



Dear Parents and Carers,

I would like to begin by acknowledging that this situation is far from ideal, or easy, for anyone. As a parent myself please believe me when I say I know about the juggle, the meltdowns, the technology mishaps and the exhaustion levels you are feeling. As a human, I feel the stress and anxiety of the rising death levels and the concerns that we all hold for those closest to us and the concern we hold for our beloved NHS hoping that it could cope if we ever needed it.

When we created the curriculum continuity document, we did this based on what was right educationally. What was right to ensure that all of our children continue to fulfil their potential and that they leave us at the end of year 6 with their wings to fly off into any opportunity that they desire. What we weren't able to do is 'feel' the stress. The work pressures. The reality of this lockdown that, in my opinion, is so much harder than the last.

I have heard a fair amount of feedback from parents and staff and my own friends who have primary aged children. I have spent a lot of time reflecting this week trying to get this right for all families and all children. Stress in a household, breeds stress. Stress isn't an environment that children can learn successfully in. So we need to reduce the stress. I believe that I have created a way to do this that should reduce stress, add flexibility and allow families to feel success throughout the week. I have begun with a Q&A style table explaining what school is doing about certain aspects and why certain elements of learning are in the timetable.

I am struggling for my child to attend 3 sessions and 3 follow up activities a day with my own work commitments	Under the new model you will have 2 live sessions to attend daily. They will have 15-30-minute activities to follow up. Most Junior children should be able to access the session and complete the independent activity themselves. They should be able to take a photo and upload their work to Class Dojo themselves too. Infant children require more support, we know. We hope that 2 live sessions per day reduces this pressure.
My child can only attend the live session and not complete the follow up work	If you imagine that the child's brain is like a bath. The live lesson is like the water filling up the bath. Unless the child practices the learning through the follow up activity (puts in the plug) the learning does not transfer into the long term memory and cannot be recalled in the future.
I have several children and I cannot stay on top of their work	We have tried to stagger the Maths and English to ensure your children can share a device. Please encourage independence in the older children. We will do Dojo tutorials for the children to help with this independence. At school, Year 1 and 2 complete work, photograph it and upload it to Dojo. Prompt them to teach you and encourage independence. We hope that the change in the timetable attached also helps with this. We are aware that the topic/RE work requires more support, therefore we have changed the format of this.
I have a child with additional needs and we are finding it hard to access the work	Miss Rowe is supporting the teachers to differentiate the work, but if you are still finding it too hard please don't struggle alone. Contact Miss Rowe on Class Dojo and she will help you to find ways to structure the work set up and the work given.
I am unsure of what to do with the follow up activities	Encourage their child to do their best. In school we see 'wrong' work daily. We want to see if children have struggled and got it wrong as it helps the teachers to know where they need to focus their teaching the next day. 'Wrong' work doesn't mean that you have failed in helping them. Children learn REALLY well from their mistakes. Teachers love mistakes because it gives another opportunity to teach! My children upload wrong work every day, I will sometimes talk to them about why it is wrong, but I don't make them re write it or redo it. Let them upload what is going on in their brains... none of this is reflective of your adult brains or your ability to help.
I would like to have the resources the day before	This has been a tricky one because I have been desperately trying to balance teacher workloads and my expectations on them. But together we have come up with a solution to provide an overview of the next days learning by 3pm the day before. The wider learning will be through pre-recorded 'proper lessons' and follow up activities. As a family you will have 7 days to complete these sessions and follow up activities around your work and life commitments.
I don't think that children should be learning anything other than English and Maths	This hasn't been said at our school, but I have seen it in the social media. Yes Maths and English are vital to children's self confidence and future ability to flourish. But so is Science (more important in our society than ever!). RE and Equity keeps us compassionate, tolerant and grounded humans. Computing in KS2 develops our vital skills and Topic



