



JLA: Reconnected

Contents

- Safety
- Reconnecting
- Values
- English
- Maths
- Art
- Science
- PE

Connecting safely

Online safety

Keeping each other safe -

- keep your distance
- protect your bubble - catch it, kill it, bin it
- wash your hands

Our learning skills

Routine and structure

Clear values

Clear expectations

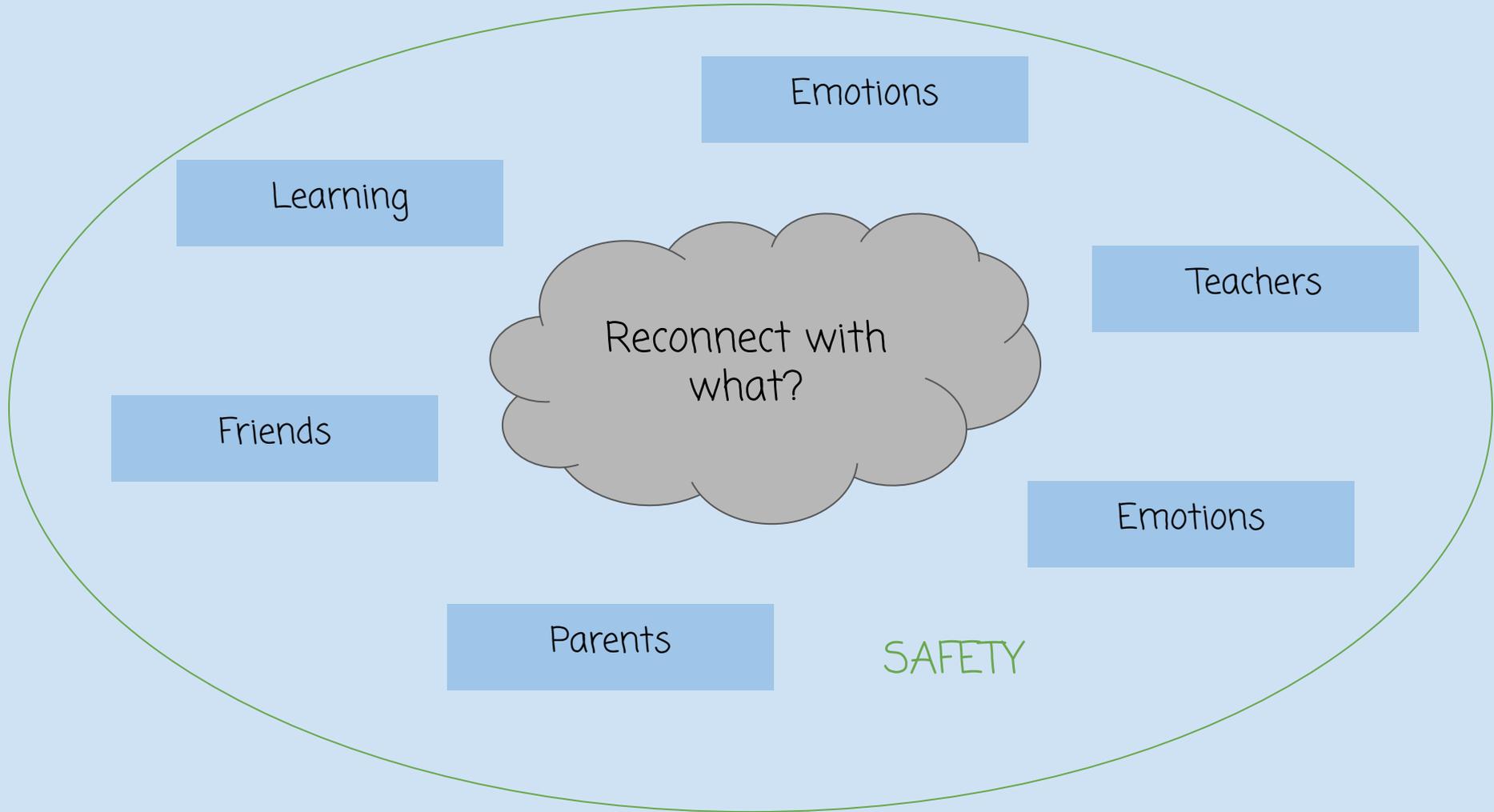
How will we ensure our children feel safe?

