



# KS1 Parent Support Workshop

"What is the bravest thing  
you've ever said?" asked  
the boy.



"Help," said the horse.



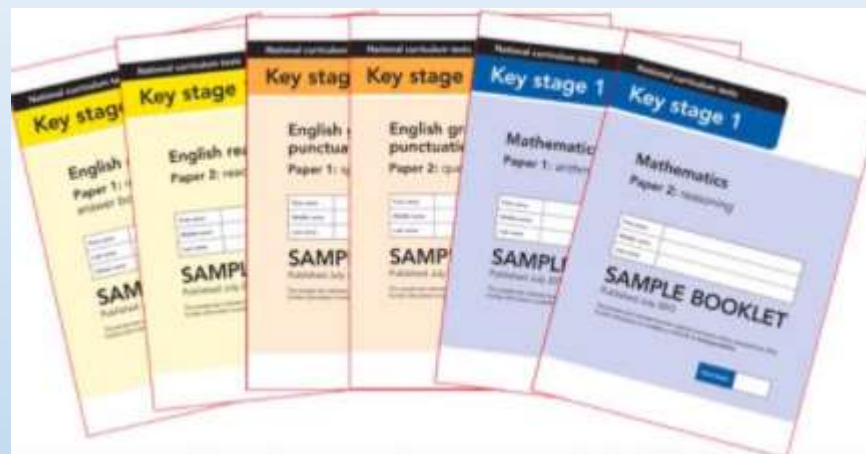
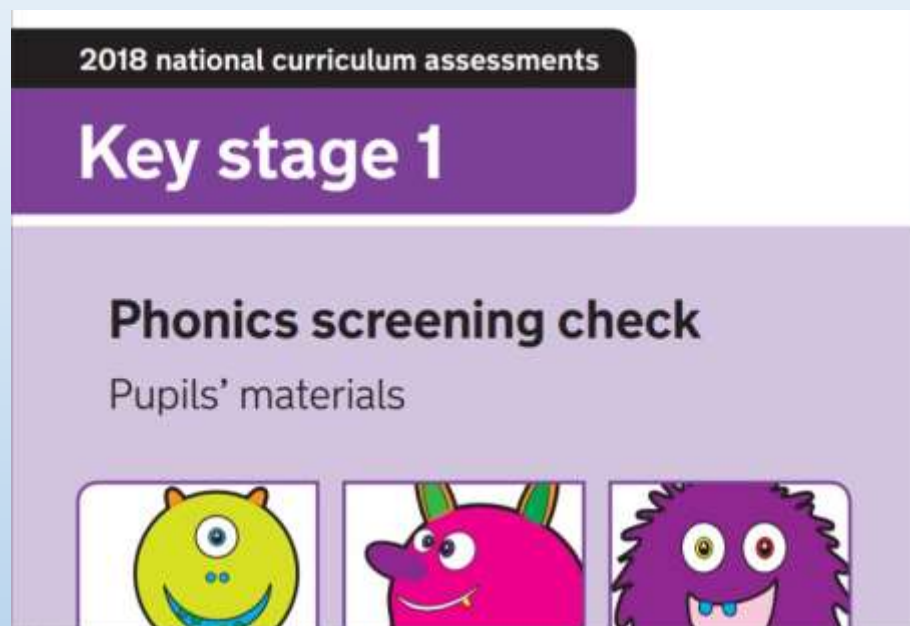
# Our current provision