	inspires and links together concepts and ideologies. We believe that all of these things are vital parts of our offer and by giving you the flexibility to complete these across 7 days they can be given the time and attention that they deserve.
I would like more flexibility to support my child with their learning around my own work schedule.	2 live lessons a day with a maximum of 1 hour total follow up activities and 4 pre-recorded lessons and follow up activities to be completed across 7 days should improve this for people with their own work schedules.
I'm not coping, my child is crying all day, this is horrid.	STOP. I do not want children (or you) crying. STOP and ask for help. We do this every day, we have tricks and tips that we are happy to share. We have Alison, our family support worker, who can listen if you have other stresses in your life that are making this unbearable. She can talk with you about money, housing, domestic abuse, behaviour in the home... I am yet to find anything that she doesn't have a wise word on! Message her on Dojo and she will call you, or do a home (doorstep) visit if needed.
Please don't change the schedule as it is working for me and my family and we appreciate the structure it gives us	For those of you that love it the way it is – it doesn't need to change at all for you. You can still complete the timetable as it is now. The only difference is that the child won't be able to speak 'live' to the teacher in the afternoon lesson – but they are only a Dojo message away if you are stuck!
Please don't take away the face to face teaching as this supports my child's mental health and wellbeing	We haven't removed any face to face teaching. Just pre-recorded the afternoon lessons for flexibility. Face to face for wellbeing will be every morning with their group and every Friday with their class 😊
I don't think Golden time is important and it is in the middle of the day which is not convenient	We have changed Friday to WELLBEING FRIDAY. It starts with 'class connection'. This is a chance for your children to see all of their friends, for the teacher to give out praise for the week and to have a bit of fun (an important element of being a child). Once they have been connected to their friends, they are then connected to themselves and their own health with fitness Friday. They are then connected to the school – with my assembly. Teachers will then be making calls and Miss Rowe and Alison will post some family wellbeing activities and tricks and tips for creating another calm week ahead. On Friday, there will be no additional learning set as you may wish to focus on the pre-recorded lessons on this morning.
There should be more phone calls from teachers	This lockdown we have dedicated teacher time for pastoral check ins. You will get a call every 3 weeks as this is how the lists work in the allocated time for the week for the teachers. Leaders at school make in excess of 30 calls a day and this week have attempted over 35 house visits. If you need us, we are here. If you need another conversation, please message your teacher to ask for one. Or message a leader.
Marking children's attendance isn't fair	We mark attendance for many reasons; <ul style="list-style-type: none"> - We would have to alert social care if we hadn't seen, or had contact from a family for a period of time to ensure that the child is safe and well. - We want every child to come back into school feeling empowered and in line with their peers. We want to support you in doing that. All registers that had children with 'non attendance' for the last week have had a call to help them set up. Some have had devices delivered. Some have had home visits to help create systems to make this feel manageable. All of this happens before they are sent a formal letter - Those with patchy attendance will be followed up next and support phone calls offered before formal letters are sent. - Like in real life, attendance matters. We know life also happens sometimes. But attendance does matter for your child's wellbeing and educational progress.

Having explained the things that we are doing and used many words, I am now going to put this in a simple table format for those of you that prefer less words and more images.



