



JLA: Reconnected

Contents

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

How will we ensure our
children feel safe?

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graph TD; A([How will we ensure our children feel safe?]) --> B[Our learning skills]; A --> C[Routine and structure]; A --> D[Clear expectations]; A --> E[Having a common goal]; A --> F[Having a sense of team]; A --> G[Zones of regulation]; A --> H[Core learning skills]; A --> I[Clear values];
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Our learning skills

Routine and structure

Clear expectations

Having a common
goal

Having a sense of
team

Zones of regulation

Core learning skills

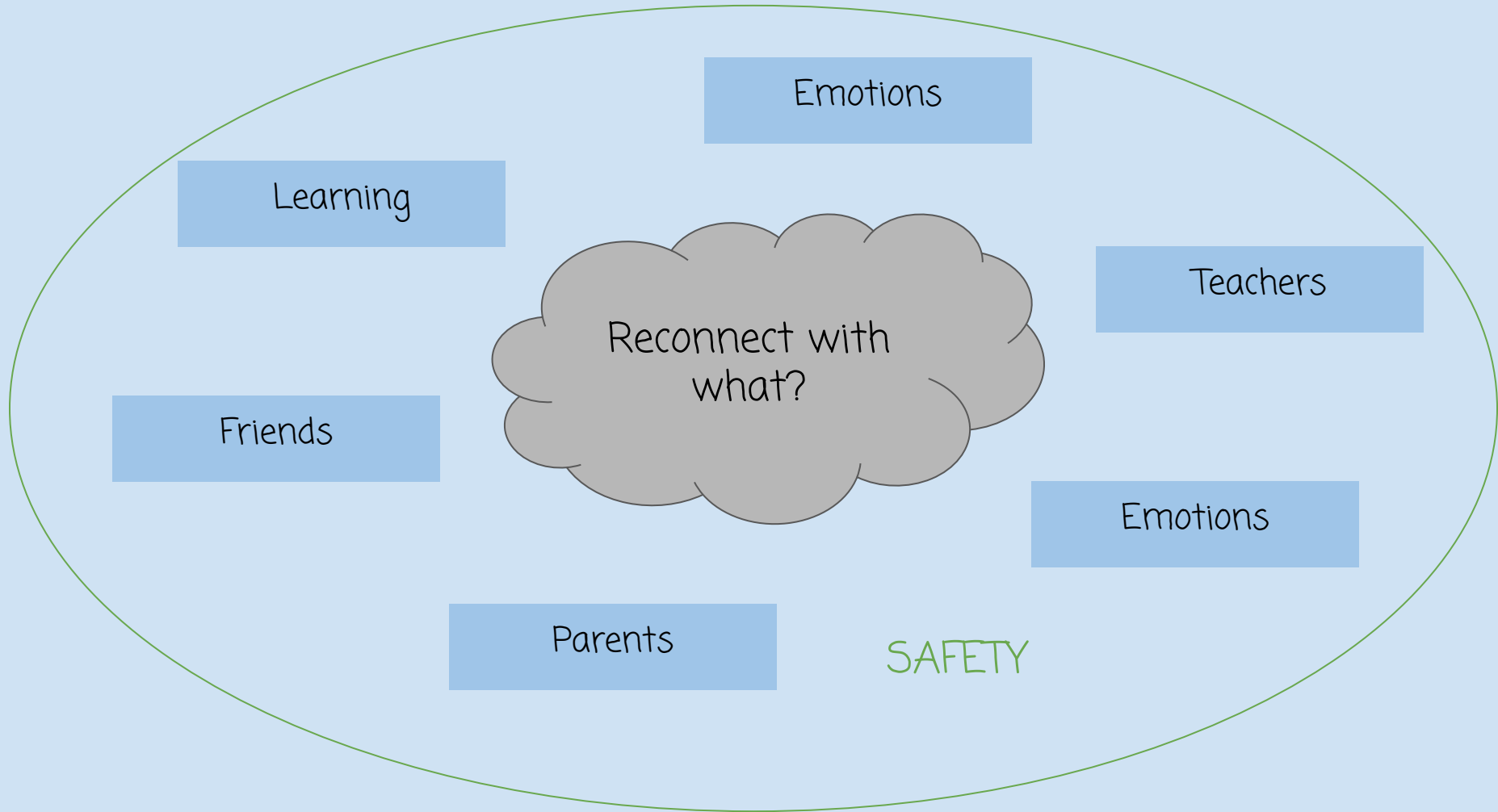
Clear values

Connecting safely

Online safety

Keeping each other safe -

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



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!