Core learning skills

Having a common goal

Zones of regulation

Having a sense of team



Values

Alongside the learning skills, these will underpin everything we do. We will have a refocus; looking at just 5 key values:

Appreciation

Respect

Courage

Hope

Kindness

What do they mean?

Why are they important?

How can we show them?

What might happen if we didn't use them?



[Find out how.](#)



Clear expectations

- We take pride in our work
- We revisit work to improve it.
- We have respect for our friends/teachers and for property.
- We listen to each other.

Zones of regulation

- Children can talk about the different zones.
- Children know what to do to self regulate.

Core skills

- Reconnecting with learning and returning to a familiar structure.
- Building self esteem.
- Phonics/Spelling
- Reading
- Maths
- Handwriting
- Creative writing
- PE

Learning skills

- School wide focus on 4 of our learning skills:
- Collaboration (Collaboratadon)
- Resilience (Stickasaurus, problem solving)
- Aiming high (Solvasaurus Rex)
- Communication (Sharadactyl)
- Children can talk about these learning skills and give examples of where they have used them.

What will this look like?



Teachers will say and do:

- What values/learning skills are we using/have we used?
- How can ***** help us here?
- Remember to aim high with your work
- We will need to collaborate to be successful.
- Have you shown respect to your team?
- Aren't we lucky to have all these resources - we must appreciate them.
- Who has aimed high today?
- Why was that successful? Why was it not as successful as it could have been?

Record things children have said/done in observation notebook. Highlight to the children the skills/values they are using or will need to use.

Children will say and do:

- I will try again.
- You're finding that tricky - can I help you?
- I won't give up - I need to be more resilient.
- My work could be better - I want to be proud of it.
- I'm in the learning pit - what can I do?
- Mistakes help me learn.
- I can't do it yet.
- ***** value/skill will help me here.
- You were really brave.
- We are lucky to have this opportunity

Use age appropriate vocabulary to describe values and skills

Appreciation

Respect

Courage

Hope

Kindness

Collaboration

Resilience

Aiming High

Communication

3rd & 4th September

Opportunities to share our memory boxes
and our lockdown journeys.

Get to know your class.

Lots of opportunities for play and chat!

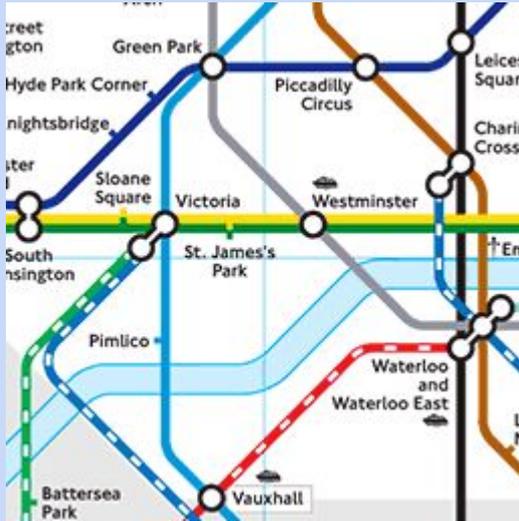
Talk about class expectations

Talk about the zones of regulations

Begin looking at roles and responsibilities
within class - set up monitors etc.



WVB 7th Sept & WVB 14th Sept - a HUGE focus on values and learning skills



What does each value mean?

Link values to the lockdown journey we have all been on.

Create a display in the classroom featuring these values. This might be done using a train map whereby each line represents a different value. Your display must:

- ★ Be created with the children.
- ★ Be a working wall/reference point.
- ★ Feature photos of the children showing these values.
- ★ Contain vocabulary which you expect to hear when children are referring to these values (Sophie M)
- ★ It might include symbols. For example the rainbow which has symbolised respect and appreciation throughout lockdown.
- ★ Your map should have no final destination.