Curriculum continuity during whole school lockdown Year 1-6 – January 2021

DAILY LEARNING – MONDAY-THURSDAY			WEEKLY LEARNING:							
Learning resources will be uploaded by 3pm for the following day.			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Science</td> <td rowspan="4" style="width: 30%; text-align: center;">Pre-recorded lesson on TEAMS platform.</td> </tr> <tr> <td>Topic (1 session for KS2 and 2 sessions for KS1)</td> </tr> <tr> <td>RE</td> </tr> <tr> <td>Computing (KS2 only)</td> </tr> <tr> <td colspan="2" style="text-align: center;">Follow up activity on weekly learning sheet.</td> </tr> </table> <p>Teachers upload wider curriculum challenges for the next week by 3pm on Friday. Families can access these whenever they feel that they can support their children best. Deadline for submitting these will be midday the following Friday. Evidence to be posted to Class Dojo.</p> <p>This learning is not optional, it is an important part of the children's education.</p>	Science	Pre-recorded lesson on TEAMS platform.	Topic (1 session for KS2 and 2 sessions for KS1)	RE	Computing (KS2 only)	Follow up activity on weekly learning sheet.	
Science	Pre-recorded lesson on TEAMS platform.									
Topic (1 session for KS2 and 2 sessions for KS1)										
RE										
Computing (KS2 only)										
Follow up activity on weekly learning sheet.										
8.40 – 9.10	Session 1 English	Teach your child to access their teams session independently (age appropriate) . Your child can complete the follow up activity AFTER this session. The follow up should take 15-30 minutes.								
9.25- 9.55	Session 2 English									
10.10 – 10.40	Session 3 English									
10.55- 11.25	Session 1 Maths	Teach your child to access their teams session independently (age appropriate) . Your child can complete the follow up activity AFTER this session. The follow up should take 15-30 minutes.								
11.40- 12.10	Session 2 Maths									
12.25- 12.55	Session 3 Maths									
DAILY LEARNING - Wellbeing Fridays										
Wider curriculum and wellbeing day- children to have time today to complete any tasks not completed this week and to upload them to Class Dojo.										
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e1eef6;">8.30 or 9.00am -Class wellbeing/PSCHE session!! Children choose a session</td> </tr> <tr> <td style="background-color: #e1eef6;">9am Fitness Friday videos and Assemblies will be uploaded onto Class Dojo</td> </tr> <tr> <td style="background-color: #e1eef6;">Daily activities - Family wellbeing activities set by our pastoral team(Alison Moss and Miss Rowe)</td> </tr> </table>			8.30 or 9.00am -Class wellbeing/PSCHE session!! Children choose a session	9am Fitness Friday videos and Assemblies will be uploaded onto Class Dojo	Daily activities - Family wellbeing activities set by our pastoral team(Alison Moss and Miss Rowe)					
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9am Fitness Friday videos and Assemblies will be uploaded onto Class Dojo										
Daily activities - Family wellbeing activities set by our pastoral team(Alison Moss and Miss Rowe)										
9.30-11.30 pastoral teacher drop ins (phone calls) including non-engagement. All others to be on a rota to be spoken to every 3 weeks.										

Expectations of parents:

- Support your child in logging into their daily Maths and English live sessions.(Mon-Thurs) and ensure they have the equipment and resources required. These will be clearly requested on the daily learning sheet that is issued at 3pm the day before.
- Support your child in completing 2x15-30 minute follow up activities for Maths and English per day.(Mon-Thurs) and uploading them onto Class Dojo
- Support your in logging into their CLASS WELLBEING SESSION (emotional wellbeing) session on a Friday
- Support your child in completing 4 pre-recorded lessons and follow up activities – you have a week to complete these.
- If your child is going to be absent due to illness – report their absence to office@kestrel-tmet.uk
- Contact your class teacher or a leader if you are not coping. We will call you to support you.



Curriculum continuity during whole school lockdown - Reception – January 2021

WEEK A		WEEK B	
Daily learning- Monday- Thursday Post follow up MATHS and PHONCS activities for the NEXT day at 3pm		Daily learning- Monday- Thursday Post follow SHARED READING and PHONICS activities for the NEXT day at 3pm.	
8:40 – 9:00	Session 1- Phonics	8:40 – 9:00	Session 1 Phonics
9:05 – 9:25	Session 2 - Phonics	9:05 – 9:25	Session 2 Phonics
9:30 – 9:50	Session 3 - Phonics	9:30 – 9:50	Session 3 Phonics
Teachers respond to Phonics questions and Dojo uploads			
10:40 – 11:00	Session 1 - Maths	10:40 – 11:00	Session 1 Shared Reading
11:05 – 11:25	Session 2 - Maths	11:05 – 11:25	Session 2 Shared Reading
11:30 – 11:50	Session 3 - Maths	11:30 – 11:50	Session 3 Shared Reading
Teachers respond to Maths questions and Dojo uploads			
Daily learning - Friday		Daily learning - Friday	
Wider curriculum and wellbeing day- children to have time today to complete any tasks not completed this week and to upload them to Class Dojo.		Wider curriculum and wellbeing day- children to have time today to complete any tasks not completed this week and to upload them to Class Dojo.	
8.30 or 9.00am - Class wellbeing/PSCHE session!! Children choose a session		8.30 or 9.00am - Class wellbeing/PSCHE session!! Children choose a session	
9am Fitness Friday videos and Assemblies will be uploaded onto Class Dojo		9am Fitness Friday videos and Assemblies will be uploaded onto Class Dojo	
Daily activities - Family wellbeing activities set by our pastoral team(Alison Moss and Miss Rowe)		Daily activities - Family wellbeing activities set by our pastoral team(Alison Moss and Miss Rowe)	
9.30-11.30 pastoral teacher drop ins (phone calls) including non-engagement. All others to be on a rota to be spoken to every 3 weeks.		9.30-11.30 pastoral teacher drop ins (phone calls) including non-engagement. All others to be on a rota to be spoken to every 3 weeks.	
WEEKLY LEARNING			
4 x Pre-record lessons on TEAMS (Shared Writing) with follow up activities		4 x Pre-record lessons on TEAMS (Maths) with follow up activities	

