

## **Home Learning Pack: Introduction**

Between now and the end of the current academic year, most of the learning that pupils will experience will continue to be that which they complete at home. This is likely to be the case for those who do eventually return to school before the end of term, as well as for those who do not.

The purpose of this pack is to provide some guidance for schools and parents about what 'typical' home learning days might look like for children in Reception and for pupils in KS1 and KS2, and some of the resources that they might access.

There are also some suggestions about how parents can best support the needs of children with SEND. This advice respects the fact that every SEND pupil's needs will be different, so no two pupils' 'home learning days' will look the same.

The document also includes some ideas for schools about how pupils' well-being and motivation can best be promoted during this period.

We encourage those who are leading on home learning to amend and add to this guide so that it suits your school's individual context. We have not provided a front cover, contents page or any local authority 'branding' because parents are more likely to make use of the document if it is seen to come from their child's school. Primarily, the document is a resource for parents, so please do share your amended version with them.

At the time of writing, the vast majority of the links to educational resources included in this pack work. A small number do not click through automatically (highlighted in yellow), but do open the relevant site if they are cut and pasted in to your browser.

## **Home Learning and Well-Being: Suggestions for Schools**

**Maintaining wellbeing by setting realistic expectations** - setting a realistic programme of work will help pupils, parents and carers to fit it into their current home life. For example, not all pupils will be able to attend an online class or do their work during normal school hours. Parents' and carers' schedules and resources also vary widely, so some can support pupils with school work more than others.

**Maintaining a sense of community** - encouraging and enabling interaction between pupils, parents, carers and staff can help them to feel like they're a part of a community. This could include continuing school practices like assemblies (but holding them online) and sending newsletters, or creating online opportunities for pupils to discuss work and interact during the day.

**Providing pastoral support** - schools are considering how to make pastoral support available and are checking in on pupils' wellbeing. For example, some schools provide time for pupils to talk with a mentor or a tutor.

**Staying in contact** - schools are using different methods to stay in touch with parents, carers and pupils. They have increased contact with some groups of children, such as those who are vulnerable or those who are struggling to engage with school work.

**Encouraging sensible routines** – pupils benefit from getting up the same time every day, having regular breaks and drinks, time to learn outside if possible, the opportunity to work in a practical way, and an emphasis on the reinforcement of previous learning rather than 'new' learning that needs explicit teaching.

**Identifying pupils who need additional support** - many schools are considering how to provide additional support to pupils who have barriers to engagement or are making the least progress. This might include children with special educational needs and disabilities (SEND), children eligible for pupil premium, and children with a social worker.

### **Adapting teaching practice for remote education**

With so many options available to support remote education, one of the most important decisions schools are making is to keep it simple, making sure pupils, parents, carers and teachers know what is being asked of them. The exact approaches adopted by each school will vary depending on the needs of its pupils and school context. There is no single right answer.

**Ensuring remote education practices are inclusive** - effective communication channels are important to support pupils with special educational needs and disabilities (SEND). Many schools use video calls, instant messaging and weekly phone calls to support pupils with their learning needs.

### **Keeping pupils motivated and engaged**

Many schools have found that engagement and motivation are strongly linked to other areas such as wellbeing and curriculum design. Teachers may wish to work with parents to create an encouraging learning environment at home by referring to guidance published for parents on [supporting their children's education during coronavirus](#).

**Motivating pupils remotely** – schools are finding that tasks which are short, snappy and easy to understand prevent pupils from feeling overwhelmed when they are being educated remotely. Showing pupils the value of the topic they are studying can help to keep them motivated.

**Keeping primary and secondary pupils motivated and engaged at a distance** – try making contact immediately if you notice a lack of engagement. Pick up the phone and speak to the parent. Technology is an enabler and this includes telecommunication too.

**Supporting families and pupils who are less connected or active online** - parent mail can be used to communicate with families. This is a helpful communication channel for all families.

## Reception and Home Learning

We acknowledge that expectations for home learning in Reception will differ greatly for different school communities and will be led by practitioners that know children well and who know them. Although not all children are currently spending each day within school we would echo the requirements that support quality learning and development, whether at school or at home.

**Play is essential for children's development, building their confidence as they learn to explore, to think about problems and relate to others. Children learn by leading their own play, and by taking part in play that is guided by adults.**

(Statutory framework for the early years foundation stage, Section 1 – the learning and development requirements)

Parents and carers will also face different challenges and the best way to organise the day will be different for every family. There are some good ideas how to do this here:

<https://home.oxfordowl.co.uk/blog/learning-at-home-organising-the-day/>

*What to Expect When* is a guide to help parents find out more about their child's learning and development in the first five years, it can be found here:

<https://www.foundationyears.org.uk/wp-content/uploads/2018/11/what-to-expect-when-1.pdf>

You may wish to ask families to share their activities online via email or an online communication tool e.g. Dojo/Tapestry. We would recommend that you monitor engagement and provide additional contact if necessary, particularly with more vulnerable families. We recommend setting clear expectations about feedback to manage teacher work load.

We would expect the majority of home learning to mirror the approaches and daily routines that children have become familiar with since joining the reception class. It should therefore reinforce skills and concepts that have been taught already and provide practical, hands on ways to use and apply these skills in the home environment. If new teaching is introduced this could be supported by further input e.g. video to address misconceptions and help families introduce these concepts at home.

Linking learning to books and stories will continue to support language and vocabulary development at home. Consider using a text that can be accessed online or creating a video resource so all children can access the book easily.

**Suggested opportunities for learning could be sent home daily or weekly. These should be optional. Typical daily expectations for Reception could include planned activities and experiences based on the following categories. We would not expect something from all categories to be completed every day.**

## Prime Areas of Learning

### Physical Activity

- Daily physical activity should be recommended and ideally this should include opportunities to exercise outside. You could incorporate one of the many online options that are available into every day:

<https://www.youtube.com/user/thebodycoach1>

<https://www.youtube.com/user/CosmicKidsYoga>

### PSED, wellbeing and emotional health

- Playing turn taking games

- Encourage families to time noticing how their children are feeling by listening to their thoughts and emotions.
- Support families to allow children to explore the current situation through their play which may include, for example, illness or death.

### **Talking together**

- Share a book together at least once a day, Read the story and talk about it, encourage children to join in.
- Provide ideas to encourage talk. As part of any daily routine, e.g. making tea, having a bath, sorting the washing, looking out of the window, spark up a conversation to get each other thinking and sharing ideas... What might happen if... I wonder... where bubbles go? ...what makes you happy/sad? What are you thinking about? What have you noticed? What other ideas can you think of?

### **Specific Areas of Learning**

#### **Playing with sounds and reading**

- Recall and practise sounds, blend sounds together to read

There are many resources freely available during this time, such as access to Phonics Play

<https://new.phonicsplay.co.uk/>

Username: march20

Password: home

Visit the free ebook library here: <https://www.oxfordowl.co.uk/for-home/reading-owl/library-page>

#### **Writing**

- Use and apply phonics in a practical way through play eg: write lists, menus, notes or messages

#### **Play with numbers**

- Use and apply number knowledge and solve practical real life problems that occur in everyday activities such as baking, washing and sorting clothes.

#### **Child-led exploration**

- Spend time playing with children every day
- Follow their lead, doing something that interests them and join in.
- Allow children time to explore and complete investigations by themselves.
- A suggested activity linked to the book or theme – this should be something practical and hands on, using resources families will have at home and may have a creative or an investigative focus.
- Acknowledge phones and tablets play a part of daily life at home and suggest apps and games that will benefit learning.
- Interactive stories to share with your child on the **CBeebies Storytime** app: [bbc.co.uk/cbeebies/grownups/cbeebies-storytime-app](http://bbc.co.uk/cbeebies/grownups/cbeebies-storytime-app)
- Play fun and educational games on the **CBeebies Playtime Island** app: [bbc.co.uk/cbeebies/watch/playtime-island-games-new](http://bbc.co.uk/cbeebies/watch/playtime-island-games-new)
- Phonics and reading games for 3-5s on the **Teach your Monster to Read** app: [teachyourmonstertoread.com](http://teachyourmonstertoread.com)
- Simple and fun activities for 0-5s: [hungrylittleminds.campaign.gov.uk](http://hungrylittleminds.campaign.gov.uk)
- Fun ideas and tips for developing your child's talking skills for 0-5s: [small-talk.org.uk](http://small-talk.org.uk) and [https://www.bbc.co.uk/tiny-happy-people](http://www.bbc.co.uk/tiny-happy-people)

**Life Skills**

- Learn a new skill, for example, how to tie shoelaces – try something new and persevere; therefore developing life-long learning characteristics!