Appreciation

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Aiming High

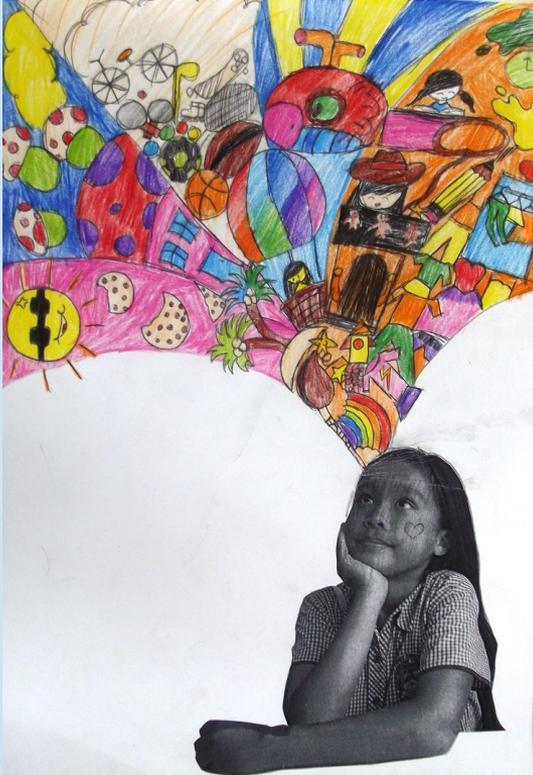
Communication

Some ideas as to how you might look at the values and learning skills

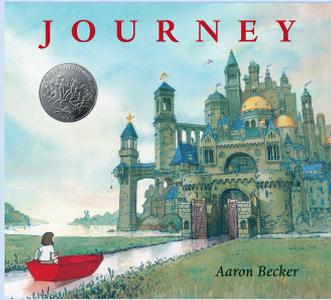
- ★ Look at and discuss artwork portraying values, e.g. NHS staff during lockdown - create your own piece of artwork for one of the values
- ★ Look at symbols which represent the different values
- ★ Find quotes about the different values - write your own quotes
- ★ Learn a poem about values and perform it - what learning skills do we need?
- ★ Role plays scenarios
- ★ Introduce the book [Journey](#) - look at the values and explore how these are shown in the book and how these are important on our own lockdown journey
- ★ Take the idea of a door - the mystery of a door - where does it lead? Children create a small door, behind it is all about me.
- ★ Start to think about art work - think about the different values and what these will look like at different stages during the project
- ★ Establish reflection time and plan, do, review as part of daily practice



Values and Learning Skills - more ideas...



- ★ Think about hopes for the future - what would you like to see in your memory box at the end of the school year?
- ★ Think about being kind to yourself (healthy body, healthy mind) - Create a piece of *What's inside my mind?* Artwork -link to going through a door(Journey)
- ★ Think about times when you need to show courage - link to zones of regulation and strategies to use if you are worried about something
- ★ Create learning pit display with the class - not just wallpaper
- ★ EYFS/ KS1 - Create 'life size' learnasaurus and fill with relevant vocab - could KS2 do something similar?
- ★ Mindmap what we remember about maths/english to rebuild confidence in learning



WB 7th Sept & WB 14th Sept - ENGLISH

Collaboration
Resilience
Aiming High
Communication

Take time to look closely explore the text and pictures - use reading skills

Oral storytelling / drama / role play

Link to [book](#)

Focus on core skills: punctuation, sentence construction, spelling, handwriting

How do we re-engage children and rebuild their confidence writing?

Link to values - explore characters' emotions and motivations

Make writing feel special - engaging pieces / writing frames

Lots of opportunities to write - at least 2-3 short pieces

Link to [planning ideas](#) and [pictures](#) of other schools' writing

Appreciation

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Resilience

MATHS

Aiming High
Communication



Our maths plans are based on the [White Rose Schemes of Learning](#). They are adapted by teachers to meet the various needs of the children in their class. Extra challenge and support is provided as required.

In the Autumn term we reinforce learning around place value. As children missed some of their time in reception, we are spending longer on this vital concept.