Expectations of parents:

- Support your child in logging into their daily Maths and English live sessions.(Mon-Thurs) and ensure they have the equipment and resources required e.g. *paper and pen for Phonics*. (Mon-Thurs)
- Support your child in completing 2x 15-20 minute follow up activities for Maths and English per day.(Mon-Thurs)
- Support your in logging into their CLASS WELLBEING SESSION (emotional wellbeing) session on a Friday
- Reception children - Support your child in completing 4 pre-recorded Shared Writing (Week A) or Maths (Week B) lessons and follow up activities – you have a week to complete these.
- If your child is going to be absent due to illness – report their absence to office@kestrel-tmet.uk
- Contact your class teacher or a leader if you are not coping. We will call you to support you.



Here is an example of how the DAILY learning sheets will look. They will be uploaded to Class Dojo at 3pm on the day before your learning begins. You must not complete the work without attending the lessons.

EXAMPLE: Curriculum continuation at Kestrel Mead – Year 1-6 Daily learning (Mon-Thurs)
Year: 2
Learning for: Monday 18th January (uploaded by 3pm the night before)

Get active:
Today's link for inspiration: Squish the Fish A Cosmic Kids Yoga Adventure! - YouTube

English	
In your lesson you will be learning to: <i>Answer comprehension questions based on text</i> <i>Your child must attend their face to face session today.</i>	Your follow up challenge (takes 15-30mins to complete): Answer a set of the questions that have been uploaded to Class Dojo, based on the piece of text we read in today's English live lesson. There are 3 sets of questions to choose from: Red – Must do... Green – Should do... Blue – Could do... (challenge) You will need: Class Dojo

Worksheets uploaded to Class Dojo:

Must do-

<i>orange dragon</i>	<i>brown dragon</i>
<i>books</i>	<i>book shelf</i>
<i>George</i>	<i>tail</i>

Ext: Write a sentence using the words in the boxes.

Could do (Challenge)

Answer in full sentences.

1. Where did the dragons perch and sit?
2. Which word is used to describe what the Dragons did with the butterflies?
What do you think this word means?
3. What can you NEVER do with dragons?
4. Describe the land that YOU think the dragons live in and explain your reasoning.

Answer in full sentences.

1. Where did the dragons 'perch' and sit?

2. What did George feed the dragons?

3. What did George spend more of his time doing?





Maths

In your lesson you will be learning to:

Find the difference between two numbers to 20.

Your child must attend their face to face session today.

Your follow up challenge (takes 15-30mins to complete):

Using the method taught in the live session, find the difference between two numbers using practical objects. You can choose whether to complete the green or yellow box. Please upload a video of you finding the difference to Class Dojo.

$9 - 4$

$7 - 2$

$8 - 4$

$9 - 3$

$8 - 5$

$6 - 3$

$10 - 4$

$14 - 6$

$18 - 5$

$20 - 9$

$16 - 5$

$18 - 7$

$19 - 9$

$17 - 5$

You will need:

Counting/practical objects (anything from around the home e.g., pasta shapes, pegs, toys etc.), Video camera



Here is an example of how the WEEKLY learning sheets will look. They will be uploaded to Class Dojo at 3pm on Friday and work must be completed by midday the following Friday for teachers to respond to and give a present mark for these sessions.

EXAMPLE: Curriculum continuation at Kestrel Mead (Yr1-2) – Weekly learning
Year: xx
Learning for: Friday 15 th – Friday 22 nd . We acknowledge that more parental support and guidance might be needed on these sessions so we are providing them weekly to fit around your busy schedules. This document will be uploaded on Friday 15 th at 3pm. All work to be uploaded to Dojo by midday on Friday 22 nd .

