



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

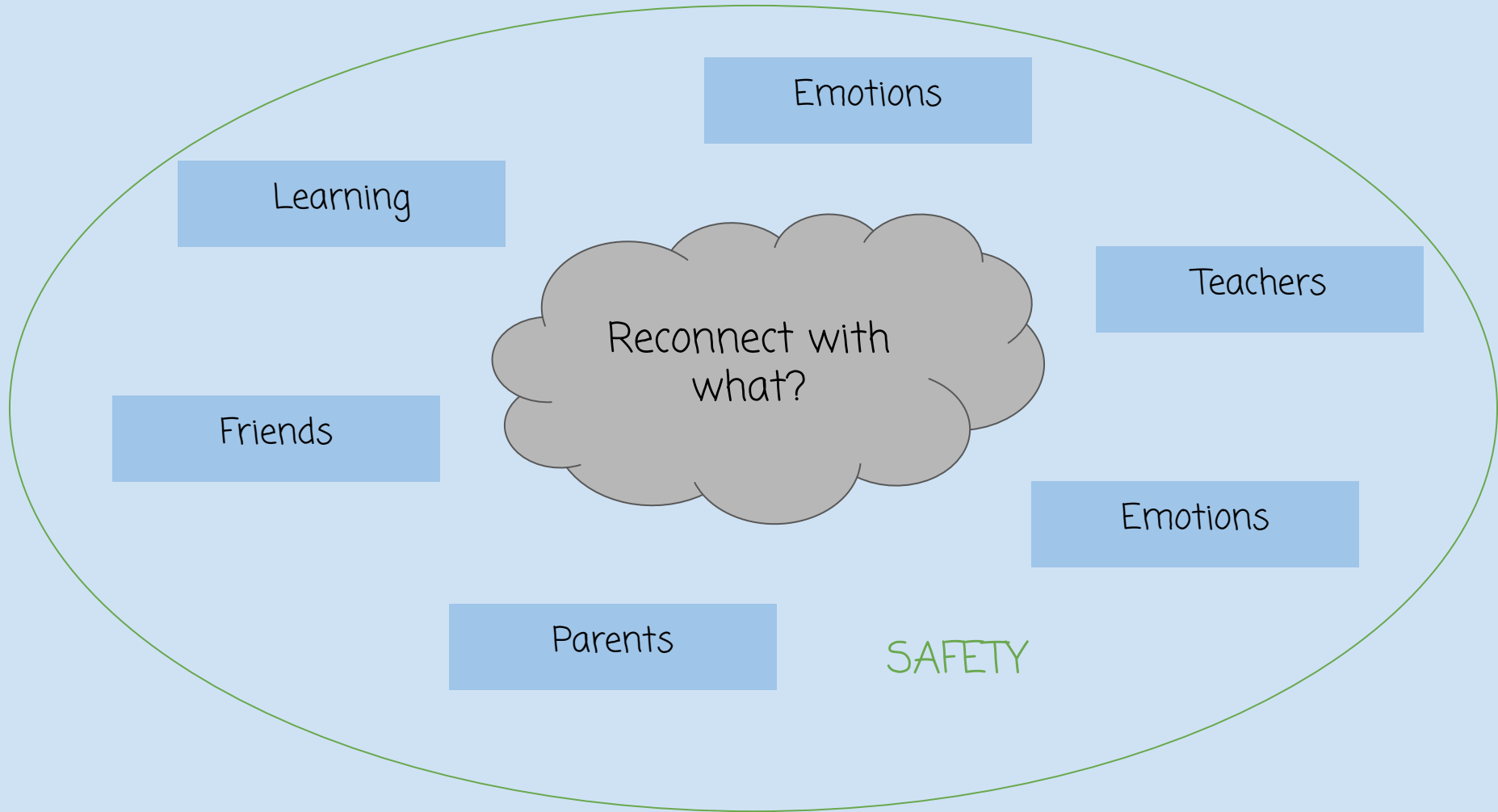
Connecting safely

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!