|               | Monday  | Tuesday  | Wednesday   | Thursday   | Friday  |
|---------------|---|--|---|--|---|
| 9:00 – 9:30   | PE with Joe Wicks on YouTube  | <b>Class Conference on Zoom</b><br>Meeting ID: 918 3512 2655<br>Passcode: dQaPm6 | PE with Joe Wicks on YouTube  | <b>Class Conference on Zoom</b><br>Meeting ID: 931 6032 9473<br>Passcode: a48ZuH | PE with Joe Wicks on YouTube  |
| 9:30 – 10:00  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom   |
| 10:00 – 11:00 | <b>Phonics on Zoom</b><br>Meeting ID: 985 7168 5249<br>Passcode: GF0nW5 | <b>Phonics on Zoom</b><br>Meeting ID: 985 7168 5249<br>Passcode: GF0nW5          | <b>Phonics on Zoom</b><br>Meeting ID: 985 7168 5249<br>Passcode: GF0nW5 | <b>Phonics on Zoom</b><br>Meeting ID: 985 7168 5249<br>Passcode: GF0nW5          | <b>Cheer and Chatter on Zoom</b><br>Meeting ID: 985 7168 5249<br>Passcode: GF0nW5 |
| 11:00 – 11:15 | Break   | Break  | Break   | Break  | Break   |
| 11:15 – 12:00 | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom   |
| 12:00 – 1:00  | Lunch   | Lunch  | Lunch   | Lunch  | Lunch   |
| 1:00 – 1:30   | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom   |
| 1:30 – 1:45   | Numbots   | Numbots  | Numbots   | Numbots  | Numbots   |
| 1:45 – 2:00   | Reading for Pleasure  | Reading for Pleasure   | Reading for Pleasure  | Reading for Pleasure   | Reading for Pleasure  |
| 2:00 – 2:15   | Spelling Shed   | Spelling Shed  | Spelling Shed   | Spelling Shed  | Spelling Shed   |
| 2:15 – 3:00   | Complete Social Media Takeover tasks.                                   | Complete Social Media Takeover tasks.  | Complete Social Media Takeover tasks.                                   | Complete Social Media Takeover tasks.  | Complete Social Media Takeover tasks.   |

|               | Monday  | Tuesday  | Wednesday   | Thursday  | Friday  |
|---------------|---|--|---|---|---|
| 9:00 – 9:30   | PE with Joe Wicks on YouTube                                      | Conic Yoga on YouTube  | PE with Joe Wicks on YouTube                                      | Conic Yoga on YouTube   | PE with Joe Wicks on YouTube                                  |
| 9:30 – 10:15  | Class conference – Google Classroom.                              | Elm class Wellbeing Zoom<br>Meeting ID: 945 7207 8710<br>Passcode: Maths | Maths on Zoom<br>Meeting ID: 945 7207 8710<br>Passcode: Maths     | Maths on Zoom<br>Meeting ID: 945 7207 8710<br>Passcode: Maths     | Maths on Zoom<br>Meeting ID: 945 7207 8710<br>Passcode: Maths |
| 10:15 – 11:00 | Complete Story Session work on Google Classroom                   | Complete Story Session work on Google Classroom                          | Complete Maths Google Classroom work                              | Complete Maths Google Classroom work                              | Complete Maths Google Classroom work                          |
| 11:00 – 11:30 | Phonics on Zoom<br>Meeting ID: 741 8945 2524<br>Passcode: phonics | Phonics on Zoom<br>Meeting ID: 741 8945 2524<br>Passcode: phonics        | Phonics on Zoom<br>Meeting ID: 741 8945 2524<br>Passcode: phonics | Phonics on Zoom<br>Meeting ID: 741 8945 2524<br>Passcode: phonics | Class conference – Google Classroom.                          |
| 11:30 – 12:00 | Complete phonics activities on Google Classroom                   | Complete phonics activities on Google Classroom                          | Complete phonics activities on Google Classroom                   | Complete phonics activities on Google Classroom                   | Additional time to complete activities on Google Classroom    |
| 12:00 – 1:00  | Lunch   | Lunch  | Lunch   | Lunch   | Lunch<br>DEADLINE TO SUBMIT WORK TO GOOGLE CLASSROOM.         |
| 1:00 – 1:30   | Purple Mash – Activities set for the week.                        | Complete maths activities on Google Classroom.                           | Purple Mash – Activities set for the week.                        | Complete Story Session work on Google Classroom                   | Purple Mash – Activities set for the week.                    |
| 1:30 – 1:45   | TTrockstars   | TTrockstars  | Numbots   | Numbots/Spelling Shed   | Rocksteady live music lesson.                                 |
| 1:45 – 2:00   | Reading for Pleasure  | Reading for Pleasure   | Reading for Pleasure  | Reading for Pleasure  | Reading for Pleasure  |
| 2:00 – 2:15   | Spelling Shed   | Phonics play free choice.  | Spelling Shed   | Phonics play free choice.   | Spelling Shed   |
| 2:15 – 3:00   | Complete Social Media Takeover tasks.                             | Complete Social Media Takeover tasks.                                    | Complete Social Media Takeover tasks.                             | Complete Social Media Takeover tasks.                             | Complete Social Media Takeover tasks.                         |

