Haywood Grove School
Proud to be Special - Proud to be Different

Dear Parents and Carers

Haywood Grove Home Learning Curriculum

The intention of this home learning programme is to allow children to stay as closely as possible to a good school routine whilst at home. Where possible the learning can be carried out by the child independently to allow parents/carers to work from home and/or get on with other daily tasks as easily as possible. The timetable has been carefully developed to encompass all areas of our core curriculum at Haywood Grove. This includes:

- English and Maths
- AQA units of work covering Science, Humanities and Arts
- P.E.
- Play
- Social Communication
- Just Right State – mindfulness and self-regulation
- Protective Behaviours

In addition, Government guidelines currently state that people are allowed out of their home to exercise with their household bubble, or to meet one other person. Our Forest School teacher has provided some activities that can be carried out during this time, so that this element of our curriculum is also covered (**see appendix A**).

Parents and carers have told school their preferences for home learning through Survey Monkey and/or through conversation. **You have chosen paper-based learning tasks.** You will be sent work for your child in the post. We will send work regularly, but please let us know if you need more. We would like to stay in touch with you, so will call/email on occasion. You may have already planned how regularly you would like this to happen with class staff. We have a number of remote learning resources which you are welcome to use with your child. We will send you the logins, just in case you would like to use them. The timetable, should you wish to follow it in full, is explained below:

8.30	Eat breakfast Get dressed into school uniform	This is to enable to children and parents/ carers to differentiate between the school day and other times.
8.50	Wake up, Shake up Look at timetable for the day	**Appendix B** – Wake up, Shake up. Children to do activities from The Just Right State (JRS) programme, designed to wake the body up and get ready for learning e.g. patting your body down. Then go through the timetable for the day.
9.10	Reading	Independent or shared reading Your child can choose to read a book independently or share a book with an adult or sibling. Let us know if you would like us to send you any reading books. **See appendix F** for ideas about how to support your child when reading together. If you wish to use Bug Club, our electronic reading resource, your child can access this through the website: https://www.activelearnprimary.co.uk/login?c=0

9.30	Maths	You will be sent paper-based learning through the post. We will send this regularly, but please let us know if you need more. Electronic maths resources are also available should you choose to use them: https://www.mymaths.co.uk/ https://play.ttrockstars.com/
10.10	Learning break and Snack	**See appendix C** A range of activities and foods taken from the JRS programme are outlined for parents/carers. As often as possible these will be physical activities that can take place in a small space, such as a flat, or outside in the garden if there is one. Descriptions of food textures are included as opposed to specifying exact foods as it may be difficult to get hold of these food items at this time.
10.30	Literacy	You will be sent paper-based learning through the post. We will send this regularly, but please let us know if you need more.
11.10	PE	**See appendix G** for fun physical activities that can be carried out in the home. You can also access our electronic P.E. resource, if you wish to, which also has a focus on mental wellbeing, mindfulness and understanding emotions: https://app.fitterfuture.com/student/auth/login
12.00	Story Time and lunch (snack and chat)	**Refer to food info in appendix C** Parent/carer/older child reads to the child, or child reads to younger sibling. Or be creative and use technology e.g. child Facetimes a grandparent who is in isolation to share a story. Children will have a snack, as they would during snack and chat in school, however the chat element will be about discussing the story (as opposed to Scared Gang characters)
12.30	Play time	**See appendix D** A range of Motional activities will be provided alongside other play ideas suggested by our therapists. Or can be as simple as e.g. a puzzle or board game.
1.00	AQA (Covering Science, Humanities and Arts)	To be determined by each class teacher. These will be as resource free as possible and enable the children to carry them out as independently as possible. This will be sent via email so your child can get started, and then a hard copy will also be sent through the post.
1.45	Learning break and snack	**See appendix C** A range of activities and foods taken from the JRS programme are outlined for parents/carers. As often as possible these will be physical activities that can take place in a small space, such as a flat, or outside in the garden if there is one. Descriptions of food textures are included as opposed to specifying exact foods as it may be difficult to get hold of these food items at the moment.
2.00	Social and communication skills and Protective Behaviours Carousel of activities	The purpose of this session is for children to spend time communicating with others. If you have requested some contact from school, this would be a good time for your child to chat with their teacher or key worker to help maintain strong relationships and connections. Alternatively you may wish to encourage your child to call/Zoom a family member or friend to check in with them and to have fun together. **Parents can refer to appendix D for play ideas that could take place during these calls.** At Haywood Grove we teach Protective Behaviours (PBs) to all children. The key principles of PBs are that we all have the right to feel safe all of the time, and we can talk with someone about anything – even if it's awful or small. Lots of people are feeling less safe at the moment, because of Covid 19. You may therefore wish to spend some time communicating with your child about how they are feeling. We will send you some PB resources in the post to help

		you with this. You can also refer to **appendix H** for ideas to develop social and emotional skills.
2.45	RRR Mindfulness	Mindfulness is Mindfulness is a practice where you use the five senses to engage physically and non-judgmentally with the world around you. Refer to **appendix I** for mindfulness activities to do with your child.
3.10	End of day. Change out of uniform	

We hope your child will enjoy engaging with this timetable and that it will provide some routine to help you through these difficult times.

Keep safe and well.