## **EYFS Possible Daily Timetable for Parents:**

### **Physical Session 1 (30 minutes):**

- <https://www.cambslearntogether.co.uk/services-to-schools/pe/pe-at-home>

**NB:** very active children will need a healthy snack (banana) and water to drink

### **Phonics (20 minutes):**

- Tricky Words
- Phonics – Sounds
- Sentence Starters

### **Understanding of the World (10 minutes):**

- Talk about the weather (go out in the garden, balcony or street if possible, even when it is raining)
- Close your eyes and ask your child what he/she can hear/smell
- What can you see?

Talk about the day of the week and date. Ask your child find the number or write the date. Sing the days of the week song.

### **Reading (10 minutes):**

Snuggle up and share a favourite picture book together. Talk about the front cover and ask your child to tell you what the story is about. Talk about the pictures. Talk about the characters. Talk about where the characters are.

This story could provide a focus for the day – act out the story, draw a picture, draw a story map, make a zigzag book to write the story in words and pictures.

### **Maths (20 minutes):**

Counting, sharing, one more and one less, doubling, counting in twos and fives and tens. Keep it practical using objects from around the house and toys. Creating a shop can be a fun way to practise using money and counting.

Talk about positional language whilst a child is playing and talk about shapes around the house. Measure objects with string, using feet, hand spans and digits. Talk about how tall things are and measure the height of different members of the family.

### **Physical Session 2 (30 minutes):**

- Go out for a walk/cycle/on a scooter/exercise in your garden

### **Writing (15 minutes):**

Have a daily theme or story that you base this on or keep a diary of what you see each day on your walk. This can be a list or simple sentences such as I saw --- or I liked--- with a picture.

**Reading (10 minutes):**

Read a book together encouraging your child to talk about the pictures, read words that they know and use their phonics to sound out some of the words. (This is different to the session above in that the child should take more of a lead).

**Play a game together (10 minutes):**

A good opportunity to practise taking turns and sharing.

**Understanding the World, Expressive Arts and Design (20 minutes)**

This might include: cooking, playing with water, digging in the mud, playing with sand, arts and crafts, building models, making patterns with natural materials, den building, home corner or shop role play, singing nursery rhymes and songs, playing musical instruments. Many of these will provide an opportunity for your child to explore on their own.

The times are a guide only – some days your child will not be able to concentrate for long - but try to build up to these times to support your child for when they return to school.

Intersperse the structured learning with breaks.

Give your child time to explore learning on their own e.g. playing with a bowl or bucket of water, digging in the mud.

Make the most of daily/weekly events at home as these are fun and provide a great opportunity to talk and extend your child's learning:

- When the Bin Men visit - watch together and talk about what is happening and talk about what happens to the rubbish. Talk about recycling and ask your child to sort what needs to be recycled. Your child could be responsible for putting the recycling in the recycle bin. Talk about when the bin is empty, half full and full or even overflowing;  
Ask your child to write a list of what goes in the recycling bin – This could be stuck to the bin.  
**NB:** Wash hands after touching rubbish and bins
- Washing clothes– ask your child to help sort the laundry for washing; peg out the clothes together – your child can sort the socks into pairs (talk about the patterns and colours and do some counting in 2s)