Topic	
<p>In topic this week we are learning to:</p> <p>Session 1 - Identify the places we have visited on holidays Session 2 - Compare two holiday destinations</p> <p>Find your 2 pre-recorded lessons on Microsoft Teams within the year group chat</p> <ol style="list-style-type: none"> Microsoft Teams KeMPA – 2020 – Year 2 ‘Topic Session – Holidays’ Microsoft Teams KeMPA – 2020 – Year 2 ‘Topic Session – Comparing holiday destinations’ <p><i>Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.</i></p> <p>To complete your challenges at home you will need: Class Dojo, paper, crayons/pencils, device with a video camera</p>	<p>Your follow up challenges:</p> <ol style="list-style-type: none"> Think about a holiday destination you would really like to visit. Once you have decided, spend some time researching about it, this may include; where it is in the world, what the weather is like, what things there is to do and see etc. Then create a poster with the information you have found and post a picture of it onto Class Dojo. After finding out about Mumbai and Hunstanton in the live session, create a weather report or presentation to show the weather. You could report on one or both destinations. Remember to talk about the temperature, sunshine hours, rainfall and rain hours. Make a video recording of you weather report and post it onto Class Dojo.

RE and Equity	
<p>In RE and Equity this week we are learning:</p> <p><i>How religious organisations offer support to people in many ways in the form of charities</i></p> <p>Find your pre-recorded lesson</p> <ul style="list-style-type: none"> Microsoft Teams KeMPA – 2020 – Year 2 ‘RE Session – Charities’ <p><i>Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.</i></p> <p>To complete your challenges at home you will need: An adult</p>	<p>Your follow up challenge:</p> <p>Have a discussion with a family member at home about the importance of charity and how our school helps different charities and organisations. Think carefully about all the things we have done so far, this year, raising money, making parcels and packages etc. Then share your ideas on Class Dojo. You can choose if you want to do this as a voice recording, video or writing.</p>

Science	
<p>In Science this week we are learning to:</p> <p><i>Identify parts of the human body and compare it to a variety of different animals</i></p>	<p>Your follow up challenge:</p> <p>Using the worksheet uploaded onto Class Dojo, label the different body parts of the person correctly. Then choose an</p>



<p>Find your pre-recorded lesson:</p> <ul style="list-style-type: none">- Microsoft Teams KeMPA – 2020 – Year 2 ‘Science Session – Body parts’ <p><i>Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.</i></p> <p>To complete your challenges at home you will need: Class Dojo</p>	<p>animal and label the different body parts they have. Then think about the similarities and differences between the body parts of a human and your chosen animal.</p>
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Computing (KS2 only)	
<p>In computing this week we are learning to: <i>Use a program to achieve a simple goal</i></p> <p>Find your pre-recorded lesson</p> <ul style="list-style-type: none">- Microsoft Teams KeMPA – 2020 – Year 5 ‘Computing Session’ – ‘Using a program’ <p>To complete your challenges at home you will need: A device (IPAD/computer/phone) to access ‘Scratch’</p>	<p>Your follow up challenge:</p> <p>Following on from the live lesson, you need to use the website ‘Scratch’ sprite move and say hello. You can access the website by searching the word ‘scratch’ on google or visit https://scratch.mit.edu/ and then click ‘create’. Follow these instructions to complete the task:</p> <ol style="list-style-type: none">1. Add a move block. Here you can change the number of steps it makes by changing the number from 10 to something else.2. Add the 'say hello for 2 seconds' block3. Add the yellow block that says 'when the green flag is clicked'. This will allow you to run the code. Without this, it won't work. This block can be found in the events section.4. Run the code.

Thank you for taking time to read and understand how this will work going forward. Mrs Goulding is posting a video on Dojo to show you how to access the pre recorded lessons on TEAMS.

The teachers are amazing and have said that they will work on pre-recording the lessons to have them posted for Friday at 3pm. This new model will therefore begin in posting the weekly learning on Friday and in reduction of live lessons and teachers sharing daily learning from Monday.