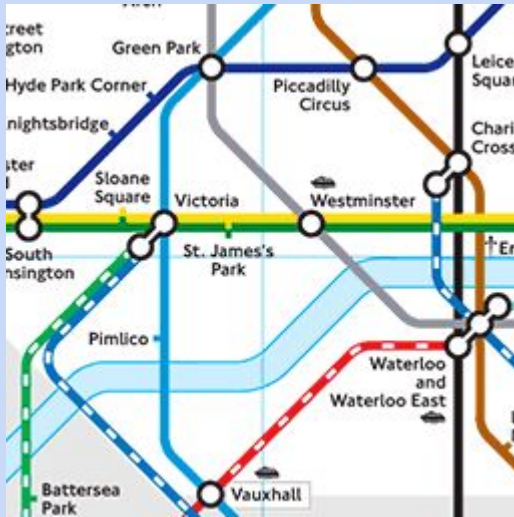
Talk about class expectations

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

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Resilience

Aiming High

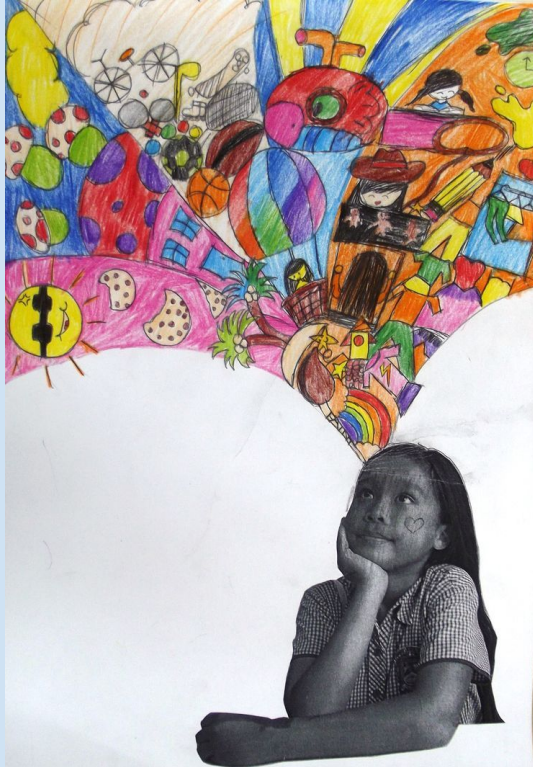
Communication

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
- ★ Mindmap what we remember about maths/english to rebuild confidence in learning

Collaboration
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 number.

Place Value

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit

Round any whole number to a required degree of accuracy

Use negative numbers in context, and calculate intervals across 0

Solve number and practical problems that involve all of the above.

Addition, subtraction, multiplication and division

Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication

Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context

Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context

Perform mental calculations, including with mixed operations and large numbers.

Identify common factors, common multiples and prime numbers

Use their knowledge of the order of operations to carry out calculations involving the 4 operations

Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why

Solve problems involving addition, subtraction, multiplication and division

Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

[The White Rose weekly overview is here](#). This may be adapted by teachers,

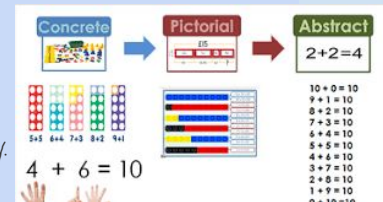
but gives you an idea of what is being taught over the term.

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.)



Appreciation

Respect

Courage

Hope

Kindness

Collaboration
Resilience

MATHS at home

Aiming High
Communication



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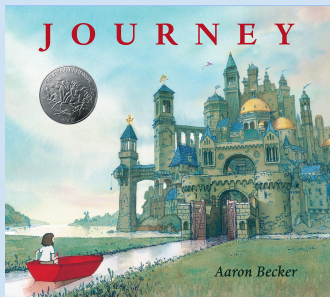
Appreciation