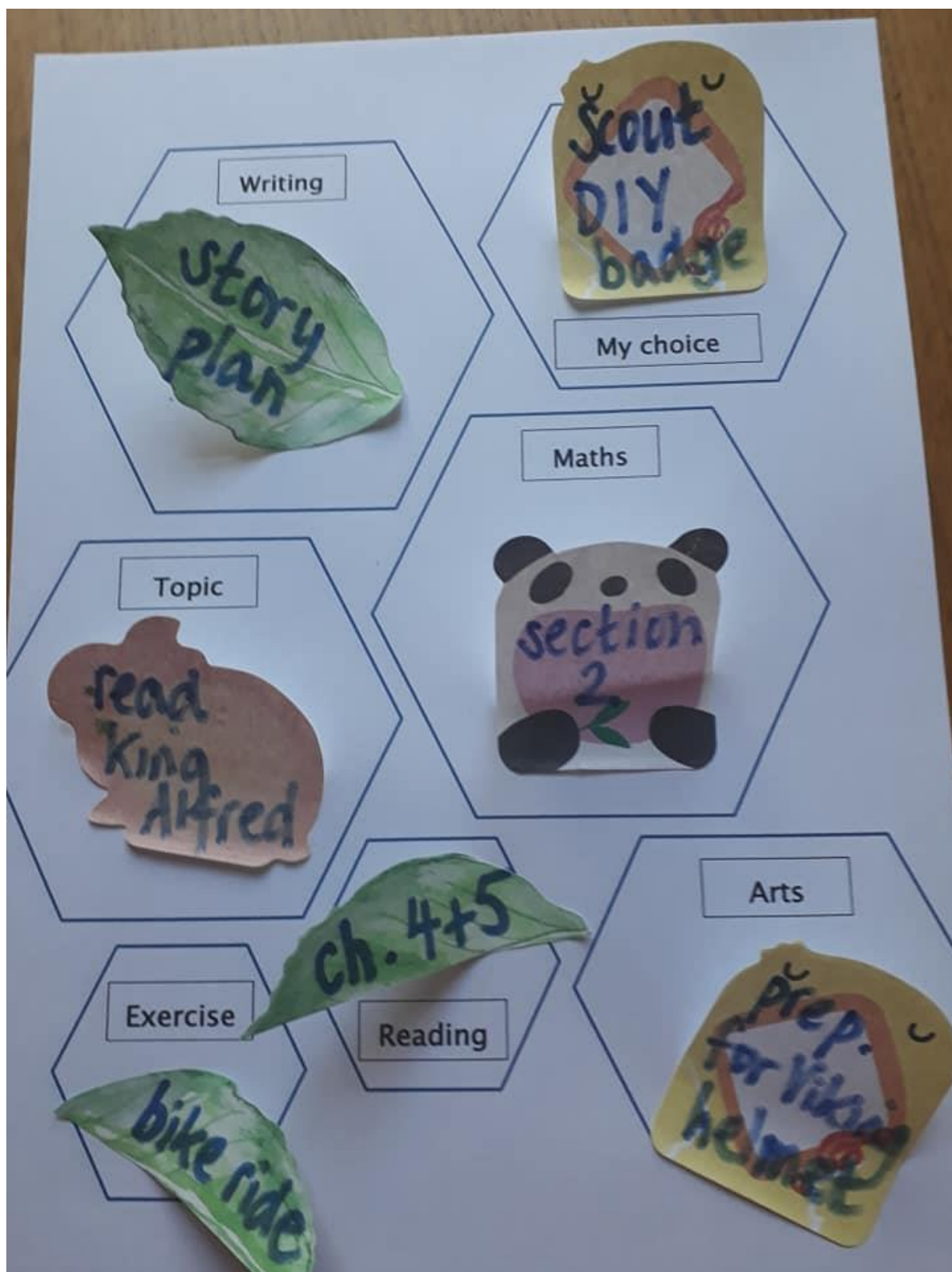
**A possible template for parents:**

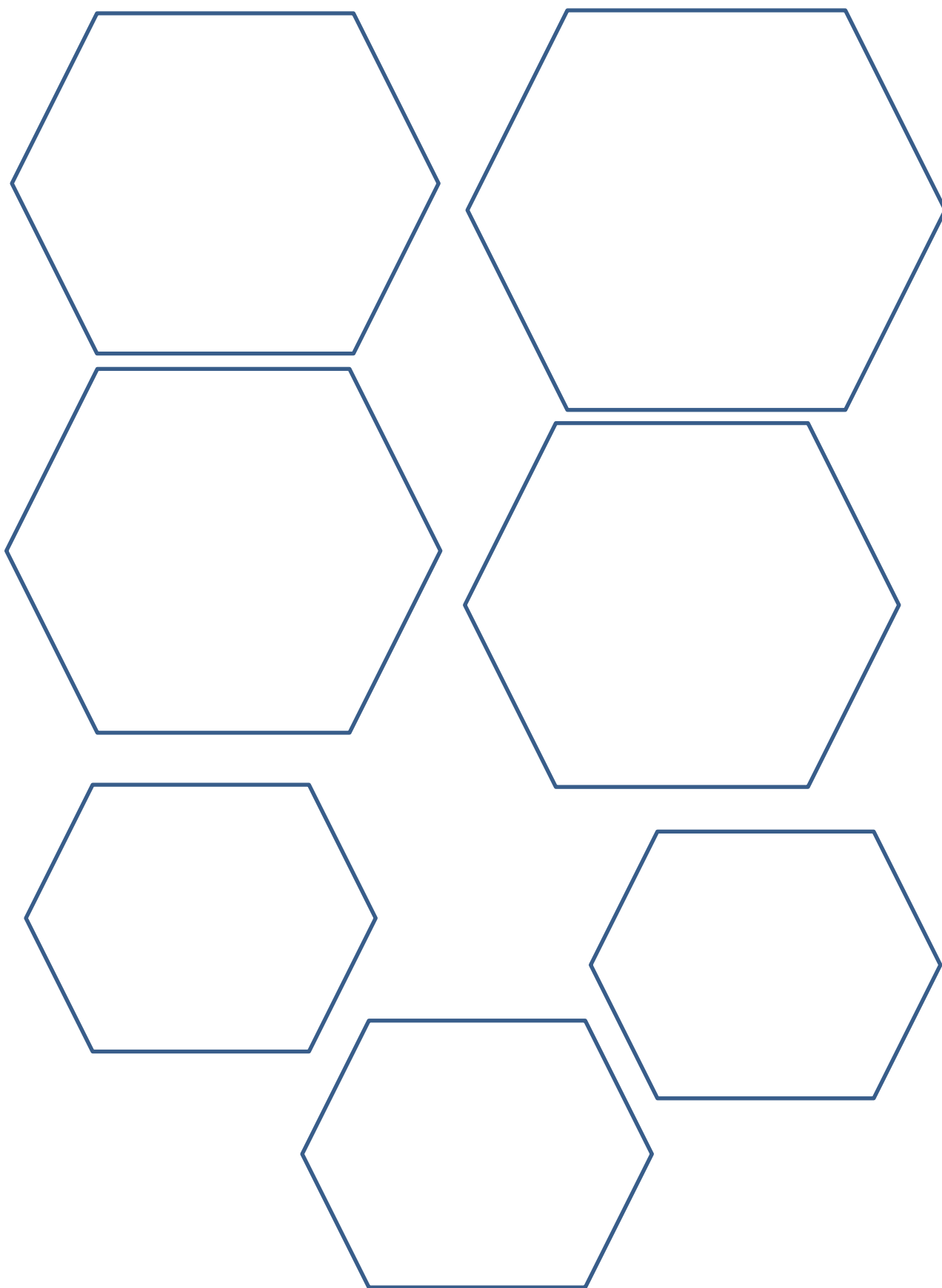
Supporting the learning of children at home during these unprecedented times can be very challenging. Most parents are not qualified teachers and have not chosen to home educate their children! Using the resources provided by the school in a way which suits the rhythm of the whole household will be completely different for everybody.

One potential activity is provided below. It provides a framework and could easily be adapted. You can use post-it notes or blue-tacked paper to make changes each day.

1. Agree the task under each heading (either the night before or first thing in the morning). Sometimes only 3 of the sections are used. Sometimes the task set by school is cut down. Sometimes complete tasks are omitted.

2. The child chooses the order in which tasks are completed. Some are independent, some supported. Sometimes this has to fit the work schedule of the adult at home or the needs of other family members. Sometimes expectations/deadlines are set based on regular breaks, free choice activities, downtime and other treats.





## Home Learning Routines: Sample Timetables

Some parents have requested a routine to help with home learning. We have created some suggested timetables (structured and less-structured) for KS1 and KS2 children that parents can use as a guide if they want to. Of course, all children and family situations are different and it is likely that some days will be easier than others. Parents will doubtless want to adapt the suggested timings and focus areas as needed. Many if not most parents will have settled in to a routine that works. If this is the case, the links to suggested activities and resources included in the timetables might still be helpful.

More advice and resource ideas are accessible via the [Home Learning Hub](#) which contains a wealth of links to recommended websites and 'home grown' resources, which are added to regularly.

### Sample Timetables

[KS1 Structured Timetable](#)

[KS1 Less-Structured Timetable](#)

[KS2 Structured Timetable](#)

[KS2 Less-Structured Timetable](#)

#### **Sample Timetable 1 for KS1 Children (structured version):**

Time	Focus	Suggested activities/resources
9:00 – 9:30	Morning exercise	- Exercises in the garden if available - <a href="#">P.E with Joe</a> - Aerobics/yoga
9:30 – 10:15	Maths	- Maths activities from school Other resources: - <a href="#">White Rose daily lessons</a> - <a href="#">Indoor</a> and <a href="#">Outdoor</a> Maths Challenges - <a href="#">Problem solving activities and games from Nrich</a> - <a href="#">Maths trail at home</a>
10:15 – 10:45	Break	Snack and time outside if possible
10:45 – 11:00	Reading	Read to or with your child
11:00 – 11:45	English	Phonics, spelling, reading and writing activities from school. Other resources: - <a href="#">BBC Bitesize daily lessons</a> - <a href="#">Pobble</a> - <a href="#">Indoor</a> and <a href="#">Outdoor</a> English Challenges - <a href="#">Once Upon a Picture</a> - <a href="#">Literacy Shed</a> - <a href="#">Read Write Inc. videos</a>
11:45 – 13:00	Lunch and free time	
13:00 – 13:45	Topic/Project activities	- Activities from school Other resources: - <a href="#">The Garden Project</a> - <a href="#">Subject resources</a> - <a href="#">BBC Bitesize daily lessons</a>

13:45 – 14:45	Creative activities, educational games or screen time	<ul style="list-style-type: none"> <li>- <a href="#">Outdoor art activities</a></li> <li>- Drawing, painting, junk modelling, play dough</li> <li>- Baking</li> <li>- Jigsaws</li> <li>- Listening to/making music</li> <li>- <a href="#">Card games</a></li> <li>- Board games</li> <li>- <a href="#">Online maths games</a></li> <li>- <a href="#">Lego challenges</a></li> </ul>
14:45 – 15:45	Exercise	<ul style="list-style-type: none"> <li>- Daily walk if possible</li> <li>- Garden play if possible</li> <li>- Yoga/aerobics</li> <li>- <a href="#">P.E ideas</a></li> </ul>

