

Remote Learning Arrangements during School Closure and Half Termly Topic Grid

School Closure Information:

Sadly, the number of cases of coronavirus in Wolverhampton has continued to rise in recent days, with latest data showing an infection rate of 530 people per 100,000 in the city – the highest in the region. The city is also seeing a very high positive test rate of 23% which is similar to many areas of London and the South East.

With this information in mind, Perry Hall MAT Trust Board have made the decision that all Wolverhampton schools within our Trust are to remain closed for the beginning of the new term. From Tuesday 5th January until Friday 8th January, these schools will be closed to all children, apart from those classed as vulnerable and whose parents/carers are critical workers.

The plan is to review the situation again on Thursday 7th January to make a decision on opening our school for the following week. This will be announced to you all in the morning of Friday 8th January.

Year Group Email Address:

Reminder, your child's year group email address is:
ph.receptionhomelearning@perryhallmat.co.uk

Please use this, if you need to make contact with your child's year group staff.



Vulnerable and Critical Worker Children:

Vulnerable children and those who have parents/carers who have expressed themselves as Critical Workers using the survey sent yesterday will be contacted during the day on Monday 4th January, to confirm their child(ren)'s attendance in school.



Remote Learning Arrangements:

Live Learning Sessions

Time	Subject	Access
9.00am	Phonics (via video link)	RWI lessons are available via the link on your child's RWI phonics group. This will be updated daily.
10.00am	Literacy	RCR/REP Teams: 20 minutes live session Followed by an independent literacy activity
11.00am	Maths	RCR/REP Teams: 20 minutes live session Followed by an independent literacy activity
2.00pm	Story Time REP and RCR	Teams: Join your teachers for a story Monday-Thursday

**When accessing live sessions, please ensure that the Home School Agreement is being followed*

(see next page as a reminder).

Home Learning Grid

In addition to the live teaching session timetable above, a home learning grid will be uploaded to the Files section of Teams which will outline additional tasks that your child will need to complete. A copy of this has also been inserted below for your reference:

Please complete each activity to support your learning at home.

Reception Home Learning Wild Things!



Challenge 3 – Expressive Arts and Design

Once you have listened to the story of the 'We're Going a Bear Hunt' can you explore making different sounds using equipment or your bodies for different parts of the story and how they would be played (quiet/loud/fast/slow).

What noises could you make for the river, mud and snowstorm?



Challenge 1 - Literacy

This Home Learning grid encourages you to join in with activities based upon the story We're Going on a Bear Hunt.

Watch this link to hear **the Author** share his story with you.

<https://youtu.be/OgylGykDwds>

What does an author do?

Challenge 2 - Maths



How tall is your teddy bear?

Use cubes, Lego blocks, tins, pegs to measure how tall ted is.

Can you find something taller or shorter than your teddy?

Write a sentence: Teddy is ____ blocks tall.

Challenge 4 - UTW



So, all set with your compass, map and large magnifying glass, let's go on a Bear hunt! The journey ahead of you.... First obstacle....Long wavy grass!

What textures can you feel

Talk to your grown up about the story.

Questions to think about

- Do you have a favourite part of the story?
- Can you talk about what happens in the beginning, middle and end of the story?
- Are you able to join in with the repeated refrains?
- What do you think the family's next adventure might be?
- I wonder what the bear in the cave looks like. . .perhaps you could draw me a picture
- What is your favourite story at home?

Challenge 5 – Expressive Art and Design



Create a cave for your bear using materials around your home. Make some binoculars and go on a bear hunt!



Challenge 6 – PSED

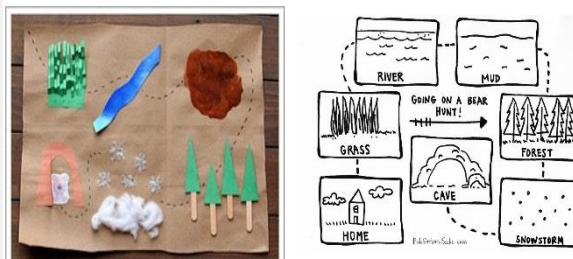


Help your grown up to make some sandwiches and healthy snacks to have your very own teddy bear's picnic.

Take some photo's and send them to our year group email address.

ph.receptionhomelearning@perryhallmat.co.uk

Create a story map with your family about a story.



See if you can create a story map. There are a couple of examples above. A story map uses images or prompts to help children to re-tell a story.