- Four phonics tasks a week.
- Four story session tasks a week.
  - Four maths tasks a week.
  - One direction to Purple Mash.
- Recommended other tasks on weekly suggested timetables.
- Spend 45 minutes maximum on the phonics, story session and maths tasks.

“I don’t understand what is happening about the assessments that normally take place.”



Year 2 SATs – cancelled.

Year 2 Phonics Screening Check (missed in Year 1) – took place in December 2020.

Year 1 Phonics Screening check – cancelled.

The current Year 1 children will sit the Phonics Screening Check in Year

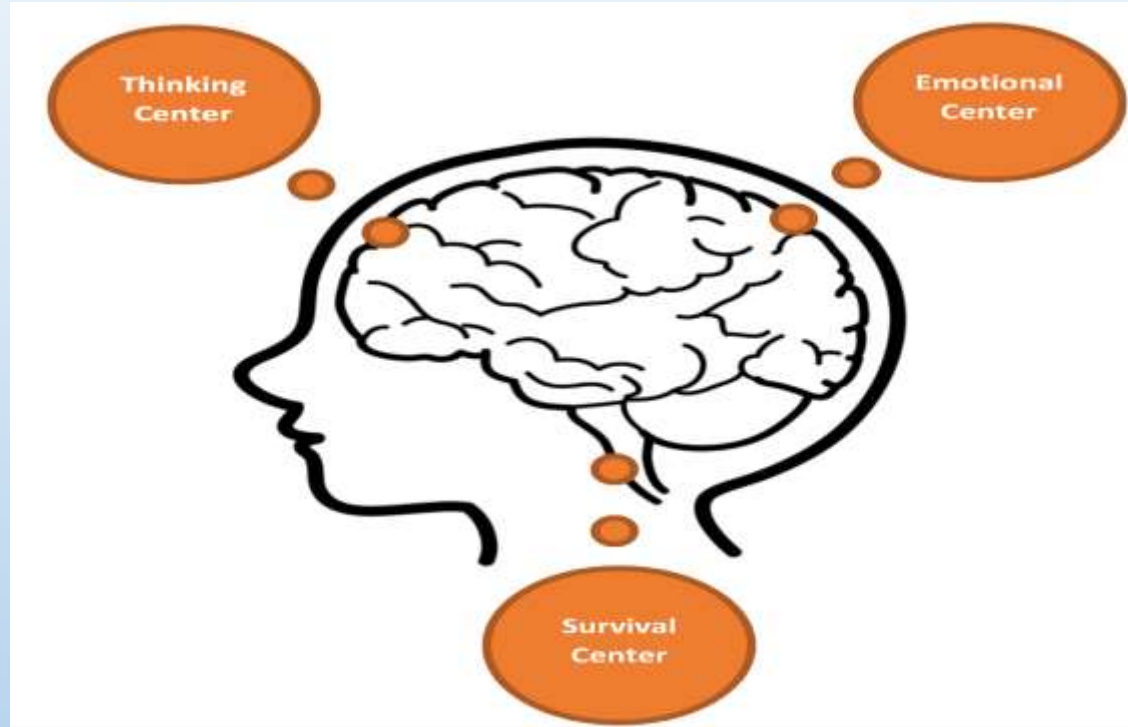
2.