### Suggested Timetable 2 for KS1 Children (less-structured version):

Approximate timings	Focus	Suggested activities/resources
60 minutes or more	Exercise	<ul style="list-style-type: none"> <li>- Exercises in the garden if available</li> <li>- Daily walk if possible</li> <li>- <a href="#">P.E with Joe</a></li> <li>- <a href="#">P.E ideas</a></li> <li>- Aerobics/yoga</li> </ul>
3 x 30 minutes	Academic time: Maths/English/Topic	<ul style="list-style-type: none"> <li>- Maths/English/Topic activities from school</li> <li>Other resources: <ul style="list-style-type: none"> <li>- <a href="#">White Rose daily lessons</a></li> <li>- <a href="#">Indoor</a> and <a href="#">Outdoor</a> Maths Challenges</li> <li>- <a href="#">Problem solving activities and games from Nrich</a></li> <li>- <a href="#">Maths trail at home</a></li> <li>- <a href="#">Indoor</a> and <a href="#">Outdoor</a> English Challenges</li> <li>- <a href="#">BBC Bitesize daily lessons</a></li> <li>- <a href="#">Literacy Shed</a> - <a href="#">Pobble</a></li> <li>- <a href="#">Read Write Inc. videos</a></li> <li>- <a href="#">Once Upon a Picture</a></li> <li>- <a href="#">The Garden Project</a></li> <li>- <a href="#">Subject resources</a></li> </ul> </li> </ul>
20 minutes	Reading	Read to or with your child
30 - 60 minutes	Creative activities, educational games or screen time	<ul style="list-style-type: none"> <li>- <a href="#">Outdoor art activities</a></li> <li>- Drawing, painting, junk modelling, play dough</li> <li>- Baking</li> <li>- Jigsaws</li> <li>- Listening to/making music</li> <li>- <a href="#">Card games</a></li> <li>- Board games</li> <li>- <a href="#">Online maths games</a></li> <li>- <a href="#">Lego challenges</a></li> </ul>

**Suggested Timetable 1 for KS2 Children (structured version):**

Time	Focus	Suggested activities/resources
9:00 – 9:30	Morning exercise	<ul style="list-style-type: none"> <li>- Exercises in the garden if available</li> <li>- <a href="#">P.E with Joe</a></li> <li>- Aerobics/yoga</li> </ul>
9:30 – 10:30	Maths	<ul style="list-style-type: none"> <li>- Maths activities from school</li> </ul> Other resources: <ul style="list-style-type: none"> <li>- <a href="#">White Rose daily lessons</a></li> <li>- <a href="#">Gareth Metcalfe daily lessons</a></li> <li>- <a href="#">Indoor</a> and <a href="#">Outdoor</a> Challenges</li> <li>- <a href="#">Problem solving activities and games from Nrich</a></li> <li>- <a href="#">Maths trail at home</a></li> <li>- <a href="#">Subject resources</a></li> </ul>
10:30 – 11:00	Break	Snack and time outside if possible
11:00 – 11:15	Reading	Read to or with your child/independent reading
11:15 – 12:15	English	<ul style="list-style-type: none"> <li>- Spelling, grammar, reading and writing activities from school. Other resources:</li> <li>- <a href="#">BBC Bitesize daily lessons</a> - <a href="#">Literacy Shed</a></li> <li>- <a href="#">English Challenges</a> - <a href="#">Pobble</a></li> </ul>
12:15 – 13:15	Lunch and free time	
13:15 – 14:15	Topic/Project activities	<ul style="list-style-type: none"> <li>- Activities from school</li> </ul> Other resources: <ul style="list-style-type: none"> <li>- <a href="#">The Garden Project</a></li> <li>- <a href="#">Study topics</a></li> <li>- <a href="#">BBC Bitesize daily lessons</a></li> </ul>
14:15 – 15:00	Creative activities, educational games or screen time	<ul style="list-style-type: none"> <li>- <a href="#">Outdoor art activities</a></li> <li>- Drawing, painting, junk modelling</li> <li>- Baking</li> <li>- Jigsaws</li> <li>- Listening to/making music</li> <li>- <a href="#">Card games</a></li> <li>- Board games</li> <li>- <a href="#">Online maths games</a></li> <li>- <a href="#">Lego challenges</a></li> </ul>
15:00 – 16:00	Exercise	<ul style="list-style-type: none"> <li>- Daily walk if possible</li> <li>- Garden play if possible</li> <li>- Yoga/aerobics</li> <li>- <a href="#">P.E ideas</a></li> </ul>

**Suggested Timetable 2 for KS2 Children (less-structured version):**

<b>Approximate timings</b>	<b>Focus</b>	<b>Suggested activities/resources</b>
60 minutes or more	Exercise	<ul style="list-style-type: none"> <li>- Exercises in the garden if available</li> <li>- Daily walk if possible</li> <li>- <a href="#">P.E with Joe</a></li> <li>- <a href="#">P.E ideas</a></li> <li>- Aerobics/yoga</li> </ul>
3 x 45 – 60 minutes	Academic time: Maths/English/Topic	<ul style="list-style-type: none"> <li>- Maths/English/Topic activities from school</li> <li>Other resources: <ul style="list-style-type: none"> <li>- <a href="#">White Rose daily lessons</a></li> <li>- <a href="#">Gareth Metcalfe daily lessons</a></li> <li>- <a href="#">Indoor</a> and <a href="#">Outdoor</a> Maths Challenges</li> <li>- <a href="#">Problem solving activities and games from Nrich</a></li> <li>- <a href="#">Maths trail at home</a></li> <li>- <a href="#">English Challenges</a></li> <li>- <a href="#">BBC Bitesize daily lessons</a></li> <li>- <a href="#">Literacy Shed</a> - <a href="#">Pobble</a></li> <li>- <a href="#">The Garden Project</a></li> <li>- <a href="#">Study topics</a></li> <li>- <a href="#">Subject resources</a></li> </ul> </li> </ul>
15 – 30 minutes	Reading	Read to or with your child/independent reading
45 – 60 minutes	Creative activities, educational games or screen time	<ul style="list-style-type: none"> <li>- <a href="#">Outdoor art activities</a></li> <li>- Drawing, painting, junk modelling</li> <li>- Baking</li> <li>- Jigsaws</li> <li>- Listening to/making music</li> <li>- <a href="#">Card games</a></li> <li>- Board games</li> <li>- <a href="#">Online maths games</a></li> <li>- <a href="#">Lego challenges</a></li> </ul>

### Suggested activities for KS1:

Phonics 20 minutes	<b>5 minutes recapping sounds</b> <b>15 minutes introducing and practising a new sound</b> e.g: treasure hunt in the garden collecting objects/images that parent has gathered based around new sound, sound talking and then writing words
English 30 minutes	<b>30 minutes on main task</b> – this would be directed by teacher
Maths 40 minutes	<b>10 minutes on times tables or rapid recall of number bonds</b> – this could be done online or working with a parent <b>30 minutes on main task</b>
Topic / Craft Work 30 minutes	Each day a task around a different area of the curriculum. Craft work, junk modelling, card making etc
Reading 30 minutes <b>(As much as possible)</b>	<b>2 X 15 minute slots</b> Encourage children to read a book that they can access at their phonic phase (practising the skills taught in the phonics session). A parent sharing a book that the child can then discuss and answer questions about what is happening in the text or act out a scene etc
Physical Education 60 minutes	<b>60 minutes a day</b> Timetabling in a fun activity for 30 minutes such as Joe Wicks/BBC Bitesize will break up the focused learning. That would leave 30 minutes for activities outside (scooters, walking, trampolining, ball skills etc)

## Suggested activities for KS2:

English 60 minutes	<p><b>15 minutes on handwriting</b> e.g: copying up a famous poem/passage from a book or learning part of the poem by heart and reciting it/doing actions</p> <p>Alternate days:</p> <p><b>15 minutes on spelling</b> e.g: investigating a spelling pattern and writing 'rules' for spelling</p> <p><b>45 minutes on main task</b> - this would be directed by the teacher and may include use of BBC activities</p>
Maths 60 minutes	<p><b>15 minutes on times tables</b></p> <p>Or/alternate days:</p> <p><b>15 minutes maths game on line</b></p> <p><b>45 minutes on main task</b> - - this would be directed by the teacher and may include use of BBC activities</p>
Other Curriculum/ Creative Arts Work – different focus each day ( 45 minutes)	Each day a task around a different area of the curriculum. These could be research based activities (full instructions provided by class teacher)
Reading 40 minutes <b>(As much as possible)</b>	<b>2 X 20 minute slots</b> Encourage children to read good quality texts for pleasure. Breaking down into 20 minute slots will encourage reluctant readers to focus and concentrate on their reading.
Physical Education 60 minutes	<b>60 minutes a day</b> Timetabling in a fun activity for 30 minutes such as Joe Wickes will break up the focused learning. That would leave 30 minutes for activities outside (scooters, walking, trampolining, ball skills etc)

