

Friday 17th April 2020

Dear Parent



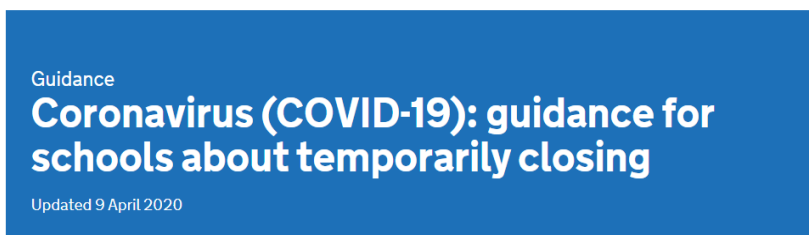
Good afternoon. I hope you have been able to enjoy your Easter holidays as a household. The weather has certainly been very kind to us. We continue to hold you all in our thoughts each day.

Ahead of Monday we would like to welcome you back to the summer term. We sincerely hope we have the chance to see all children and families in school at some point later in the term however as it stands we do not know if this will be possible. As we have done throughout this situation we will follow the national requirements and guidance ensuring the safety and wellbeing of children, their families and the staff is at the heart of all we do.

As well as this letter for parents, there is also a letter for the children attached to the email. I would be most grateful if you help your child or children access it. Thank you.

National Guidance

As we begin the summer term of 2020 the requirement for schools to remain closed the vast majority of children remains in place. As we heard last night in the national briefing the government intends to keep the current restrictions in place for at least the next three weeks.



We have asked parents to keep their children at home wherever possible, and for schools to remain open only for children who are vulnerable and for those children of workers critical to the coronavirus (COVID-19) response who absolutely need to attend.

It is important to underline that schools, all childcare settings (including early years settings, childminders and providers of childcare for school-age children), colleges and other educational establishments, remain safe places for children. But the fewer children making the journey to school, and the fewer children in educational settings, will protect the NHS and save lives by reducing the risks of spreading the virus.

GOV.UK

Home

Coronavirus (COVID-19): what you need to do

Stay at home

- Only go outside for food, health reasons or work (but only if you cannot work from home)
- Stay 2 metres (6ft) away from other people
- Wash your hands as soon as you get home

You can spread the virus even if you don't have symptoms.
 Staying at home and away from others (social distancing)

STAY AT HOME **PROTECT THE NHS** **save lives**

NHS

Do not leave home if you or someone you live with has either:

- a high temperature
- a new, continuous cough

[Check the NHS website if you have symptoms](#)

Click on this link for -

[Full guidance on staying at home and away from others](#)

Home Learning

We hope at the end of last term you found our newly created home learning page on our website helpful. We encourage you to revisit this again as we start the new term.

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HOME LEARNING

Learning at Home

We will continue to do our very best to support children learning at home while schools remain closed. We recognise the wide range of contexts families find themselves in at this time including varying levels of home working commitments for parents, multiple children of different ages and varying levels of access to technology and broadband.

We recognise that there is no single ideal way of working that will suit everyone. We also recognise the challenges of being able to directly teach the children when they are away from school. Primary education relies heavily on direct interaction between adults and children in the classroom. It is impossible to come close to replicating this while children are not in school. It is our aim to continue to provide ideas, suggestions and work that children can access. We hope this is helpful and would like to reassure families that a routine and structure that suits each individual family is more important than completing any set amount of tasks.

We appreciate that each family is navigating these challenging times together in a variety of contexts. Our aim is to support families and in no way add to any pressure families may be experiencing. If children and families choose to follow other forms of learning at home you have our full support and encouragement to do this.


We have worked as a team to plan to follow the curriculum plans that would typically be in place at this time for each year group.

Curriculum Overviews

As we would usually do, we will publish our curriculum overview for each class on our website. These overviews help provide children and their families with the 'big picture' of curriculum themes for the term ahead.