# “This is not my school!”



Home is very important right now for working, learning and spending time together. But, you don't have to turn your home into a school.

“I don’t know how, I’m not doing it!”



This is a very difficult time for everyone but there are opportunities to develop essential skills for life. As adults we can help to support, develop and promote self-regulation in children.

# “I’m not at school, why do I have to get up?”
















Alexander McLeod Primary School **Beech Class Suggested Home Learning Timetable**

|               | Monday  | Tuesday  | Wednesday   | Thursday   | Friday  |
|---------------|---|--|---|--|---|
| 9:00 – 9:30   | PE with Joe Wicks on YouTube  | Comic Yoga on YouTube  | PE with Joe Wicks on YouTube  | Comic Yoga on YouTube  | PE with Joe Wicks on YouTube  |
| 9:30 – 10:00  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom   |
| 10:00 – 11:00 | <b>Phonics on Zoom</b><br>Meeting ID: 941 3244 1237<br>Passcode: 4b7xxy | <b>Phonics on Zoom</b><br>Meeting ID: 977 1668 0893<br>Passcode: 8NhtzE          | <b>Phonics on Zoom</b><br>Meeting ID: 959 4160 5283<br>Passcode: cvH9YU | <b>Phonics on Zoom</b><br>Meeting ID: 945 7082 6337<br>Passcode: ySQje2          | <b>Choir and Chatter on Zoom</b><br>Meeting ID: 932 1874 3933<br>Passcode: Q6AeDA |
| 11:00 – 11:15 | Break   | Break  | Break   | Break  | Break   |
| 11:15 – 12:00 | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom   |
| 12:00 – 1:00  | Lunch   | Lunch  | Lunch   | Lunch  | Lunch   |
| 1:00 – 1:30   | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom                                 | Complete activities on Google Classroom  | Complete activities on Google Classroom   |
| 1:30 – 1:45   | Numbots   | Numbots/Spelling Shed  | Numbots   | Numbots/Spelling Shed  | Numbots   |
| 1:45 – 2:00   | Reading for Pleasure  | Reading for Pleasure   | Reading for Pleasure  | Reading for Pleasure   | Reading for Pleasure  |
| 2:00 – 2:15   | Spelling Shed   | <b>Class Conference on Zoom</b><br>Meeting ID: 947 6543 2873<br>Passcode: R9NhrZ | Spelling Shed   | <b>Class Conference on Zoom</b><br>Meeting ID: 931 3466 4285<br>Passcode: bq027d | Spelling Shed   |
| 2:15 – 3:00   | Complete Social Media Takeover tasks.                                   | Complete Social Media Takeover tasks.  | Complete Social Media Takeover tasks.                                   | Complete Social Media Takeover tasks.  | Complete Social Media Takeover tasks.   |

Talk to your child/children about how they'd like their day to be structured and how that might work with your own responsibilities. You may find it helpful to use our suggested timetable to establish a routine.

# “I don’t see the point!”



|   |   |                          |                          |                          |                          |                          |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|    | I woke up at a good time.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I did some exercise.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I had regular meals and drank water.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I enjoyed some reading in a quiet space.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I practised a maths skill.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I completed some school work at my work space.<br>I chunked it so I had some breaks too.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I talked to my family about my day and how I am feeling.<br>I asked them about their day. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I helped with a household job and talked to my family<br>while I did it.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I contacted my friends.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | I spent some time on my creative hobby.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    | My parent/carer told me what I did well.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|   | My goal:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | My goal:  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

You may also find helpful to create a daily checklist with your child. In addition, setting goals can help to motivate as can using rewards. However rewards should be manageable and relevant.



# “Why can’t I have a pyjama day?”



Encourage your child to treat remote learning the same as class learning.

It is important that you encourage your child to:

Listen carefully to their teacher

Dress ready for school (this does not have to be school uniform, but it may help).