## Home Learning Ideas and website links for Facebook page

Area of learning	Title	Summary to post or website link	Date published
Start		<a href="https://www.peterborough.gov.uk/residents/schools-and-education/school-readiness">https://www.peterborough.gov.uk/residents/schools-and-education/school-readiness</a>	
Older children	Matilda quiz	<a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/try-this-matilda-quiz-to-see-how-well-you-remember-the-book-by-roald-dahl/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/try-this-matilda-quiz-to-see-how-well-you-remember-the-book-by-roald-dahl/</a>	27/03/20
Older children	Roald Dahl-fantastic facts	<a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/roald-dahl-how-many-fantastic-facts-do-you-know-about-the-legendary-storyteller-and-his-books/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/roald-dahl-how-many-fantastic-facts-do-you-know-about-the-legendary-storyteller-and-his-books/</a>	03/04/20
Communication	100 Best Books for 0-5s	<a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/booktrusts-100-best-books-0-5/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/booktrusts-100-best-books-0-5/</a>	01/04/20
Older children	How much do you know about space?	<a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/fascinating-facts-about-space/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/quizzes/fascinating-facts-about-space/</a>	31/03/20
Communication	Reading with your child	<a href="https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/">https://www.booktrust.org.uk/books-and-reading/tips-and-advice/reading-tips/</a>	
Variety of ideas and things to do.	Orchard Toys things to do.	<a href="https://www.orchardtoys.com/dept/things-to-do_d0127.htm">https://www.orchardtoys.com/dept/things-to-do_d0127.htm</a>	28/03/20
Literacy	Planning for learning through books- free download from practical preschool books	Practical Preschool website: <a href="https://www.practicalpreschoolbooks.com/">https://www.practicalpreschoolbooks.com/</a>  Direct link to the free download: <a href="http://fplreflib.findlay.co.uk/books/1/FilesSamples/Planning-for-Learning-through-Books.pdf">http://fplreflib.findlay.co.uk/books/1/FilesSamples/Planning-for-Learning-through-Books.pdf</a>	
Communication, Language & Literacy	Early Years resources for parents, families & professionals. For example:  We're Going on a Bear Hunt: activities for language development	<a href="https://literacytrust.org.uk/resources/">https://literacytrust.org.uk/resources/</a>  <a href="https://literacytrust.org.uk/resources/teracytrust.org.uk/resources/bear-hunt/">https://literacytrust.org.uk/resources/teracytrust.org.uk/resources/bear-hunt/</a>	

	<b>Tips for talking to your baby and young child, includes bilingual info in 13 languages</b>	<a href="https://literacytrust.org.uk/search/?query=tips+for+talking+to+your+baby+and+young+child">https://literacytrust.org.uk/search/?query=tips+for+talking+to+your+baby+and+young+child</a>	
<b>Communication</b>	<b>ICan is a children's communication charity which supports children with speech, language and communication difficulties and provides info for parents</b>	<a href="https://ican.org.uk/">https://ican.org.uk/</a>  <a href="https://ican.org.uk/i-cans-talking-point/">https://ican.org.uk/i-cans-talking-point/</a>	
<b>Area of learning</b>	<b>Title</b>	<b>Summary to post or website link</b>	<b>Date published</b>
<b>Reading – sharing &amp; enjoyment of books</b>  <b>For children 3 - 11 years</b>	<b>Fun ideas to support learning at home</b>  <b>Also has a free eBook library with over 100 titles, see those within your child's age or stage of development</b>	<a href="https://www.oxfordowl.co.uk/">https://www.oxfordowl.co.uk/</a>  <a href="https://www.oxfordowl.co.uk/or-home/find-a-book/library-page?view=image&amp;query=&amp;type=book&amp;age_group=Age+5-6&amp;book=1&amp;book_type=&amp;series=">https://www.oxfordowl.co.uk/or-home/find-a-book/library-page?view=image&amp;query=&amp;type=book&amp;age_group=Age+5-6&amp;book=1&amp;book_type=&amp;series=</a>	
<b>Activity ideas for children aged 3 – 10 years</b>	<b>Ideas on various areas of learning e.g. free play &amp; imaginative play</b>	<a href="http://www.scholastic.com">www.scholastic.com</a>	<b>30/03/20</b>
<b>Ideas for parents of toddlers and young children</b>	<b>Ideas for play based learning and various articles linked to many areas of child development</b>	<a href="https://parentingfromtheheartblog.com/">https://parentingfromtheheartblog.com/</a>	
	Due to schools closing around the world, Audible has made a selection of a few hundred audiobooks, freely available. The stories are aimed at young people, ages 0-18. Have fun reading with your children or encouraging them to read. The books are available in English, Spanish, German, French, Japanese and Italian.	<a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a>	<b>29/03/20</b>
	<b>Paint family portraits</b>		

	<b>Make a book</b>		
	<b>Draw a picture of a flower from your garden</b>		
	<b>Make music with pots and pans from your kitchen</b>		
	<b>Have a picnic indoors- make invitations for your teddies</b>		
	<b>Learn a rhyme or poem</b>		
	<b>Make paper aeroplanes</b>		
	<b>Make sock puppets</b>		
	<b>Open your window and sing a song</b>		
<b>Communication</b>		<a href="https://small-talk.org.uk/">https://small-talk.org.uk/</a>	<b>31/03/20</b>
<b>Communication</b>		<a href="http://www.wordsforlife.org.uk/">http://www.wordsforlife.org.uk/</a>	<b>03/04/20</b>
<b>Online Safety</b>	Thinkuknow are creating home activity packs every fortnight with activities to do at home with your child to support online safety	<a href="https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/">https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/</a>	

## SEND information

Top 10 tips for parents:

1. Plan a routine – bed time/get-up times Monday – Friday; a routine will help children to stay ready for school
2. Make the bed – excellent for life skills and promoting mental health
3. Getting dressed – not sitting around in pyjamas
4. Read every day – find opportunities for children to read with an adult if they are learning to read and independently – magazines – online articles about topics of interest
5. Organise cooking activities – this promotes social connections and life skills
6. Ask your child how they are. Tell them that they are valued every day
7. Organise regular physical activity – Joe Wicks is great or a daily walk or run will help with their physical and mental wellbeing
8. Walking – linking to nature – lots of ‘spot the sheets’ out there for trees/insects etc ...
9. Be aware of the length of activities; fifteen minutes can be long enough for some children
10. Use of ‘time out’ – child-led activities in between learning – agree a routine for this.

### Website resources for SEND

<https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/>

[Support resources to share with parents | Education Endowment Foundation | EEF](#)

The EEF is an independent charity dedicated to breaking the link between family income and educational achievement.