They can be accessed via this link <http://follfootandspofforth.co.uk/homework/>

<p>Maths: The children are continuing to develop their calculation strategies in all four calculations starting practically and moving on to more formal written and mental methods. We will be focusing on developing instant recall of times table facts. (Keep your eyes out for times table rock stars reboot!) The children will develop their knowledge of shape 2D and 3D, position and direction.</p>	<p>English: We are learning about journey stories linked to our key texts – Last and found by Oliver Jeffers and Meerkat Mail by Emily Gravett. The children will internalise the text of Little Daisy before innovating the text into their own version. We will be focusing on adding interest into their writing using description. We will continue to develop the children's use of punctuation and different sentence starters.</p>	<p>Humanities (Geography) topic: The children will learn about daily and seasonal weather patterns of the UK. They will learn about the hot and cold places of the world focusing on Antarctica, the Arctic and the Sahara desert. We will look at why there are hot and cold places in the world and how they are different to our locality.</p>
<p>Physical Education: Mr McMullen is continuing to work with the children on a Monday. We are building upon our introduction to gymnastics with the children building the skills which they have learnt into a routine.</p>	 <p>FEDERATION OF FOLLIFOOT SPOFFORTH CHURCH OF ENGLAND PRIMARY SCHOOLS <i>Let's Learn Well</i></p> <p>Curriculum Learning Overview Spring Term 2020 Class 2, Year 1 and 2 Mrs Jackson and Mrs Simpson Hot and Cold places</p>	<p>Science: In science we will be learning about habitats; what they are and what lives in them. We will be exploring local habitats and micro-habitats in the school grounds to identify the features that help the plants and animals to survive in them. The children will learn about different adaptations that animals make to help them survive in their habitat. We will look at how a food chain works.</p>
<p>Religious Education: This half term we will be exploring the meaning of Gospel. We will examine how Christians use Gospels as inspiration in their lives. The children will also explore the story of the Good Samaritan in death.</p>	<p>Computing: This is all based around safer internet day on 11th February. We will spend the whole week looking at how the children can keep themselves safe when using a variety of technologies.</p>	<p>PSHCE (Personal, Social, Health & Citizenship Education): We will continue to build on our me and my relationships topic: developing the children's understanding of becoming an active citizen. Focusing on our opinions, debating these and understanding of others.</p>
<p>Music: Also linking to our hot and cold places topic the children will explore music linked to Frozen planet. The children will have opportunities to listen to music, show how they feel about the music and create their own.</p>	<p>Art & Design: To link with our hot and cold places topic we will be exploring hot and cold colours within the colour wheel. We will develop our colour mixing skills and our knowledge of primary and secondary colours.</p>	

<p>Writing Journals</p> <p>We have been really impressed with many children's desire and motivation to continue their writing outside of school. Many have particularly enjoyed being able to write with creativity and freedom, choosing the content and style of writing for themselves. We are delighted if they want to share this writing with us. To assist with children continuing this great habit, we are pleased to let you know we are happy to provide each child with a writing journal for them to use at home.</p> <p>Children can personalise their journal by backing (wrapping it) it with wrapping paper or making their own front cover.</p> <p>The ideas provided (across) are designed to assist and guide. They are there as suggestions only and do not represent a prescribed list of expected pieces of writing to be handed in at a set time.</p>	 <p>FEDERATION OF FOLLIFOOT SPOFFORTH CHURCH OF ENGLAND PRIMARY SCHOOLS <i>Let's Learn Well</i></p> <p>Curriculum Learning Overview – Spring Term 2019 Writing</p>	<p>Top tips for enjoying your writing</p> <ul style="list-style-type: none"> • Read, read and read some more! So many of your ideas will come from what you read, hear and see. • Write often, daily if you can, about anything you want to! It is all good practice. • Write where you are most comfortable. • Be confident in yourself and cross out or rewrite sections if you need to – you will get there in the end and it will be even better than when you first started. • Ask for help if you need it. Talking your ideas through can sometimes help to get your writing straight in your mind. • Remember, your writing journal is for YOU. It is up to you if you want to share your writing. What matters is that it is a place for ideas and for FUN! <p>For more writing 'top tips' from authors, please visit the homework section on our school website: http://follifootandspofforth.co.uk/curriculum/homework/</p>
	<p>Writing ideas for this term (Class 2 – Year 1 and 2)</p> <ul style="list-style-type: none"> • Diary entries • Information texts/fact files on a hobby or interest. • Journey stories • Wishing tales • Posters – habitat, hot and cold places • Setting descriptions • Character descriptions • Defeating the monster stories • Instructions 	

Knowledge Summaries

As part of our planned ongoing curriculum development work we are introducing the use of knowledge summaries – see <http://follifootandspofforth.co.uk/curriculum-knowledge-summaries/>

We hope these will be helpful and compliment the ideas, suggestions and work sent each day.