1. Place value (within numbers to 10)
2. Addition and subtraction (within numbers to 10)
3. Place value (within numbers to 20)

This includes sorting numbers, counting reading and writing numbers, counting 1 more and 1 less.

[The White Rose weekly overview is here](#). This may be adapted by teachers, but gives you an idea of what is being taught over the term.

There will be an emphasis on **concrete maths** (manipulating hands-on resources to develop an understanding of concepts:

pictorial maths - using pictures and diagrams to help reason and solve problems;
abstract maths - children can solve more abstract mathematical problems, supported by concrete and pictorial work.)

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MATHS at home

Aiming High
Communication



Our objectives for w/c 21st September are:

- To count forwards to 10
- To count backwards from 10
- To show one more and one less within 10

Links to the White Rose videos and worksheets will be uploaded onto Google classroom if your child is self-isolating

Appreciation

Respect

Courage

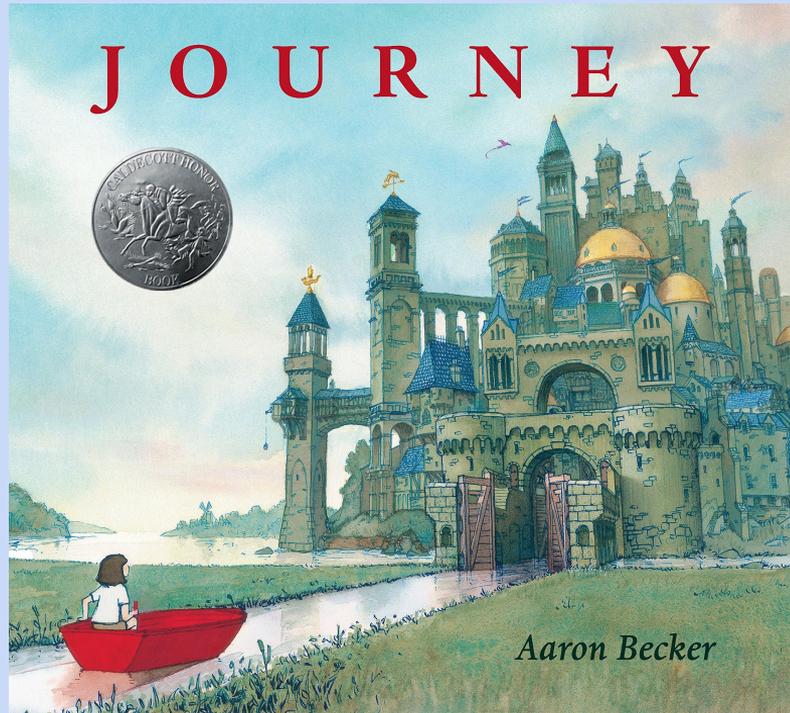
Hope

Kindness

Having a sense of team

Reading and Writing

Having a common goal



- Art and language work linked to this book
- Children to choose which land to create based on what they would like to be behind their imaginary door.
- Link to writing - each year group will plan their writing around the land that the children choose to create.
- This is a project designed to incorporate the values.

This work is intended to support the idea that we have all been a metaphorical journey over the last few months.