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

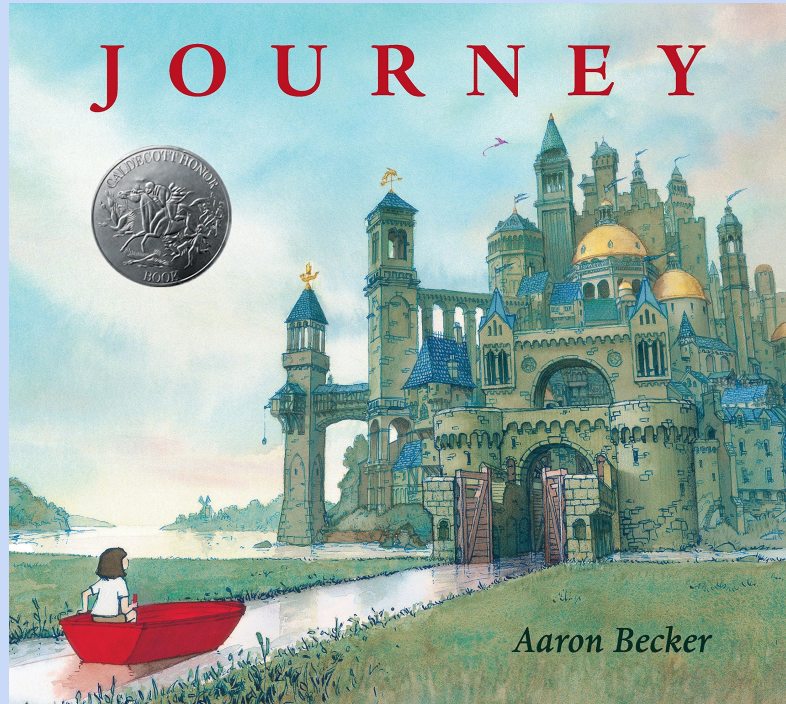
Hope

Kindness

Having a sense of
team

WB 21st Sept & WB 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

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Aiming High

Communication

Having a sense of team

Reading and Writing

Having a common goal

Key skills Autumn term:

Reading: We will review the level that all children are reading at to ensure they are accessing appropriate books. Through Whole Class Guided Reading, we will be reading Wonder as well as a range of non-fiction texts to practise and develop the skills of retrieval, word understanding, comparison, inference, prediction and summary.

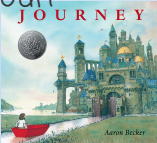


All children should be reading at home every day for 15 minutes. When they have finished a book, they should complete an activity in their reading journal.

Writing: Initially we will be reviewing key grammar objectives from Year 5 to ensure children are secure before moving onto the Year 6 objectives. We will also be revising word types, various sentence punctuation and the Year 5/ 6 spelling list. The Year 5 objectives include:

- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun
- Using conjunctions, adverbs and prepositions to express time and cause
- To use fronted adverbials

The children will plan, draft, evaluate and edit writing based on our theme Journey.



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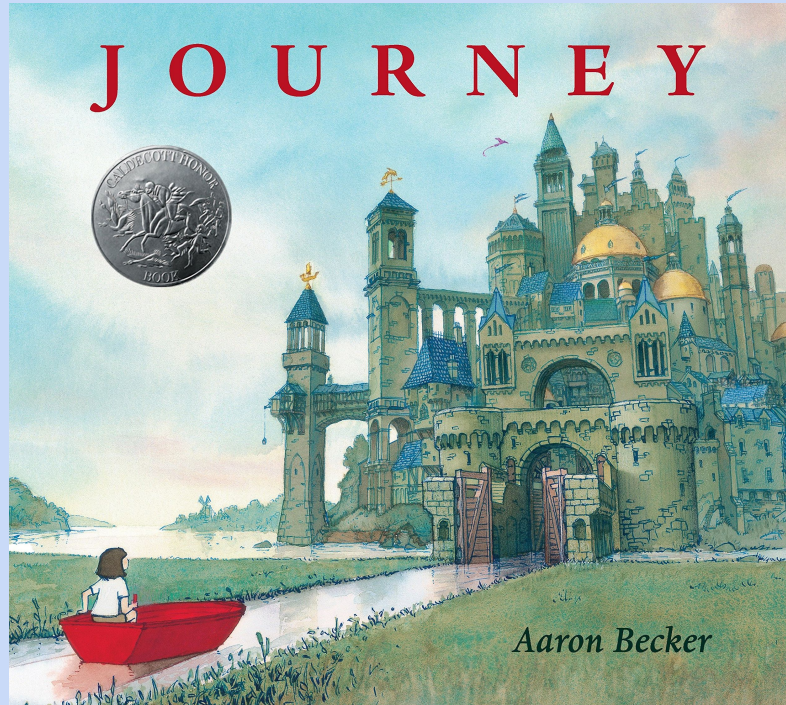
Aiming High

Communication

Having a sense of
team

English at home

Having a common
goal



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their learning remotely.

Appreciation

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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.