WELCOME	VISION, MISSION AND PRINCIPLES	ADMISSIONS	INFORMATION ▾	PARENTS ▾	CURRICULUM ▾	NEWS	CONTACT
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CURRICULUM KNOWLEDGE SUMMARIES

A Knowledge Summary is a go-to document for a sequence of learning. Each one identifies the key information including vocabulary that children need to have learned by the end of the sequence. It acts as a tool to support children in retaining and retrieving knowledge for life-long learning. It provides links to books and or websites that are relevant to the area of learning. They are presented in child friendly fashion making use of images as appropriate. They are placed in each child's book and are also made available to parents via our website (see below).


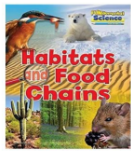

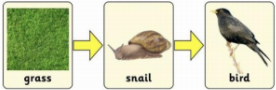
We are currently developing our own Knowledge Summaries to support the delivery of our curriculum. Each summary will be adapted to form an initial assessment to provide opportunity to check relevant prior learning is still secure and also a recall assessment (quiz) to help children recall the knowledge and vocabulary with definitions.

In the summer term 2020 we will publish the knowledge summaries for **Maths, RE, History or Geography** (depending on the focus for the summer term) **PSHE and PE**.

From September 2020 we will publish summaries for each subject. For now we are pleased to share examples below:



An example knowledge summary.




Living things and their habitats – KS1 Science Knowledge Summary		
Specific Vocabulary & definitions (meanings)	Facts to know by the end of the science sequence	Interesting Reading
Organism A living thing, including plants and animals.	A habitat must provide everything that an organism needs to survive; otherwise the organism will not be able to live there and will die.	List or pictures of books/texts
Habitat A place where an organism lives.	Organisms can survive in their habitats because they are adapted to living there.	 
Living Alive	Animals cannot make their own food from sunlight. They need to eat, or consume, other living things in order to stay alive.	
Adapted The features of an organism that allow them to survive in their environment	Animals are also called consumers	
Non Living Not alive	Plants do not need to eat other living things to stay alive. They make their own food from water and air, using energy from sunlight. Plants are also called producers .	At the end of the topic I can:
micro-habitat A smaller habitat that contains smaller living things.	Animals get their energy by eating plants. Some animals get their energy by eating other animals. We can show this on a diagram called a food chain .	Talk about the difference between living and non living and say whether something is dead, alive or has never been alive.
Food chain The flow of energy by eating plants or other animals.	<p>A diagram of a food chain</p> 	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
Producer A living thing that can make their own food from water and air, using energy from sunlight		Identify and name a variety of plants and animals in their habitats, including microhabitats.
Consumer A living thing that needs to consume, other living things in order to stay alive.		Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and name different sources of food.
Carnivore A consumer that only eats other animals.		
Herbivore A consumer that only eats plants.		
Omnivore A consumer that can eat both plants and meat.		

Weekly Overviews

We appreciate the feedback given and we understand that where it is possible to prepare in advance for supporting children at home this is helpful. We also aim to provide a coherent sequence for learning at home where possible.

In addition to the daily overview we will provide a weekly / fortnightly overview. Through this we aim to provide an overview of week or fortnight in relation to maths and English and how activities link. We will also focus on one main foundation subject (such as Science of History) per week. In addition we would encourage families to access the ongoing Physical Education and Music ideas each week.

Example of weekly overview -

Overview for weeks beginning 20.4.20 and 27.4.20

In order to try and replicate a broad and balanced curriculum, each week your teacher will provide an overview detailing what the subject focus will be for English and Maths. Foundation subjects will be blocked and taught for consecutive days to allow for open-ended tasks, research and project style learning. Daily tasks for English, Maths and the designated foundation subject will still be emailed out on a daily basis.

