



Weekly Task Guidance for Parents: Home-Based Learning [Wallace Fields Junior School](#)

We hope you are all well and settling down in to this new, strange way of life for the time being. We know that the lead up to school closures felt relatively quick and abrupt. We have been providing you with key information as and when we have it related to government updates but we want to provide you with an outline of the activities that we are setting for your children.

Feedback from parents has been very positive, however we would like to ensure the engagement of all children to ensure they are involved and making use of these carefully prepared resources.

We will be sending a weekly task sheet – similar to the format below that lists what has been planned for the week.


Teachers will welcome their classes each morning at 9am and provide the times and codes for the days hive game and interactive tasks. Please encourage your child to read their welcome message and check their teacher’s comments. The teachers will then sign off at 4pm. During these times teachers will be available via email. Please understand that teachers need to sign into each platform separately so you may find that Google classrooms is the best way of communicating. Your particular teacher may favour a particular way of keeping in touch.

Your child will be expected, on a weekly basis to:

- Make a comment on the Google Classroom.
- Complete their virtual mood box.
- Submit at least one piece of English or Maths from the week.
- Submit one project piece, artwork or a piece from the other tasks.

<u>English</u>
Reading
We are encouraging the children to read for about 30 minutes per day - this can be a range of texts, not just fiction books. For example, some of the tasks set, may involve research for history, geography or science topic. This background reading can count towards their 30 minutes per day. However, it would also be great to read well-chosen fiction books at least three times per week (as required in their reading records) to continue to develop vocabulary and comprehension skills.
Writing
The children will be asked to complete a writing activity to practice and revise taught writing skills and will revise previously taught texts. The children should try to follow the same work process that usually happens in school, firstly find and read some examples of the text type so they can make sure they know the key features. Create a first draft. They should then read it aloud, check punctuation, challenge themselves to improve at least 3 words and adapt at least 3 sentences (for example, change word order, change sentence type, add a fronted adverbial, add extra detail etc.). Then they should write their final draft including all of the improvements.
Spelling
Spelling Shed activities are set according to the timings they had in school. Teachers have set up hive games at different times which the children can log in to and play against each other - they should check the teacher messages and class streams for the timings of these.

<u>Maths</u>
Times Table Rock Stars
Children should log in to do activities for 5-10 minutes per day- logging in as they usually do when we are school. TTRS homework will also be set as usual. Again, some year groups are also setting up meetings in the Arenas at certain times and Battles of the Bands that children should check the stream for.

<p>Mathletics</p> <p>Mathletics is set by the children's Maths group teacher and covers activities that your children have already been taught to revise and embed key ideas. These activities should be independent, but if they find them difficult, they can click the 'i' button and the app will run a short animation for them to follow and then have another go:</p> 
--

<p>Google Classroom</p> <p>Children will sometimes be set a maths investigation or activity to do that is not necessarily online, for example creating a game or investigating ways of find which room in their house has the largest floor area or to investigate ways of determining how much water their bath holds etc.</p>
--

<p style="text-align: center;"><u>Project work</u></p> <p>This will be history, geography, RE or PSHE based and could be an activity that might need a bit of time online to research but then will usually be something that the children can create in any way they choose.</p>
--

<p style="text-align: center;"><u>Computing / E-Safety Guide</u></p> <p>This subject can involve a mix of online and offline activities such as coding (online) or creating information posters or leaflets about e-safety for example.</p>
--

<p><u>Art</u> - this could be set as one activity for the week or a number of challenges as the week progresses. The children will be given instructions in what and how to complete the work on the instruction sheet.</p>
--

<p><u>Music and French</u> - our dedicated specialist teachers have set activities for the children, with links and resources to aid their learning and give the children instructions on how to complete the activities. Some of these activities can be completed over a few weeks.</p>
--

<p><u>PE</u> - links to activities are included on the weekly worksheets but we do know that many children are fully involved in completing daily activities as a family alongside the government guidelines with many of them running, cycling, walking etc.</p>
--

The children are not expected to complete all of this work and although teachers will not be marking or assessing every submitted tasks, the teachers may comment against some of the work in the Google classroom, or comment on how the children have been doing in their morning greeting. In order to ensure engagement in the tasks, teachers will be chasing up on those children who are not fulfilling the basic minimum and you may receive a phone call from your teacher or the school – especially if your child has special needs as their learning is more susceptible to deterioration. You may have already had a call from school to discuss how to encourage and ensure effective learning for your child at home.

Work has been set that links in with the current curriculum being taught in each year group and is relevant to their learning development. The activities included are a guide and are given to support you as families with providing home learning tasks. Many of the platforms used such as Mathletics include games, challenges and support though please feel free to extend, and challenge and change as you feel appropriate. At this time we have safeguarding concerns and time restriction regarding the use of video conferencing and communication and so this will not be used as a learning provision.

These really are exceptional times and we are all having to work in exceptional ways. The work we have already seen from some of the children has been absolutely fantastic - thank you for supporting them in their learning so very well in these extraordinary times - we really appreciate how difficult it must be for some of you to do this, as well as working from home yourselves and dealing with these very anxious and difficult times.

Please do use our names to encourage the children to complete the activities set - this will hopefully provide you a little support in encouraging them to complete activities independently and free up a little, precious time for yourselves.

All of us wish you all well and hope that you are enjoying some of this beautiful weather we are having during your daily exercise time or in your gardens - if you are lucky enough to have one.

Stay safe and we hope to see you soon!