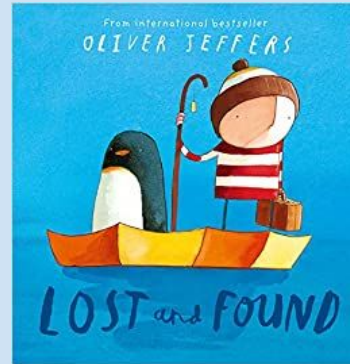
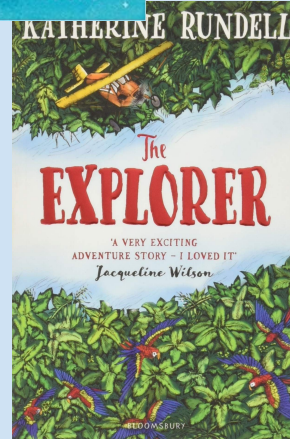
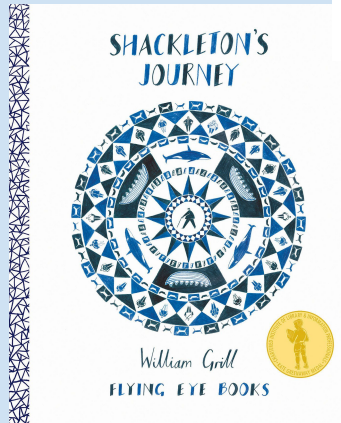
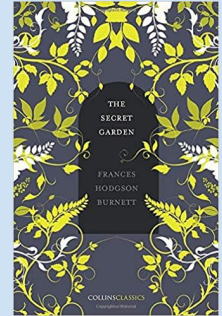
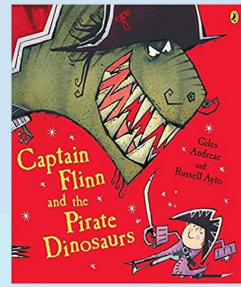
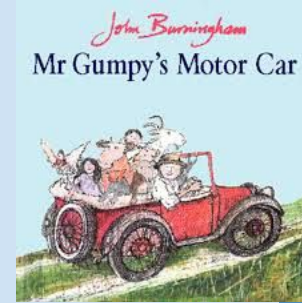
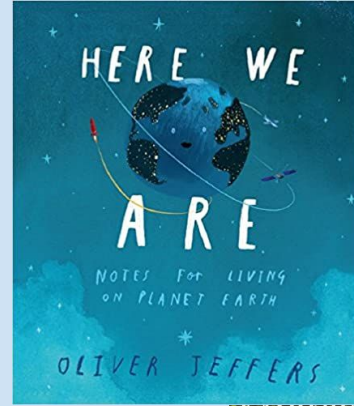
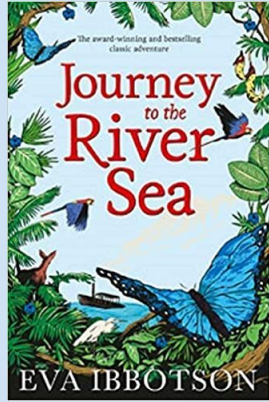
How to manipulate
different materials -
folding, cutting, tearing,
bending, sawing etc.

Joining and finishing

Purpose

Look at different
sculptures.

Books linked to journeys
and doors.



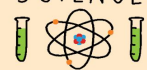
SCIENCE



IT'S LIKE
MAGIC
BUT REAL

WB 12th Oct & 19th Oct

SCIENCE



IT'S LIKE
MAGIC
BUT REAL

2 Science weeks!

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Everyday materials Seasonal changes	Everyday materials	Forces & Magnets Rocks	Sound Electricity	Earth & Space Forces	Light Electricity
Spring Term	Plants Seasonal changes	Plants	Light	States of Matter	Properties & changes of materials	Evolution
Summer Term	Animals, including humans Seasonal changes	Living things and habitats Animals, including humans	Plants Animals, including humans	Living things and habitats Animals, including humans	Living things and habitats Animals, including humans	Living things and habitats Animals, including humans

Appreciation

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Collaboration

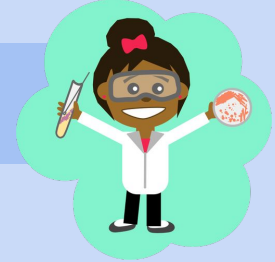
Resilience

Aiming High

Communication



Core science skills, concepts and knowledge



Working Scientifically (skills taught across year 5 and 6)

- To plan different types of scientific enquiries to answer questions, including recognising and controlling variables
- To take measurements, using a range of scientific equipment, with increasing accuracy and precision
- To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, & graphs
- To use test results to make predictions to set up further comparative and fair test
- To report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- To identify scientific evidence that has been used to support or refute ideas or arguments.

Light

- To recognise that light appears to travel in straight lines.
- To use the idea that light travels in straight lines to explain objects are seen because they give out or reflect light into the eye.
- To explain we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

- To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- To compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- To use recognised symbols when representing a single circuit diagram.

SCIENCE



IT'S LIKE
⚡MAGIC⚡
BUT REAL

Science at home

SCIENCE



IT'S LIKE
⚡MAGIC⚡
BUT REAL

Light Electricity

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Aiming High

Communication

PE

Year 6 will have PE on Friday. Children should wear their PE kit into school and will stay in their kit all day. In the winter months and on cooler days children may wear a dark coloured tracksuit eg, navy, black or dark grey.

The first half of the autumn term, Year 6 will do:

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