[educationendowmentfoundation.org.uk](https://educationendowmentfoundation.org.uk)

<https://www.lakesideschoolchandlersford.co.uk/parent-info-link> - some useful links

### Parent Info | lakesideschool

Governors' Report December 2019. Lakeside School an Outstanding SEMH School. Corona Virus Information

[https://hes32ctp.trendmicro.com:443/wis/clicktime/v1/query?url=www.lakesideschoolchandlersford.co.uk&umid=dfcf4096-](https://hes32ctp.trendmicro.com:443/wis/clicktime/v1/query?url=www.lakesideschoolchandlersford.co.uk&umid=dfcf4096-875a4b4b8bb864cc71448c46&auth=73bef1691750f88fd854efaaa37c6473a4e78491-768f250adb860a07bc8241a2f73510036b8d6e3e)

[875a4b4b8bb864cc71448c46&auth=73bef1691750f88fd854efaaa37c6473a4e78491-768f250adb860a07bc8241a2f73510036b8d6e3e](https://hes32ctp.trendmicro.com:443/wis/clicktime/v1/query?url=www.lakesideschoolchandlersford.co.uk&umid=dfcf4096-875a4b4b8bb864cc71448c46&auth=73bef1691750f88fd854efaaa37c6473a4e78491-768f250adb860a07bc8241a2f73510036b8d6e3e)

Oak national Academy link, launched with intention for special schools

<https://www.thenational.academy/online-classroom/specialist>

### CASE STUDY: APPROACH TO SUPPORTING PUPILS & FAMILIES

During this period of lockdown and school closure we have taken a very proactive and forwarding thinking approach to supporting our pupils and families of Meadowgate Academy with regards to education, practical support, building community and supporting mental health through positive experience. Our provision is school wide to all pupils – across all ages and across all levels of learning – providing relevant curriculum for home learning for those working across pre-formal, semi-formal and formal pathways. The key points of the approach are stated below:

#### **Meadowgate Academy Facebook Page**

A significant tool in the process that we have used to build and develop a thriving and supportive community of staff and parents. The main pages contain daily examples of some of the best online lessons delivered by our staff each day and numerous resources collated from around the web by staff to give parents additional ideas of suitable, relevant and engaging activities to support learning at home. We also post regular videos of training of the many strategies and approaches we use in school to support pupils, for example support on structured teaching, guidance on using communication systems and sensory approaches. These inform parents approach to the home learning and for the long term is equipping out parents to implement systems and strategies from school into the home environment. We are actively generalising our outstanding provision into the home through this supportive approach. Attached to the main page are three group pages – only accessible by parents of pupils in lower, middle and upper school. This is utilised in 2 ways – firstly for staff to post links to the daily lessons they post on Google Classroom and secondly for parents to post evidence of home learning over the course of a week.

#### **Curriculum Provision**

We may not be accessing the school building but as a teaching staff we are providing daily lessons that directly relate to the curriculum that pupils would be receiving in school at this time. Expectations on teachers are that daily lessons are created and uploaded to Google Classroom. Lessons should meet and match our current curriculum but be adapted to work in the home environment. Video tutorials, to support the activities and give instruction, are often provided along with resources for each lesson. In homes that we have identified through our weekly welfare checks that do not have access to printers or all the needed resources teachers are printing and sending work packs through the post that support the online lessons and often additional activities. Subjects have not been limited by the challenges of home learning with staff providing lesson in sensory learning, independent travel, community access and skills, employability, mental health in addition to the core subjects of literacy, numeracy, science etc. So far nothing from our typical curriculum has failed to be adapted for the new way of learning. Parental engagement has been high and enthusiastic to not just give pupils activities but to deliver in format they would be familiar with when learning in school.

#### **Google Classroom**

An invaluable tool in the organisation and delivery of lessons. Each class has its own allocated space on the Google Classroom platform. The platform allows for resources, video instruction and modelling, lesson direction and plans to be uploaded and grouped in an easily accessible package for parents to access. Teachers make their daily lesson uploads by 9:30 each day and post a link to the lesson in the relevant section on the Facebook page. The links are posted to Facebook as a primary source as most parents are now familiar with accessing work from here. In some cases, links are emailed out directly to parents who do not access Facebook. The daily links posted on Facebook link directly to specific lessons for the days meaning that all parents need to be aware of is what class their child is in. From

here they can easily find the newly posted lessons and access everything needed in one click. Parents can access Google Classroom through the links on Facebook, direct access through the Google Suite website using a dedicated parental login or via the android or iOS app on phones and tablets.

### **Online Support**

As anticipated, there was a need for providing technical support for parents to initially get them accessing Facebook and Google Classroom. A dedicated email was set up to allow this and filter contact about technical problems from the day to day.

### **Facebook Live Assemblies**

Our weekly celebration assembly that forms an important part of each week when in school offers the whole school community a chance to gather together and celebrate individual achievements across the week. During the home-schooling period this has remained a priority. Each week we recreate this through an online assembly using Facebook Live. The assembly structures is the same as in school, using the same music and visual cues to make the experience familiar for our pupils. Over the week teachers collate all the evidence uploaded to Facebook of pupils work and activity, from our Earwig Online assessment system and from the welfare calls we make. We celebrate and acknowledge every achievement we can find by our pupils across every contact and platform we use. We average 150 logged on viewers each week but as this is entire families, we can conservatively estimate upwards of 300 people tuning in.

### **Community Building**

Our Facebook page has built a community that well exceeds our school population. We have accrued over 1200 follows meaning our provision is not only supporting and reaching our own school population but the wider SEN community. The support and interactions are positive and supportive and have developed a very collaborative working relationship between school and home.

We quickly realised the benefit to pupils in seeing the familiar faces of staff and peers. We have maximised this benefit by encouraging family and staff interactions through our weekly videos to familiar songs and music used throughout Meadowgate. These videos form a crucial part of our assemblies where pupils have an opportunity to see their peers and staff each week. Videos have been received positively and maintained a positive focus in a difficult situation. Shared in the press and online some have received over 30,000 views. Staff have also utilised this idea of staff faces providing comfort and familiarity to pupils by utilising them in their video lessons – in all ways maintaining a familiar and personal link to Meadowgate and their classes.

### **Team Meetings**

Teams across school have continued to hold their regular staff meetings using a variety of platforms for video conference calling. This has enabled staff welfare to remain a priority through regular contact with their teams as well as an opportunity to discuss lesson provision and welfare checks and concerns. Concerns are fed back to Heads of School and discussed in SLT where we can identify additional support needed – either online or other means.

Our approach has utilised as many different platforms and methods as possible meet our families in their time of need. Whether this is online, the phone, email, post or personal delivery we are striving to maintain our outstanding provision in different circumstances. The effectiveness of all this has been reflected by the parent organised video that was sent to staff to say thank you. A touching gesture from the Meadowgate families.

Please find attached details of our daily online provision for Meadowgate. Alongside this we are also:

1. Having regular teachers meeting via TEAMS to discuss pupils and share feedback from the regular Welfare Checks teachers are doing by phone and email.
2. Posting work packs to our to families to refresh resources.
3. Ordering books form Amazon and having them delivered to homes.
4. Ensuring all specialist school and NHS equipment for physiotherapy or commination is delivered to homes. Once there phone support is provided on its use. Also loaning out iPad and laptops of requested.
5. Doing door step drops to families who are having to shield their children i.e. dropping off food, medication.
6. Asking families to share work for our live celebration assemblies on Fridays so that the school community can come together every week.

#### Useful website links:

[www.cambslearntogether.co.uk](http://www.cambslearntogether.co.uk) provides resources to support learning.

[Bitesize Daily](#) has been developed by the BBC to provide new lessons every weekday for pupils in Year 1 to Year 10. Created in collaboration with teachers and educational experts, videos and interactive activities cover core subjects and other topics on the school curriculum. Content is available for free on television, online and through BBC iPlayer.

Schools might also consider using resources from [Oak National Academy](#), which was created by teachers from schools across England in response to school closures. This free resource for teachers will provide the equivalent of three hours of lessons a day for primary school pupils and four hours a day for secondary across a variety of subjects. Lessons have been devised by practising teachers, combining videos, quizzes and worksheets.

#### **List of online education resources for home education (Updated 6 May 2020)**

<https://www.gov.uk/government/publications/coronavirus-covid-19-online-education-resources/coronavirus-covid-19-list-of-online-education-resources-for-home-education#special-educational-needs-and-disabilities-send>

Gov.uk brought together an initial list of online educational resources to help children to learn at home. These websites have been identified by some of the country's leading educational experts and offer a wide range of support and resources for pupils of all ages.

The list includes subject-specific resources for:

- [English](#)
- [maths](#)
- [science](#)
- [PE](#)
- [wellbeing](#)
- [Special educational needs and disabilities \(SEND\)](#)

They are currently being offered for free.

Individual resources cannot replace a school's properly planned curriculum, and the resources in this list are not intended to do so.