Create a story map of your favourite story.

Challenge 7 – Physical



Stronger

Calmer

Wiser

Try this at home

<https://www.youtube.com/user/CosmicKidsYoga>

Practise writing your first and surname. Can you think of a name for your bear? Try writing that name too.

Be a word detective!

Find words to describe the snow storm, the mud, the forest, the water, the cave. Can you think of other describing words?

We have focused lots on hunting.

Ask your grown-ups to hide some 2-D or 3-D shapes around your home.

Can you name them? How do you know?

Count the corners? Count the sides?

***Staff will be available, contactable via the year group email, 8.30am-3.30pm Monday to Thursday and 8.30am-12.30pm on a Friday.**

Reminder: Remote Learning Home School Agreement (reminder of what you have previously signed and agreed to if your child is partaking in live learning sessions):

School will...

- Provide a mixture of live lessons, independent activities and other relevant tasks to continue learning at home
- Respond to any home learning activities submitted through the year group email address
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand
- Ensure that staff are available between 8.30am and 3.30pm to support with any home learning issues— please email the year group email address to request support.

Pupils will...

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete follow-up activities to practice skills
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

Parents/Carers will ...

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning during isolation
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps
- Ensure that the *live Teams sessions are not recorded or photographed* in any way.

Please email the following statement into your child's year group email address:

"I, the parent/carers, and my/our child, _____, agree to all the statements outlined in the Remote Learning Home School Agreement."

**You only need to email the above permission statement if you have not already done this previously.*

Reception - Spring 1 – Wild Things – Where in the world?

This grid outlines the knowledge and skills that Reception children will gain throughout this half term's topic.

As readers we will:

- Begin to read words using the sounds we know with our developing phonic knowledge.
- Begin to recognise High Frequency Words by sight.
- Begin to understand information can be gained from books.
- Develop confidence in re telling a story, describing characters and key features.
- Begin to recognise words that rhyme and continue a rhyming string.



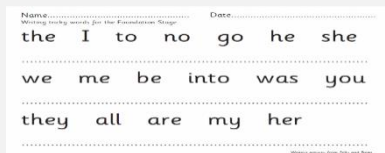
As mathematicians we will:

- To estimate amount of objects.
- To use vocabulary related to addition and subtraction – add, subtract, equals.
- To identify missing numbers
- To compare more, less, same in quantities.
- To use the vocabulary of capacity – full, empty, half full, nearly full, nearly empty.
- To name and recognise 3D shapes – sphere, cube, cuboid, pyramid, cone
- To recognise and describe features of coins.



As writers we will:

- Use phonic knowledge to write lists, phrases, captions.
- Write labels for pictures/models
- Start writing high frequency words.
- Sit with a good posture to write using a comfortable grip.
- Form letters using the correct size and orientation.
- Practice name writing – first name and surname.



As investigators we will:

- Look closely at similarities, pattern and change of the seasons.
- Discuss the differences between religious and cultural communities.
- Begin to make sense of your own life story and families history by using photographs and talking about memories.
- Discuss significant times in their own lives.



As individuals we will:

- Ask appropriate questions of others
- Describe yourself in positive terms
- Develop appropriate ways of being assertive and solve conflicts.
- Challenge myself to try new things. ie taste new foods.
- Talk about and recognise feelings – happy, sad, angry, worried.
- Find out about people who help to keep me safe.
- Being helpful at home and care for our environment.

As movers we will:

- Experiment with different ways of moving.
- Travel with confidence and skill – skip, hop, stand on one leg.
- Develop fine motor control – ie using a knife and fork, pencil grip, doing zips and buttons.
- Use a pair of scissors effectively and safely.

As creators we will:

- Explore sounds of different instruments.
- Begin to act out stories in play and use narrative.
- Create our own stories in play.
- Make props to support story telling.
- Learn a range of different songs from different cultures.
- Explore colour mixing
- Make models using junk materials and construction.
- Combine different materials together to make models.

As talkers we will:

- Use complete sentences.
- Ask 'how and why' questions.
- Understand why listening is important.
- Listen and respond appropriately, taking account of what has been said.
- Use connectives – (and, because) to link thoughts.
- Begin to develop social phrases – good morning? How are you?
- Learn and apply new vocabulary.
- Describe events in detail using sequencing words. (Before, after, next, later, tomorrow)