Fortnightly subject focus		
English	Maths	Foundation Subject
<p>Poetry Model text: 'Six Ways of Looking at the Moon' by Pie Corbett</p> <p>We will be exploring the difference between similes and metaphors and looking at how to use these effectively in our writing. All tasks set this week will build upon your understanding of this and will culminate in you writing a poem of your own in the same style as the poet.</p>	<p>Addition & Subtraction</p> <p>All tasks set this week will consolidate your understanding of addition and subtraction in fluency, reasoning and problem-solving contexts. We will be focusing on using the inverse operation to find answers to missing number calculations and using bar models to represent problems pictorially.</p>	<p>Science: Forces</p> <p>We will be focusing on friction and exploring its advantages and disadvantages in everyday life. Children will conduct their own fair test to investigate the effect friction has on moving objects. Please refer to the knowledge summary (attached) for subject-specific vocabulary and key knowledge that will help children with this topic.</p>
Ongoing weekly activities		
<p style="text-align: center;">Physical Education</p> <p>It is important that children stay physically active during this time and spend time outdoors if possible. Instead of a weekly PE lesson, here are some ideas that you could incorporate into your routine this week to make sure you exercise daily (parents can do this too!):</p> <ul style="list-style-type: none"> Daily PE/Aerobic sessions with Joe Wicks (everyday at 9:00am for 20 minutes). He also has lots of other workouts on his YouTube channel that are suitable for children and adults: www.youtube.com/channel/UCxw1XTDIEJo0TYiRfn6tYQ Andy from Urban Strides (Young Voices) is doing a live dance workshop every Wednesday at 10am which will stream on the Urban Strides Facebook page and also on their YouTube channel: www.youtube.com/playlist?list=PLSiM0X0knG3mF-e7qc37t_IQ3afqULc8A Cosmic Yoga: www.youtube.com/cosmickidsyoga Go Noodle: www.gonoodle.com Disney Shake Up games: www.nhs.uk/10-minute-shake-up/shake-ups ADD YOUR OWN IDEAS HERE TEACHERS! 		<p style="text-align: center;">Music</p> <p>Every Friday afternoon will have a music focus, which will be based around a piece of music and sent to you by your class teacher. This will be instead of the foundation subject focus for the fortnight.</p>

Daily overview – we will continue to send the daily overview (as below)

Thought for the day <small>This will be emailed out daily by class teachers.</small>	Spend time discussing this with someone else or writing down your thoughts about it.
Reading time	<ul style="list-style-type: none"> Read a book. <p>This can be reading in your head or aloud to a parent/sibling. You could even record yourself reading and listen back to it (eg. create your own audiobook!) Use the Federation Guide to Reading (on school website and copy in pack) to continue to develop your comprehension skills.</p>
Spelling practice	Choose 5 spellings from the statutory spelling list to practice in your book. Use strategies we use in school.
Learning time <small>These will be emailed out daily by class teachers</small>	<ul style="list-style-type: none"> English daily task
Morning break	Try to remove yourself from the space you are working in. Walk the dog, get outside for a walk if possible, have a snack, play a game etc.
Quick maths	<ul style="list-style-type: none"> Times tables practice <p>See 'How to practice your times tables' poster for ideas.</p>
Learning time <small>These will be emailed out daily by class teachers</small>	<ul style="list-style-type: none"> Maths daily task
Lunchtime	Try to remove yourself from the space you are working in. Have a family meal time if you can.
Topic time <small>These will be emailed out daily by class teachers</small>	<ul style="list-style-type: none"> Topic daily task (eg. science, computing, art etc)
Get moving!	This can be dancing, playing sport, yoga or you can find routines to copy on 'Go Noodle' on YouTube: https://www.youtube.com/channel/UCxw1XTDIEJo0TYiRfn6tYQ
Quiet time/break	Choose an activity you can do that makes you feel calm (eg. reading, puzzles, mindfulness)
Helping hands	See if there is anything you can help your parents out with (like tidying, washing up, cleaning, helping make dinner etc). Help make your home a happy place to be!
Reflection time <small>This will be emailed out daily by class teachers</small>	This will give children space to reflect and ponder.


Home Learning – Additional Ideas & Support

We hope you find the ideas and suggestions sent from school helpful. As mentioned previously we also support and encourage children and families to follow their own interests also.

Below are some links to further sources to support home learning.

BBC Bitesize

<https://www.bbc.co.uk/bitesize/articles/zn9447h>



Daily lessons start Monday ✕

No school? With a new TV channel, podcasts, videos, and lessons each day online, we've got you covered. Beginning Monday at 9:00.

[More about daily lessons](#)

It's a strange time to be a school pupil right now but wherever you're doing your lessons, BBC Bitesize is here for you - more than ever.

From 20 April, you'll be able to access regular daily lessons in English and Maths, as well as other core subjects, in an expanded version of our website and also on special programmes broadcast on BBC iPlayer and BBC Red Button.