Use classroom language

Not share passwords

Remain polite

Remember their manners

Be kind to others online

Look after their mental health and well being

Take regular screen breaks

**“We haven’t got much time, let me do it!”**



This is often very tempting! As parents we have a number of commitments to attend to and often time is of the essence, but it is important that children complete the tasks as independently as possible. Sometimes taking over a task can result in conflict at home.

“We haven’t got much time, let me do it!”



First she calls  
for help. Next  
the police come.  
After the wolf  
is arrested.

“We haven’t got much time, let me do it!”



First Little Red runs to find some help. Next she met a gingerbread man and asked for help. After that they sprinted back to Grandma's. Then the gingerbread man ate the wolf.

“We haven’t got much time, let me do it!”



First Little Red sat down and thought about what to do. She didn't want to hurt the wolf but she also didn't want to be eaten. After that she found a magic potion and snuck into Grandma's house. Then she threw the potion at the wolf and he turned into a mouse. Also Grandma came out of his belly. After this they all lived happily ever after.

“Why does learning take so long?”



5 minutes count!



# “I’m not at school, I’m not going to read!”

Reading is not just something that children should do in school; it needs to be an everyday part of our lives, something we choose to do at all ages. Yet, how can we foster readers’ desire and engagement?

**T** Take turns to make plans and predictions before starting a task

*‘You think that we should have fish fingers for dinner? That’s better than my pizza plan.’*  
*‘I wonder how many fish fingers everyone would like. What do you think?’*

**R** Recap to check ideas and understanding as your child is helping

*‘So, you think that we should dig the hole here? Why is that?’*  
*‘Why do you think that the tower fell over when you added the last block?’*

**U** Use encouragement and praise to keep children engaged in learning

*‘I love your ideas for grandma’s picture. Let’s collect what we need and make it.’*  
*‘You thought so carefully about your picture. I wonder how it would look with stars on. What do you think?’*

**S** Share prior knowledge & past experiences that link to what is being learnt

*‘Have you learnt about things that float at school? Do you think that this bottle will float in your bath?’*  
*‘Do you remember the counting we did when we watched Numberblocks? Let’s do some more counting so we’ve got the right number of smiley faces.’*

**T** Tune-in and listen to your child—be curious about their interests

*‘I didn’t know you were so good at baking. I think the things that you make taste the very best!’*  
*‘I know that you love dinosaurs. Shall we make some green dinosaur biscuits?’*

Paying an interest in what your child is reading helps to foster engagement. Modelling being a reader also has a profound impact. In addition, using some of these strategies/questions may help.



**1** Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading; wherever it is!

**2** Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

**3** Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

**4** Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

**5** Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

**6** Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

**7** Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

“I miss my friends!”



Technology can be a great way for children to keep in touch with friends and family and can help with feelings of isolation and anxiety. It can also help take pressure off you as the main carer when you're trying to work.

“But all my friends are using it”



“I just don’t know what’s wrong, I just don’t feel like myself”



“Just give me 5 more minutes!”



# Non-screen activities you can do at home

Pobble

25 ideas!

What can you do when there's no school and you're stuck at home? Here are 25 fun ideas to choose from.



**1** How many different words can you make from the letters in this sentence, below? Grab a pencil and paper and write a list!

'Learning from home is fun'

**2** Thank a community hero. Think of someone that helps you in some way and write a short letter to thank them.

Thanks!

**3** Get building! You could build a Lego model, a tower of playing cards or something else!



**4** Can you create your own secret code? You could use letters, numbers, pictures or something else! Can you get someone else to try and crack it?

**5** Start a nature diary. Look out of the window each day and keep note of what you see. Birds, flowers, changes in the weather, what else?

**6** Hold a photo session. Use a camera or a mobile phone to take some snaps. What will you photograph? Your pets or toys perhaps?

**7** Build a reading den. Find somewhere cosy, snuggle up and read your favourite book!



**8** Use an old sock to create a puppet. Can you put on a puppet show for someone?



**9** Make a list of all the electrical items in each room of your home. Can you come up with any ideas to use less electricity?