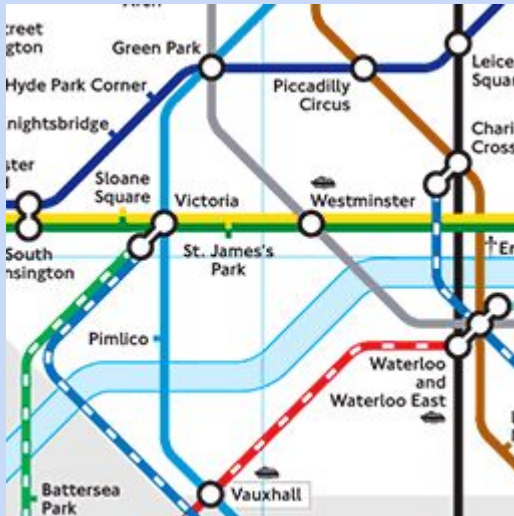
Talk about class expectations

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? Unpick this relentlessly. 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

Respect

Courage

Hope

Kindness

Collaboration

Resilience

Aiming High

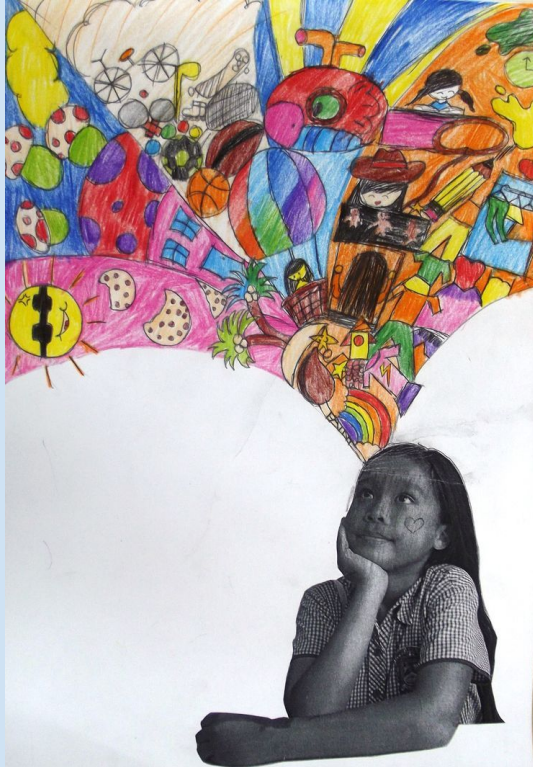
Communication

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
- ★ 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
- ★ EYFS/ KS1 - Create 'life size' learnasaurs and fill with relevant vocab
- ★ Mindmap what we remember about maths/english to rebuild confidence in learning



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 year 1, we are spending longer on this vital concept.

1. Ensuring a good foundation of working with numbers up to 20
2. Place value (within numbers to 20 and then 50 and 100)
3. Beginning to use the whole-part model
4. <https://whiterosemaths.com/resources/primary-resources/primary-sols/>

[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.)