I want to finish by saying that I am incredibly proud of our offer. I am aware of what other schools are providing and the delays so many children have had in accessing any learning. We were ahead of the game in the last lockdown and are tweaking early into this lockdown to make this the best deal that it can be. I am proud of our high expectations that we have here for children’s education and wellbeing. I hope that you can see from this letter and other communications that we make that we are working literally around the clock to do the best that we can for your children, because we want them to thrive. But we also want them to be happy, so if they aren’t you must talk to us. Please all give this offer your best shot, approach Friday/Monday with a positive mindset and tell yourself that you can do this. Because you can. I believe in you. Your children believe in you.

Take care,

Mrs Simpson



TEACHERS – PLEASE SEE INFORMATION ABOVE AND PROFORMAS BELOW:

Expectations of staff

- The challenges set will be in-line with the curriculum that would be taught in school and link to their live learning session. Examples and modelling will be provided through live learning on TEAMS in order to make tasks explicitly clear to pupils and parents so that children can be supported in the best way possible. Follow up activities will be provided via dojo for independent learning and should only require household resources that have been outlined on the daily learning sheet.
- For English and Maths, teachers will run 3x small group coaching sessions via Teams with up to 10 children at a time each session will last up to 30 minutes (20 minutes Reception). This is to ensure all children, especially those with English as an Additional Language, receive tuition in a group with minimal interruption and maximum teacher time.
- Follow up activities: Teachers to post a maths and English follow up activity. Ensure that these tasks take no more than 15-30 minutes to complete and that they require no resources. If differentiation is required, offer children to choose their follow up task from a group of 3.
- For the wider curriculum sessions these will be pre-recorded teams lessons. These are the same as live lessons – but with no audience. The 4 pre-recorded lessons and follow up activities will be posted to the year group page by 3pm on Friday. Share these sessions across the year group.
- Teachers will give live feedback on tasks via Teams during each session and after each follow up task. Any additional tasks uploaded will be approved by the teacher but may not be commented on by the class teacher. Comments on class Dojo learning posts will be specific and a stretch or a probing misconception question given (one per child per day).
- A daily 'Story Session' will be shared as a pre-recorded video via Class Dojo at 3:10pm for infant classes. This responsibility will be shared amongst the year group team and a rota created.
- A tracking grid for engagement and participation will be maintained, overseen by the VPs.
- Keep a register daily as per the live engagement on the spreadsheet. Class Dojo updates to be completed daily and reviewed at the end of the week for any cluster uploaders.
- Attend staff meetings weekly via Zoom as per the usual meeting schedule

Support

Attached is Amy's video explaining how to prerecord lessons and upload them onto TEAMS.



Curriculum continuation at Kestrel Mead – Year 1-6 Daily learning (Mon-Thurs)
Year: 5
Learning for: Monday 18th January (uploaded by 3pm the night before)

Get active:
Today's link for inspiration: Squish the Fish A Cosmic Kids Yoga Adventure! - YouTube

English	
In your lesson you will be learning to:	Your follow up challenge (takes 15-30mins to complete)::
<i>Your child must attend their face to face session today.</i>	You will need:

Maths	
In your lesson you will be learning to:	Your follow up challenge (takes 15-30mins to complete):
<i>Your child must attend their face to face session today.</i>	You will need:



Curriculum continuation at Kestrel Mead – Yr 1-6- Daily learning FRIDAY
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Year: 5

Learning for: FRIDAY XXX JANUARY (uploaded by 3pm the night before)

Attend your class wellbeing session. You can choose either 8.30am or 9am.

Complete the Fitness Friday – Link on Dojo
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Watch the school Assembly – Link on Dojo
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Catch up on weekly challenges. You need to check the weekly learning sheet that was uploaded last Friday.

Have you;

Completed your 1/2 topic challenges? (teachers adjust according to KS)

Completed your RE and Equity challenge?

Completed your Computing challenge? (KS2 only)

Completed your Science challenge?

Played on times table rock stars? (teachers adjust according to KS)

Done some independent reading?

Responded to your teachers feedback on Class Dojo?

Please aim to have all of your wider curriculum work uploaded by midday for your teacher to check this off and mark your weekly attendance in these sessions.



Curriculum continuation at Kestrel Mead (Yr1-2) – Weekly learning

Year: 2

Learning for: Friday 15th – Friday 22nd. We acknowledge that more parental support and guidance might be needed on these sessions so we are providing them weekly to fit around your busy schedules. This document will be uploaded on Friday 15th at 3pm. All work to be uploaded to Dojo by midday on Friday 22nd.