We've worked with our colleagues in other parts of the BBC and education experts from around the UK to make sure everyone who needs it can access learning resources during this uncertain time. You can also expect some of it to be delivered by well-known faces.



Home Course topics Games and fun! Parent zone

Teachers Parent sign in Child sign in

Join FREE today!

Following the Government's decision to implement widespread school closures across the UK to minimise the spread of Coronavirus (COVID-19). We will be making The Maths Factor FREE for everyone (usually about £2 per week) to support childrens' continued learning at home for the duration of the UK Schools closure period. We want to help you and your child as much as we can.

Let Carol teach your child Maths during this difficult period

Age 4-12 years

Matched to the National Curriculum

Join FREE today!

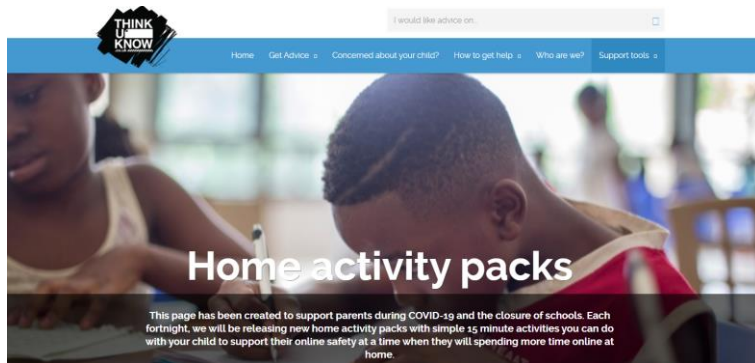


Try now!

Read our blog

Online Safety – Home Learning Activity Packs

Please find below a really good link for Families on internet safety at a time when young people will no doubt be spending more time on their devices. It is set out in age ranges and comes with activity packs to download and short video clips/ animations to watch. It is also being sent out as a course to download every 2 weeks on a Tuesday when parents or young people sign up.



https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets?utm_source=Thinkuknow&utm_campaign=03cb8440df-TUK_ONLINE_SAFETY_AT_HOME_24_03_20&utm_medium=email&utm_term=0_0b54505554-03cb8440df-63979337

Essential Critical Workers

It is very clear from all the guidance that everyone who can stay at home should do so.



This has been further reinforced by Stuart Carlton Director of Children and Young Peoples Services in North Yorkshire who stated;

1. **If it is at all possible for children to be at home, then they should be.**
2. **Keyworkers must only send children to school when they are actually on rota working for the employer, not at other times.**
3. **Keyworkers should not send them to school if their partner, or similar, is able to look after them.**
4. **There is an expectation that if keyworkers are working from home the default should be to keep children there, rather than send them to school.**

We were pleased to be able to play our part in the national effort and support our essential critical workers by remaining open over the Easter holiday. A huge thank you to all the staff who volunteered to work during their holidays in order to keep local provision open for our children.

As term begins again we will continue to be open for children of essential critical workers from 8.55 – 3.20 each day.

To help us manage our provision in school we are asking parents to support us by;

1. Continuing to email us by 1.00pm each day to inform us that they have no other choice but to use the provision the following day. This will help hugely with only bringing in necessary numbers of staff.
2. Collect children when you are able during the day when shifts finish.

In addition to our school-based offer we are able to sign post parents who are critical workers to the Harrogate Hub that is open on weekends and Bank Holidays. This Hub is based at Grove Road Primary School on Skipton Road in Harrogate (HG1 5EP)

Families wishing to access provision at Bank Holidays and weekends should use the booking system as outlined below.

There will be an online booking system which will open on Monday 6 April 2020. The details of this are below:

<https://consult.northyorks.gov.uk/snapwebhost/s.asp?k=158592541939>

We will then inform you if a place at the 'hub' you have requested has been successful or not. The next stage of registration will then be forwarded to you. We ask that parents/carers do not contact the schools directly and also please be aware that you will be asked for proof of your critical worker status.

And finally...

I will continue to keep in touch with updates as appropriate throughout the duration of the school closures. Once again, thank you for your understanding in this very difficult situation. We must do everything we can as a community to help each other and keep us safe from harm.

Very best wishes.

Yours sincerely

Mr Paul Griffiths – Headteacher