Collaboration
Resilience

MATHS at home

Aiming High
Communication



Our objectives for w/c 21st September are:

- To count objects to 100 and represent numbers to 100
- To recognise tens and ones using a part-whole model.
- To do addition using tens and ones

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

[Link to this week's slides.](#)

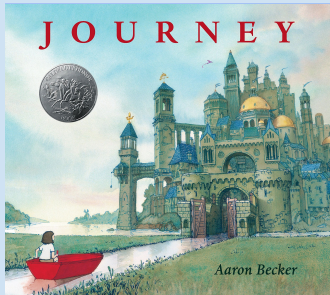
Appreciation

Respect

Courage

Hope

Kindness



WB 7th Sept & WB 14th Sept - ENGLISH

Collaboration
Resilience
Aiming High
Communication

Link to [book](#)

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

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

Oral storytelling /
drama / role play

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

Respect

Courage

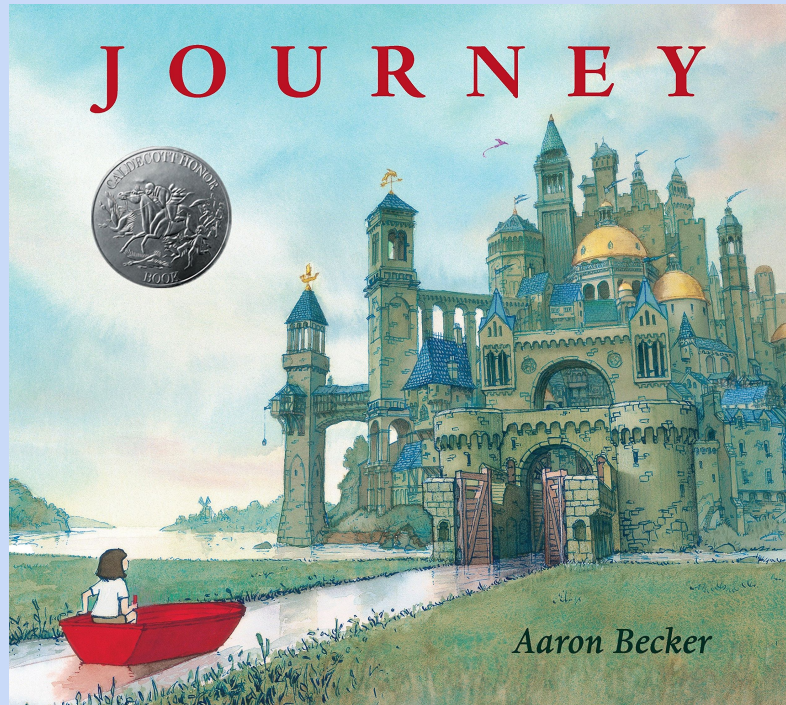
Hope

Kindness

Having a sense of
team

WVB 21st Sept & WVB 28th Sept

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

Respect

Courage

Hope

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Collaboration

Resilience

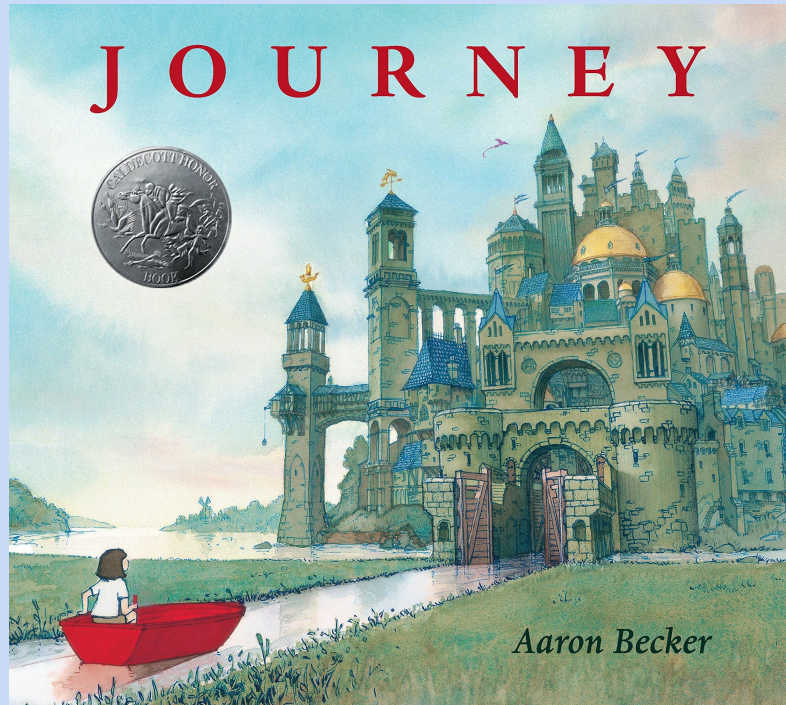
Aiming High

Communication

Having a sense of
team

Reading and Writing

Having a common
goal