Appreciation

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Collaboration

Resilience

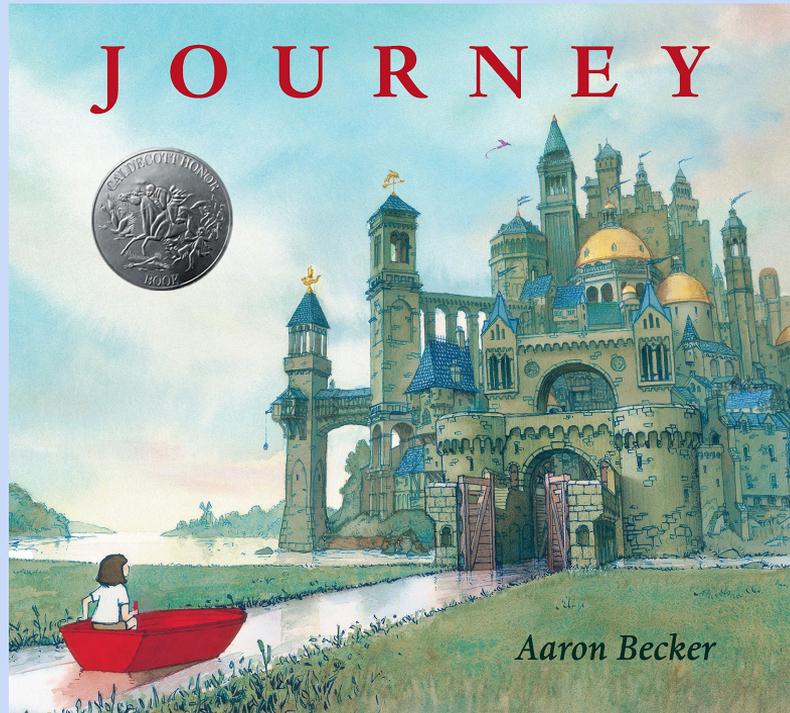
Aiming High

Communication

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In year 1 we are practicing saying, remembering and writing full sentences. We use SAM to help us remember:

Capital letter

Full stop

Finger spaces

Phonics

Handwriting Meet SAM

	
Full stops	Capital letters
	
Handwriting	Finger spaces
	
Phonics	SAM

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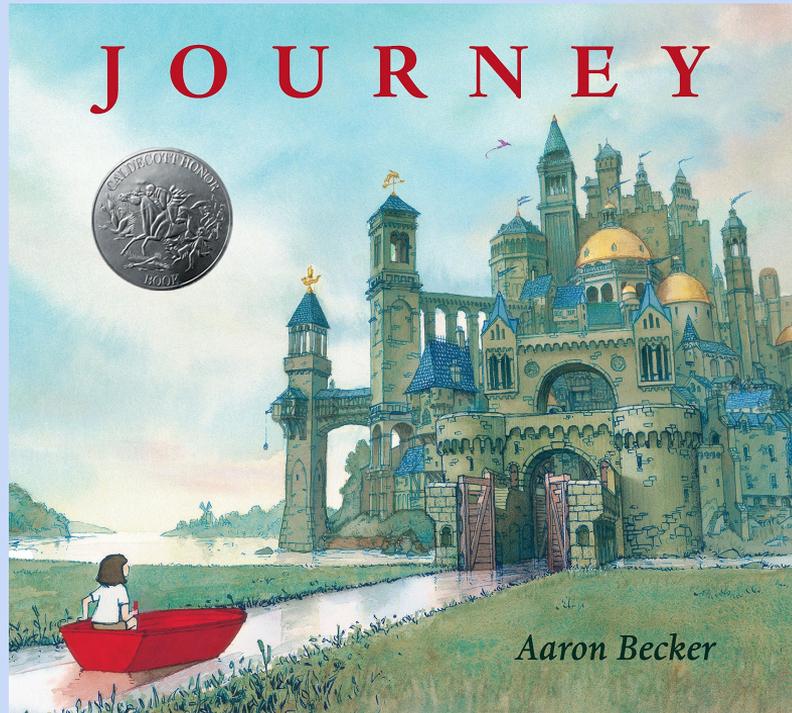
Aiming High

Communication

Having a sense of team

Reading and Writing at home

Having a common goal



This week we are looking at the book Journey.

Speaking and Listening

Look at the front cover of the book

- What do you think the book is about?
- What can you see?
- What journey is she on?
- Have you been on a journey?
- Where did you go?
- How did you get there?
- What did you see?

Writing

Write a sentence about a journey you have been on.