They may be useful for parents in considering how they could support their children's education, but they should not be used in place of existing resources which schools may be using as part of their continued provision for pupils' education at this time.

Schools may also wish to explore this initial list of resources as they consider how they continue to support children's education.

This list of resources is not exhaustive and there are many other resources available to schools. Before using these resources, you should refer to the guidance '[Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#)', which has further information on how to keep children safe online.

### **Disclaimer**

This website, including use of any content uploaded or linked through it, is subject to a [disclaimer, copyright statement and detailed User terms](#). Please read them before using the DfE 'List of online education resources for home education'.

[Read the full DfE disclaimer](#).

Note that you use all content at your own risk. Resources made available through the lists are subject to third party terms and conditions and copyright law.

Access to resources is in most cases free of charge, but it is your responsibility to check whether you have to pay to view and/or copy specific content contained within the resources.

## **English Resources**

This initial list of English resources is based on recommendations from English Hub schools and trusted teachers.

Reading, especially for primary age children, is critical to their educational development and something that families can do together.

Some publishers are making their catalogues available for free. Schools should check what is available for the books used in their schools.

### **English: primary**

#### **Phonics**

Schools should seek advice from their phonics programme provider about resources that are available to support remote phonics learning at home. For example, Read Write Inc. (RWI) has made video content freely available online.

DfE's validated phonics programmes are:

- [Floppy's Phonics Sounds and Letters](#)
- [Jolly Phonics](#)
- [Letters and Sounds](#)
  - [Letters and Sounds: for home and school](#) - online phonics lessons that follow phases 2 to 5 of the Letters and Sounds programme. Available from Monday 27 April
- [Bug Club Phonics](#)

- [Phonics International](#)
- [Read Write Inc.](#)
- [Sound Discovery](#)
- [Sounds-Write](#)

However, some schools will use programmes not on this list.

## **Audible**

**Website:** <https://stories.audible.com/start-listen>

**Key stages:** early years foundation stage to key stage 2

**Description:** all children's audiobooks are available for free while schools are closed.

**Registration:** not required

## **Authorfy**

**Website:** <https://authorfy.com>

**Key stages:** early years foundation stage to key stage 2

**Description:** access to masterclasses on texts from a range of authors, including videos from the authors and activities linked to novels.

**Registration:** is required

## **BookTrust**

**Website:** <https://www.booktrust.org.uk/books-and-reading/bookfinder/>

**Key stages:** early years foundation stage to key stage 2

**Description:** a site with recommended booklists, categorised by age range and topic, including fiction and non-fiction. Family activities are included in the 'Home Time' section.

**Registration:** not required

## **Classroom Secrets**

**Website:** <https://classroomsecrets.co.uk/free-home-learning-packs/>

**Key stages:** early years foundation stage to key stage 2

**Description:** downloadable resource packs which cover a range of subjects, including reading and writing.

**Registration:** not required

## **Elevenes with the World of David Walliams**

**Website:** <https://www.worldofdavidwalliams.com/elevenses/>

**Key stages:** key stage 2

**Description:** one free audio book reading is available to listen to every day.

**Registration:** not required

## **English Mastery**

**Website:** <https://www.englishmastery.org/>

**Key stages:** key stage 1 and key stage 2

**Description:** downloadable resource books providing 8 weeks of activities.

**Registration:** not required

## **Literacy Shed**

**Website:** <https://www.literacyshedplus.com/en-gb/browse/free-resources>

**Key stages:** key stage 1 and key stage 2

**Description:** downloadable resource packs with tasks based on video clips on YouTube.

**Registration:** not required

**Love Reading 4 Kids**

**Website:** <https://www.lovereadings4kids.co.uk/>

**Key stages:** early years foundation stage to key stage 2

**Description:** a site with recommended booklists, categorised by age range and topic, covering fiction and non-fiction.

**Registration:** not required

**Pobble 365**

**Website:** <https://www.pobble365.com/>

**Key stages:** key stage 1 and key stage 2

**Description:** a new image is published each day as a basis for creative writing. Story starters, questions and drawing ideas are provided.

**Registration:** not required

**Poetry by Heart**

**Website:** <https://www.poetrybyheart.org.uk/>

**Key stages:** key stage 2

**Description:** a wide selection of poetry covering different topics

**Registration:** not required to view poems, but it is required to access teaching resources.

**Purple Mash**

**Website:** <https://2simple.com/purple-mash/>

**Key stages:** early years foundation stage to key stage 2

**Description:** free during the school closure period. Each week, a selection of daily activities is produced on different subjects, including comprehension and grammar.

**Registration:** is required

**Storytime with Nick**

**Website:** <https://www.youtube.com/playlist?list=PLDe74j1F52zQ51fqNpKV07E71knNI8HFn>

**Key stages:** early years foundation stage and key stage 1

**Description:** films of well-loved stories read by Nick Cannon, a trained actor, teacher and trainer available Monday, Wednesday and Friday at 2pm.

**Registration:** not required

**The Children's Poetry Archive**

**Website:** <https://childrens.poetryarchive.org/>

**Key stages:** early years foundation stage to key stage 2

**Description:** an archive of spoken poetry recordings. Children can listen to poems read out loud.

**Registration:** not required

**The Day newsletter**

**Website:** <https://theday.co.uk/subscriptions/the-day-home>

**Key stages:** key stage 1 and key stage 2

**Description:** a daily newsletter for parents and carers at home with children, helping to enrich learning with real-world knowledge and skills.

**Registration:** is required

## Maths

This initial list of maths resources is based on recommendations from the National Centre for Excellence in the Teaching of Mathematics (NCETM) and maths teachers.

Some maths publishers are now making their offers to schools free or providing free trials. Schools already using a trusted or familiar maths package should continue to do so.

### Maths: primary

#### Hamilton Trust (home learning section)

**Website:** <https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

**Key stages:** key stage 1 and key stage 2

**Description:** downloadable resource packs with teacher guidance. A week's worth of resources is provided for each year group.

**Registration:** not required

#### Mathematics Mastery

**Website:** <https://www.mathematicsmastery.org/free-resources>

**Key stages:** early years foundation stage, key stage 1 and key stage 2

**Description:** downloadable guidance and resource packs for parents and pupils.

**Registration:** not required

#### Nrich

**Website:** <https://nrich.maths.org/>

**Key stages:** early years foundation stage to key stage 2

**Description:** a range of activities. Some are interactive and some are to be completed offline. Activities are categorised by age range.

**Registration:** not required

#### Numberblocks

**Website:** <https://www.bbc.co.uk/cbeebies/grownups/help-your-child-with-maths>

**Key stages:** early years foundation stage and key stage 1

**Description:** videos for numeracy development designed for children aged 0 to 6. There are fun activities that can be applied to everyday life and play.

**Registration:** not required

#### Top Marks

**Website:** <https://www.topmarks.co.uk/maths-games>

**Key stages:** early years foundation stage, key stage 1 and key stage 2

**Description:** a range of interactive maths games categorised by age group.

**Registration:** not required

#### White Rose Maths (home learning)

**Website:** <https://whiterosemaths.com/homelearning/>

**Key stages:** early years foundation stage to key stage 2

**Description:** presentations and downloadable workbooks which are easy to use for parents. New material is being released each week.

**Registration:** not required

## Science

This initial list of science resources is supported by learned societies, including:

- the Association for Science Education (ASE)
- The Royal Society
- the Royal Society of Biology (RSB)
- the Royal Society of Chemistry (RSC)
- the Institute of Physics (IOP)

These resources link closely to the national curriculum, however there are many other resources supporting enrichment and practical activities available on the societies' websites and elsewhere.

### **Science: primary**

#### **BBC Bitesize**

**Website:** <https://www.bbc.co.uk/bitesize/primary>

**Key stages:** key stage 1 and key stage 2

**Description:** interactive resources covering the primary science curriculum.

**Registration:** not required

#### **STEM Learning**

**Website:** <https://www.stem.org.uk/primary-science>

**Key stages:** key stage 1 and key stage 2

**Description:** an online resource bank, which links to resources on external websites. The site features a live chat function offering support from subject experts. New home learning resources are being developed.