Reading: We will review the level that all children are reading at to ensure they are accessing appropriate books. Phonics assessments will be carried out on the children over the next couple of weeks.

Through Whole Class Guided Reading, each class will be reading a fiction book; George's marvelous medicine, Anna Hibiscus and The owl Who Was Afraid of the Dark. They will also be reading a range of non fiction texts to practise and develop the skills of retrieval, word understanding, comparison, inference, prediction and summary by using the reading domains.

All children should be reading at home every day for 15 minutes. When they have finished a book, they should complete an activity in their reading journal.

Appreciation

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Collaboration

Resilience

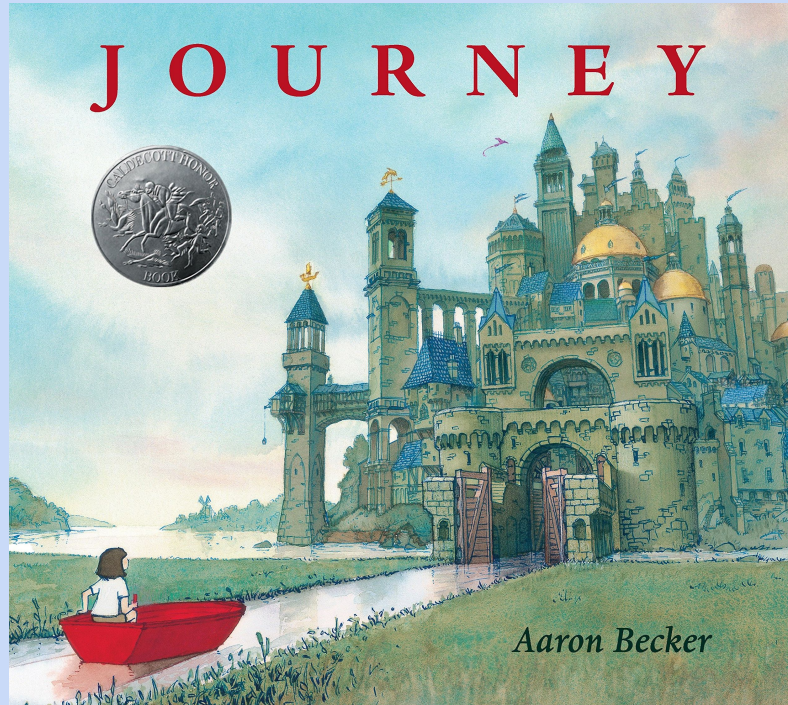
Aiming High

Communication

Having a sense of
team

Reading and Writing at home

Having a common
goal



This week (w/c 21st Sept), we will be looking at the book Journey. We will be exploring the 5 senses and writing a descriptive piece of writing based on a picture from the book.

[Here is a link to the lesson slides.](#)



Appreciation

Respect

Courage

Hope

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Collaboration

Resilience

Aiming High

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.