Topic

In topic this week we are learning to:

Links to your 2 pre recorded lessons

1.

2.

Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.

To complete your challenges at home you will need:

Your follow up challenges:

1.

2.

RE

Link to your pre recorded lesson

-

Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.

To complete your challenges at home you will need:

Your follow up challenge:

Science

Link to your pre recorded lesson

-

Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.

To complete your challenges at home you will need:

Your follow up challenge:



Curriculum continuation at Kestrel Mead (Yr3-6) – Weekly learning

Year: 4

Learning for: Friday 15th – Friday 22nd. We acknowledge that more parental support and guidance might be needed on these sessions so we are providing them weekly to fit around your busy schedules. This document will be uploaded on Friday 15th at 3pm. All work to be uploaded to Dojo by midday on Friday 22nd.

Topic

In topic this week we are learning to:

Link to your pre recorded lessons

Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.

To complete your challenges at home you will need:

Your follow up challenges:

1.

RE and Equity

Link to your pre recorded lessons

Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.

To complete your challenges at home you will need:

Your follow up challenge:

Science

Link to your pre recorded lessons

Attached is the knowledge organiser. Children need to understand and hold all the knowledge on this by the end of the topic.

To complete your challenges at home you will need:

Your follow up challenge:

Computing

Link to your pre recorded lessons

-

To complete your challenges at home you will need:

Your follow up challenge:



Curriculum continuation at Kestrel Mead – Reception (Mon-Thurs)

Learning for: Monday 18th January (uploaded by 3pm the night before)

Spend at least 15 minutes today getting active.

LINK:

Phonics: Session 1

In your lesson you will be learning to:

Your child must attend their face to face session today.

Your follow up challenge (takes 15-20mins to complete):

You will need:

Shared Reading or Maths: Session 2

In your lesson you will be learning to:

Your child must attend their face to face session today.

Your follow up challenge (takes 15-30mins to complete):

You will need:



Curriculum continuation at Kestrel Mead – Reception - Daily learning FRIDAY
Year: Reception
Learning for: FRIDAY XXX JANUARY (uploaded by 3pm the night before)

Fitness Friday – Link on Dojo at 8.30AM
Assembly – Link on Dojo at 9AM
Catch up and consolidation of weekly challenges. You need to check the weekly learning sheet that was uploaded last Friday.
Have you;
Completed your 4 Topic or Maths challenges?
Practised your sounds from this week's phonics sessions? (g, o, c, k)
Practising your number and counting skills from this week's maths sessions?
Listened to the daily story sessions of Class Dojo?
Read your teacher's feedback on Class Dojo?
Helped your grown-ups around the house? How can you show your independence today?
<i>Your child must attend their face to face GOLDEN TIME session today. The times are 11am or 11.30am.</i>



Curriculum continuation at Kestrel Mead - Reception – Weekly learning

Year: Reception

Learning for: Friday 15th – Friday 22nd.

This will be uploaded on Friday 15th at 3pm. All work to be uploaded to Dojo by midday on Friday 22nd.

Monday

Topic or Maths

In your lesson you will be learning to:

- [Redacted]

Link to your pre-recorded lesson:

- [Redacted]

Your follow up challenge (takes 15-20mins to complete):

You will need:

Tuesday

Topic or Maths

In your lesson you will be learning to:

- [Redacted]

Link to your pre-recorded lesson:

- [Redacted]

Your follow up challenge (takes 15-20mins to complete):

You will need:

Wednesday



<p>Topic or Maths In your lesson you will be learning to:</p> <ul style="list-style-type: none">• [redacted] <p>Link to your pre-recorded lesson:</p> <ul style="list-style-type: none">• [redacted]	<p>Your follow up challenge (takes 15-20mins to complete):</p> <p>You will need:</p>
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Thursday	
<p>Topic or Maths In your lesson you will be learning to:</p> <ul style="list-style-type: none">• [redacted] <p>Link to your pre-recorded lesson:</p> <ul style="list-style-type: none">• [redacted]	<p>Your follow up challenge (takes 15-30mins to complete):</p> <p>You will need:</p>