**Registration:** is required for some resources

### **Physical education (PE) and physical activity**

This initial list of physical education (PE) and physical activity resources is based on recommendations from:

- the Association for Physical Education (afPE)
- Public Health England (PHE)
- Sport England
- the Yorkshire Sport Foundation (YSF)

These resources will help young people to get the daily 60 minutes of activity recommended by the UK Chief Medical Officer (CMO) in fun ways.

All the resources listed here are for activities designed to be carried out indoors or, if available, a garden.

Children and young people can go outside for one form of exercise a day, such as:

- a walk with members of their household
- a run with members of their household
- a cycle with members of their household

Outdoor exercise should be carried out locally.

Children and young people should always follow the latest [official advice on social distancing](#), which means making sure that they and their parent or carer stay more than 2 metres from others (including friends and other family members).

### **PE and physical activity: primary**

#### **Boogie Beebies**

**Website:** <https://www.bbc.co.uk/programmes/b006mvsc>

**Key stages:** early years foundation stage

**Description:** videos that get younger children up and dancing with CBeebies presenters.

**Registration:** not required

#### **Disney 10 Minute Shakeups**

**Website:** <https://www.nhs.uk/10-minute-shake-up/shake-ups>

**Key stages:** early years foundation stage to key stage 2

**Description:** 10-minute activities based on Disney films that count towards a child's 60 active minutes per day.

**Registration:** not required

#### **Super Movers**

**Website:** <https://www.bbc.co.uk/teach/supermovers>

**Key stages:** key stage 1 and key stage 2

**Description:** videos which help children move while they learn. They support curriculum subjects, including maths and English.

**Registration:** not required

#### **#ThisIsPE**

**Website:** <https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>

**Key stages:** key stage 1 and key stage 2

**Description:** videos delivered by teachers focussing on the PE curriculum which are accessible on YouTube.

**Registration:** not required

### **Mental wellbeing**

This initial list of mental wellbeing resources is based on the recommendations of trusted partners.

It is designed to provide guidance on how to support the wellbeing of children and young people being educated remotely.

Many organisations already working with schools will be able to provide remote support, and schools are encouraged to discuss what ongoing support might be available during this time.

### **Mental wellbeing: primary**

#### **Anna Freud National Centre for Children and Families**

**Website:** <https://www.annafreud.org/what-we-do/anna-freud-learning-network/coronavirus/>

**Key stages:** early years foundation stage to key stage 2

**Description:** wellbeing advice for all those supporting children and young people.  
**Registration:** not required

### **British Psychological Society (BPS)**

**Website:** <https://www.bps.org.uk/news-and-policy/bps-offers-advice-schools-parents-and-carers-help-children-through-uncertainty>

**Key stages:** early years foundation stage to key stage 2

**Description:** advice on dealing with school closures and talking to children about COVID-19.

**Registration:** not required

### **Children's Commissioner**

**Website:** <https://www.childrenscommissioner.gov.uk/publication/childrens-guide-to-coronavirus/>

**Key stages:** early years foundation stage to key stage 2

**Description:** a downloadable guide for children about coronavirus.

**Registration:** not required

### **MindEd**

**Website:** <https://www.minded.org.uk/>

**Key stages:** early years foundation stage to key stage 2

**Description:** an educational resource for all adults on children and young people's mental health.

**Registration:** not required, but registration increases functionality

### **The Child Bereavement Network**

**Website:** <http://www.childhoodbereavementnetwork.org.uk/covid-19.aspx>

**Key stages:** early years foundation stage to key stage 2

**Description:** advice on supporting grieving children during the coronavirus outbreak.

**Registration:** not required

## **Special educational needs and disabilities (SEND)**

This initial list of SEND resources has been developed with a focus on accessibility and inclusivity and is based on the recommendations of:

- trusted organisations
- charities
- multi-academy trusts
- special education headteachers

We encourage parents, teachers and schools to explore beyond this list to identify what support is best for their children and pupils with SEND.

### **SEND: apps and games**

**(Apps must be downloaded onto a compatible device)**

#### **Brain Parade**

**Website:** <http://www.brainparade.com/products/see-touch-learn-free/>

**Description:** a visual instruction app, including flash cards and picture-choosing games, for children with autism and special needs.

**HelpKidzLearn**

**Website:** <https://www.helpkidzlearn.com/>

**Description:** a collection of games and resources designed for a range of educational needs and stages. It includes provision for school closure.

**Sensory App House Ltd**

**Website:** <https://www.sensoryapphouse.com/>

**Description:** a range of apps are available for pupils with Profound and Multiple Learning Difficulties (PMLD) or Severe Learning Difficulties (SLD). All are interactive and many do not require significant coordination abilities.

**Visuals2Go**

**Website:** <https://www.visuals2go.com/>

**Description:** an all-in-one app created to support people with communication and learning difficulties. For verbal and non-verbal learners.

**SEND: resources for teachers****Anna Freud National Centre for Children and Families**

**Website:** <https://www.annafreud.org/media/11160/supporting-schools-and-colleges.pdf>

**Description:** a downloadable guide to supporting the mental health and wellbeing of pupils and students during periods of disruption.

**Registration:** not required

**Do2Learn (USA)**

**Website:** <https://do2learn.com/>

**Description:** a range of downloadable resources grouped by theme. Themes include: social skills, songs and games, and picture cards.

**Registration:** not required

**Inclusive Teach**

**Website:** <https://inclusiveteach.com/free-printable-sen-teaching-resources/>

**Description:** downloadable teaching resources to support pupils with SEND.

**Registration:** not required

**PMLD thematic units – from the Northern Ireland Curriculum**

**Website:** [http://www.nicurriculum.org.uk/curriculum\\_microsite/SEN\\_PMLD\\_thematic\\_units/index.asp](http://www.nicurriculum.org.uk/curriculum_microsite/SEN_PMLD_thematic_units/index.asp)

**Description:** comprehensive guidance on themed activities for learners with Profound and Multiple Learning Difficulties (PMLD). A full sensory curriculum is offered.

**Registration:** not required

**Priory Woods School**

**Website:** <http://www.priorywoods.middlesbrough.sch.uk/page/?title=Resources&pid=3>

**Description:** resources from an award-winning, innovative school, rated by Ofsted as outstanding and put together by SEND teachers. The resources include apps and programmes.

**Registration:** not required

**SEND Gateway**

**Website:** <https://www.sendgateway.org.uk/whole-school-send/find-wss-resources/nqt-videos.html>

**Description:** A range of SEND guidance videos created in collaboration with the Centre for Education and Youth (CfEY) in addition to many other experts within the sector. Aimed at Newly Qualified Teachers (NQTs).

**Registration:** not required

### **SENict Activities**

**Website:** <https://www.ianbean.co.uk/senict-members-resource-portal>

**Description:** downloadable activities aimed particularly at Profound and Multiple Learning Difficulties (PMLD) and Severe Learning Difficulties (SLD) learners.

**Registration:** not required

### **SEN Teacher**

**Website:** <https://www.senteacher.org/>

**Description:** downloadable resources that can be adapted to suit the needs of pupils. Resources are aimed at a range of abilities.

**Registration:** not required

### **Speech and Language Kids**

**Website:** <https://www.speechandlanguagekids.com/free-speech-language-resources/>

**Description:** a range of education and therapy resources for speech and language problems. A podcast is also available on iTunes for verbal and non-verbal children.

**Registration:** not required

### **Teaching Students with Visual Impairments**

**Website:** <https://www.teachingvisuallyimpaired.com/>

**Description:** a range of downloadable resources to support blind and visually impaired pupils.

**Registration:** is required

### **UCL Centre for Inclusive Education**

**Website:** <https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-inclusive-education/homeschooling-children-send/managing-transition-home-schooling>

**Description:** a guide to help parents adjust to remote learning by providing advice and links to resources.

**Registration:** not required