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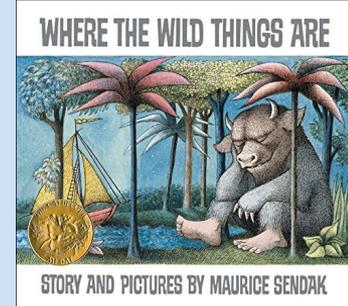
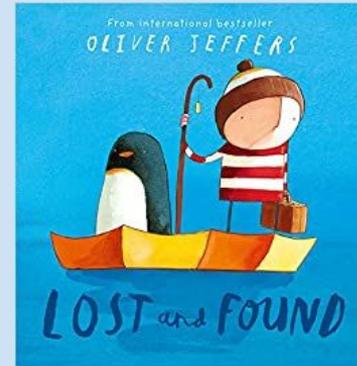
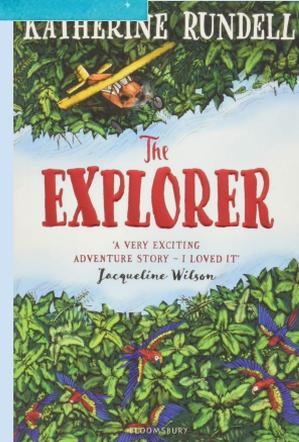
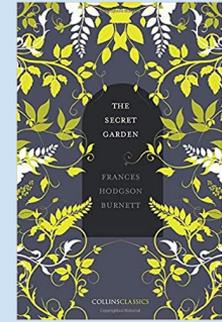
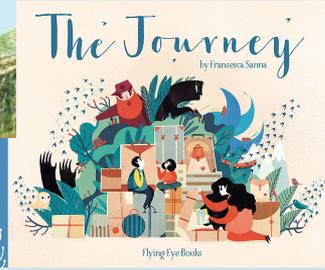
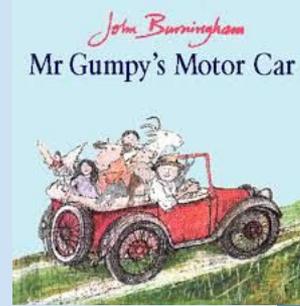
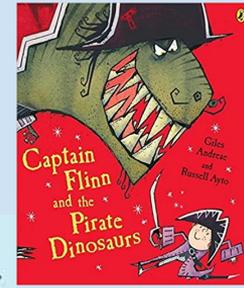
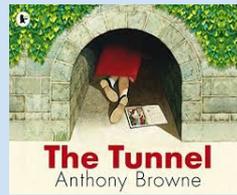
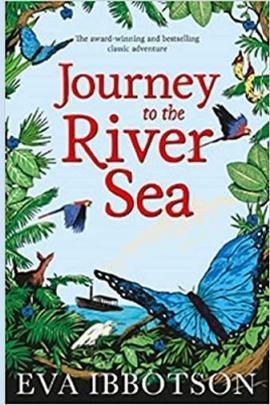
Collaboration

Resilience

Aiming High

Communication

Books linked to journeys
and doors.



SCIENCE



IT'S LIKE
MAGIC
BUT REAL

WB 12th Oct & 19th Oct

SCIENCE



IT'S LIKE
MAGIC
BUT REAL

2 Science weeks!

	Year 1
Autumn Term	Everyday materials Seasonal changes
Spring Term	Plants Seasonal changes
Summer Term	Animals, including humans Seasonal changes

Classifying and sorting materials Performing simple tests

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

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SCIENCE



IT'S LIKE
MAGIC
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Science at home

SCIENCE



IT'S LIKE
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Everyday materials
Seasonal changes

This page will be updated in
Google classroom in the event
of children needing to continue
their learning remotely.

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Communication

Progression of art skills - sculpture

EYFS

Use of malleable materials.
Look at different sculptures.



Year 1 & 2

Cardboard structures -
create slots and find
different ways of joining -
not simply sticking boxes
together.

Focus on collage - texture.
Consider layering -
background, middleground
and foreground.

Painting - Different size
paint brushes, colour mixing

Look at different sculptures.

Year 3 & 4

Modroc and using an
armature - paper and tape
to create a frame.

Joining methods

Proportion and size

Layering

Painting - colour mixing,
layering to create texture,
light and dark, printing,
consider paintbrush size.

Look at different sculptures.

Year 5 & 6

Mixed media, textiles,
moving parts.

Batik? Origami?

Proportion and size.

How to manipulate
different materials -
folding, cutting, tearing,
bending, sawing etc.

Joining and finishing

Purpose

Look at different
sculptures.