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 permitted to leave their homes 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 elected for remote IT based learning without remote face to face direct teaching**, however we will stay in touch by phone and/or email in the way that you requested through Survey Monkey and/or your conversation with school**.** You will be provided login details for our remote systems separately. 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 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. Group Zoom call from teachers 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	Bug Club	Independent or shared reading A motivating way to start the day due to the games available on Bug Club. Parents can work with their child, but there is no pressure as the child can also do this activity independently
9.30	Maths - Super Movers Followed by My Maths And/or TT Rockstars	https://www.bbc.co.uk /teach/supermovers Super Movers provides an oral and mental warm up as well as physical activity. Parents/carers can join in too if they wish.

		The child can then complete one (providing limited choices) or both activities using MyMaths or TT Rockstars. Parents can use the "teach" tool on My Maths to help them understand how to support their child if needed.
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	The teacher will plan IT based literacy tasks and will send you the link to these via the link book, along with an explanation of what your child will need to do in the activity. Your child will be able to click the link in the email to complete the learning online.
11.10	PE	Fitter Future https://app.fitterfuture.com/student/auth/login Provides a holistic approach to physical and mental wellbeing including mindfulness and understanding emotions. Children can take part in the monthly challenge and should work towards this challenge each day and complete 2 x activities which are 8-12 minute sessions each. These activities are differentiated so everyone can join in regardless of their fitness levels. Parents/siblings can join in too.
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. An AQA unit will be sent to you via email so you child can start work quickly, and it will also be sent via post so you have a hard copy to work from.
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. Here are some PB resources to help you:

		https://familiesfeelingsafe.co.uk/resources/free-downloads-2/
2.45	RRR Mindfulness	Children (and families) engage with a Fitter Future Mindfulness session https://app.fitterfuture.com/student/auth/login
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.