**10** Design and make a homemade board game and play it with your family.



**11 Do something kind for someone.** Can you pay them a compliment, make them something or help them with a task?



**12 Can you create a story bag?** Find a bag and collect items to go in it that relate to a well known story. If you can't find an item, you could draw a picture to include.

**13 List making!** Write a list of things that make you happy, things you're grateful for or things you are good at.



**14 Design and make an obstacle course at home or in the garden.** How fast can you complete it?



**15 Can you invent something new?** Perhaps a gadget or something to help people? Draw a picture or write a description.



**16 Keep moving!** Make up a dance routine to your favourite song.



**17 Write a play script.** Can you act it out to other people?



**18 Read out loud to someone.** Remember to read with expression.



**19 Write a song or rap about your favourite subject.**



**20 Get sketching!** Find a photograph or picture of a person, place or object and sketch it.



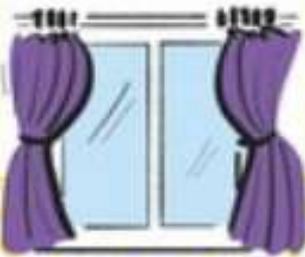
**21 Junk modelling!** Collect and recycle materials such as yoghurt pots, toilet rolls and boxes and see what you can create with them.

**22 Draw a map of your local area and highlight interesting landmarks.**



**23 Write a postcard to your teacher.** Can you tell them what you like most about their class?

**24 Draw a view.** Look out of your window and draw what you see.



**25 Get reading!** What would you most like to learn about? Can you find out more about it in books? Can you find a new hobby?

“I’m tired, I don’t want to exercise. Anyway it’s raining!”



