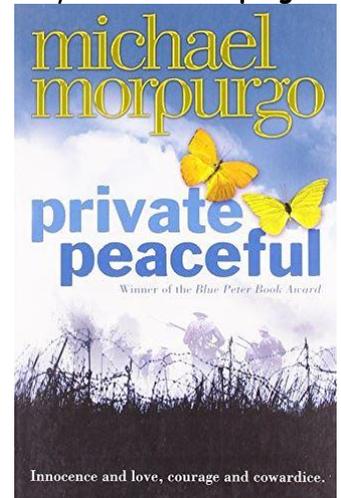
When Hitler Stole Pink Rabbit
by Judith Kerr



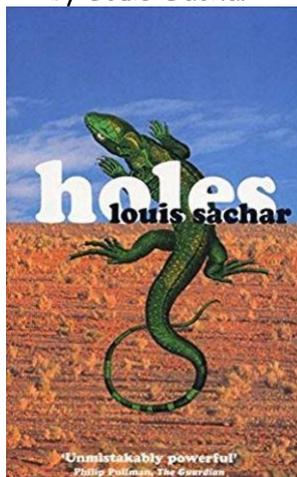
The Nowhere Emporium
by Ross Mackenzie



Private Peaceful
by Michael Morpurgo



Holes
by Louis Sachar

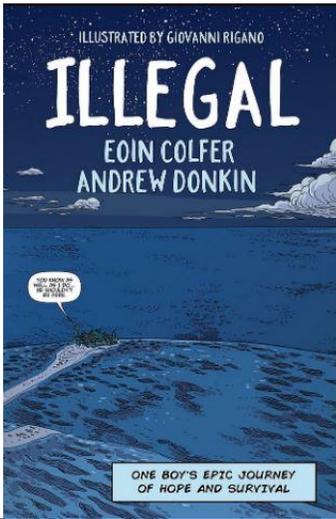


The Land Of Neverendings
by Kate Saunders

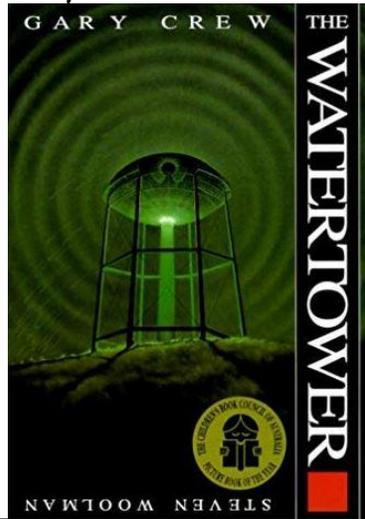


Love to Read? In Year 6? Try these . . .

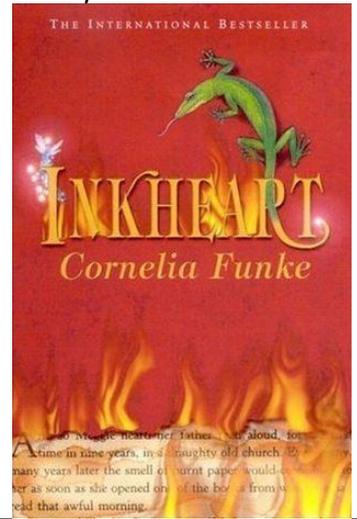
Illegal
by Eoin Colfer & Andrew Donkin



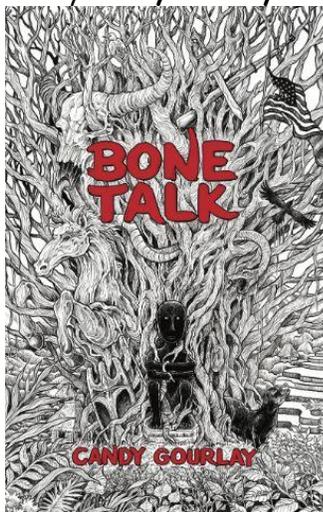
The Watertower
by Gary Crew & Steven Woolman



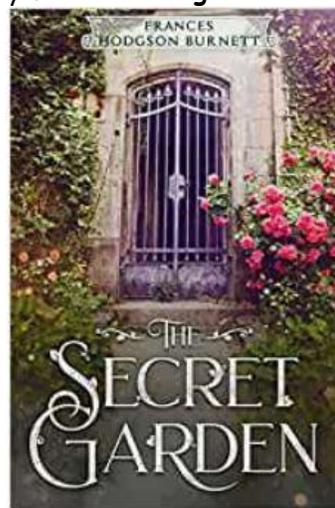
Inkheart
by Cornelia Funke



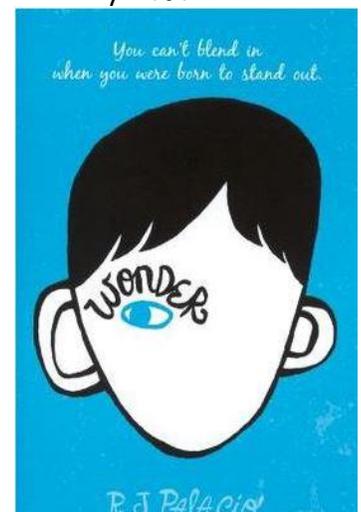
Bone Talk
by Candy Gourlay



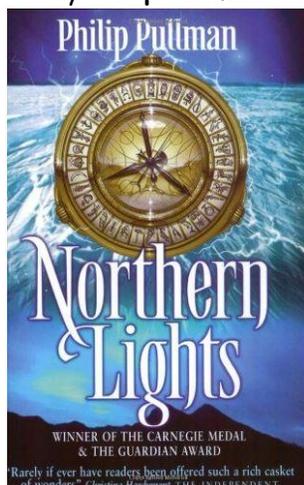
The Secret Garden
by Frances Hodgson Burnett



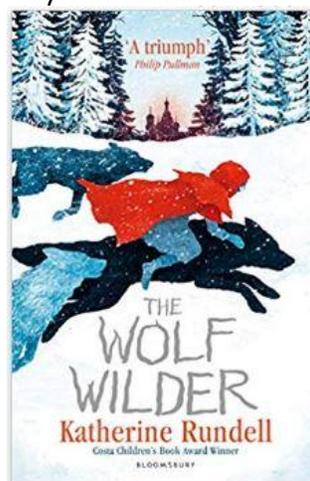
Wonder
by R.J. Palacio



Northern Lights
by Philip Pullman



The Wolf Wilder
by Katharine Rundell



The Hobbit
by J.R.R. Tolkien