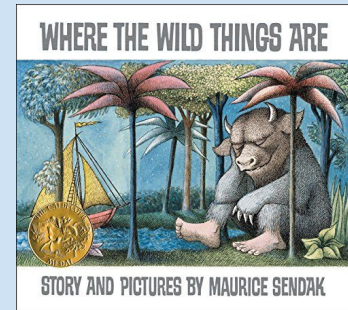
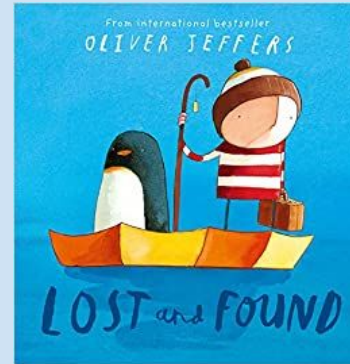
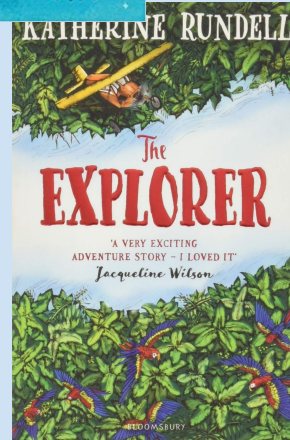
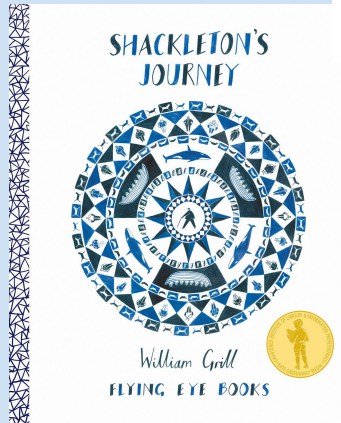
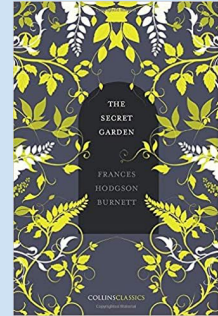
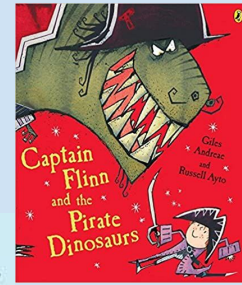
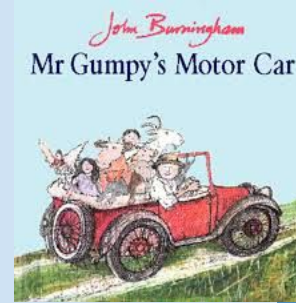
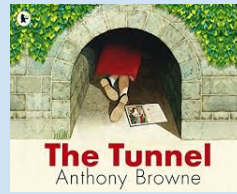
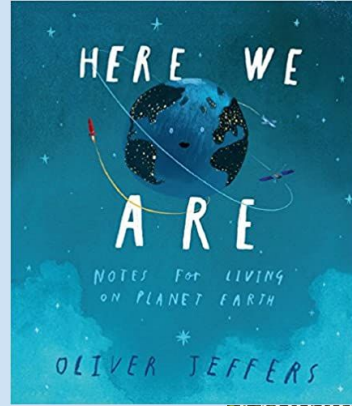
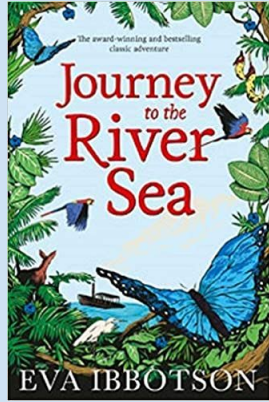
How to manipulate
different materials -
folding, cutting, tearing,
bending, sawing etc.

Joining and finishing

Purpose

Look at different
sculptures.

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 2
Autumn Term	Everyday materials
Spring Term	Plants
Summer Term	Living things and habitats Animals, including humans

Appreciation

Respect

Courage

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Collaboration

Resilience

Aiming High

Communication

Core science skills, concepts and knowledge



Working Scientifically:

During year 2, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- *asking simple questions and recognising that they can be answered in different ways
- *observing closely, using simple equipment
- *performing simple tests
- *identifying and classifying using their observations and ideas to suggest answers to questions
- *gathering and recording data to help in answering questions.



Everyday Materials:

Pupils should be taught to:

- * identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- *find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

SCIENCE



IT'S LIKE
⚡MAGIC⚡
BUT REAL

Science at home

SCIENCE



IT'S LIKE
⚡MAGIC⚡
BUT REAL

Everyday materials

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

Appreciation

Respect

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Aiming High

Communication