## 5 BENEFITS OF MORNING EXERCISE FOR KIDS



**1. INCREASED ENERGY**

**2. FOCUS AT SCHOOL**



**3. BOOSTED METABOLISM**

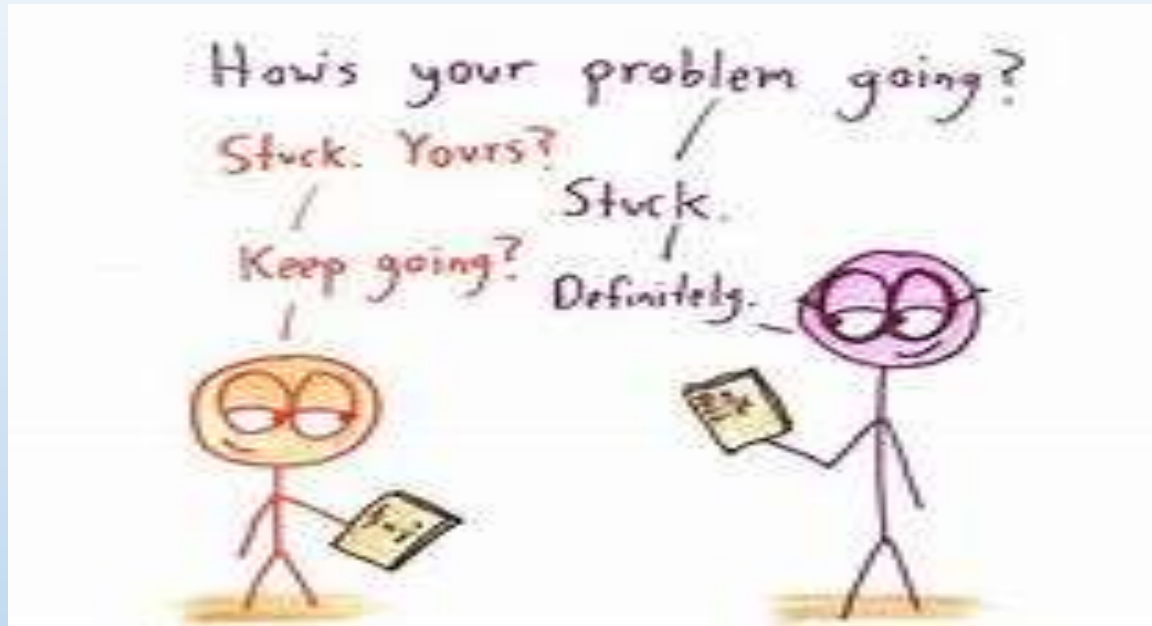
**4. BETTER MOOD**



**5. BETTER SLEEP**



## Help! I don't know how to help my child!



If you are unsure how to support your child with their school work provided on Google Classroom, you may find our curriculum overview, our curriculum booklets and our medium term plans useful. These can all be located on our website. In addition, you may like to access online support materials, such as BBC Bitesize or Oak Academy. If these are not supportive or you have an issue not relating to the lesson content, please contact your child's class teacher either via Google Classroom or by calling the school office.



“Lockdown is affecting my child’s mental health.”

There are some key actions you can consider to support your child or young person’s mental health and wellbeing during the pandemic, including:

**Listening to and acknowledging their concerns.**

**Being aware of your own reactions.**

**Connecting regularly, especially if you are working long hours.**

**Support safe ways for children and young people to connect with their friends.**

**Creating a new routine that ensures family time.**

**If you have welfare concerns for your child please seek immediate help.**

# “My child is autistic and is finding this lockdown challenging.”



Autistic children and young people may struggle to identify any physical symptoms of COVID-19 and experience difficulty talking about the emotions the situation will create.

If your child or young person becomes ill, they may struggle to manage the physical experience. You can help to manage these changes using any strategies that you know work for your family, or seek further advice and support.

It is important to be honest when communicating with your child or young person about the changing situation, measures they can take to stay safe, and the symptoms of the virus. Try to avoid giving definitive statements about the future – this is a rapidly developing situation and your child or young person may be more distressed if things change when they were told they would not. Up to date guidance can be located on <https://www.gov.uk/coronavirus>.

You should continue to access support of local autism groups online or via phone. The [National Autistic Society guidance on managing anxiety](#) might also be helpful – you can call the [Autism Helpline](#) on 0808 800 4104 for further advice.



“We have lost a loved one and I don’t know how to help.”



Experiencing the loss of a loved one can be an extremely difficult and challenging time. Grief affects children and young people in different ways depending on their age, their level of understanding, and the changes the death means for their daily life. They often feel waves of powerful emotions such as sadness, guilt, shock and anger, which they may struggle to express. It is very common for their behaviour to change and for them to worry a lot about other people.

It can be challenging to support a child when you are grieving yourself and due to restrictions it may be harder to connect with usual support networks. Listening carefully, answering questions honestly in an age-appropriate way, continuing routines where possible, and providing lots of love and support will help.

The NHS has advice about dealing with grief and outlines support available and the Childhood Bereavement Network has information and links to national and local support organisations.



## Helplines and websites for your child and or young person



[Shout](#) provides free, confidential support, 24/7 via text for anyone at crisis anytime, anywhere.

You can:

- text SHOUT to 85258 in the UK to text with a trained Crisis Volunteer
- text with someone who is trained and will provide active listening and collaborative problem-solving

[ChildLine](#) provides a confidential helpline for any child with a problem. It comforts, advises and protects.

You can:

- call 0800 1111 any time for free
- have an [online chat with a counsellor](#)
- check out the [message boards](#)



[The Mix](#) provides a free confidential helpline and online service that aims to find young people the best help, whatever the problem.

You can:

- call 0808 808 4994 for free – lines are open from 11am to 11pm every day
- access the [online community](#)
- [email The Mix](#)



[Rise Above](#) is a digital resource developed to address health challenges, including COVID-19, in a way that resonates with young people. It offers a digital hub providing young people with a safe and inspiring space where they can learn how to deal with the issues that matter to them and build their resilience and confidence.



