



# SHOBNALL PRIMARY SCHOOL

## THE STORY SO FAR...



September 2020

## INTRODUCTION

We are so incredibly proud of the way in which our school community has risen to the challenges we have faced as a result of the COVID-19 pandemic.

When the government made the decision to ask schools to open only to a small number of children, this was done with the aim of reducing transmission of coronavirus (COVID-19), to protect the NHS and save lives. As the situation improved, they began to consider how they could bring more children and young people back into schools, and supported primary schools to do so from 1 June, focusing on some year groups being educated in small 'bubbles', and secondary schools from 15 June, with year 10 and 12 spending some time in school in small groups, with public health risk reduction measures in place. Since 15 June, primary schools also had flexibility to bring back other pupils where they have had space to do so.

We move into a new phase now, which will present further challenges but we know that the entire Shobnall Primary School community will come together to keep our children and families safe and our pupils learning.

We have created this booklet to share some of the many ways that we have worked to support our pupils and community during these unprecedented times.



*Happy Children, Inspired Learners*

## REMOTE LEARNING AND WELLBEING

As soon as the school closures were announced, we quickly made provision for our vulnerable children and those of our key workers whilst ensuring we had provision in place for pupils to continue learning from home.

We formed a 'hub' with Mosley Primary Academy in Anslow, which not only ensured that staffing levels for our vulnerable children and those of our key workers were maintained but staff from both schools were also able to work alongside each other to support with planning for remote learning, in accordance with government guidance.

This evolved as time progressed from teachers setting work and sending via email to the development of our 'COVID-19 Info' page on the school website where work and resources were uploaded for parents and pupils to download.

Pupils were able to send their work back to their teachers for marking and feedback via class emails, which also acted as an outlet for parents to ask for support and guidance. Parents were also able to contact school via telephone throughout the duration of lockdown and school also ensured families who had not spoken with their child's class teacher were contacted too.

Some pupils without Internet access were provided with hard copies of the learning materials so they were not disadvantaged in any way.

Remote learning was set in line with the curriculum and our newsletter and Twitter page was the perfect platform to share and celebrate what the children had been learning.

We also had some fun with Mr Attwood's Virtual Sports Day Challenge, which staff, pupils and parents were able to participate in!

We have included some examples on the next few pages of this booklet.

**SHOBNALL PRIMARY SCHOOL**  
**THE STORY SO FAR**

This is an example of some **Year 5** Home Learning, set in accordance with our curriculum long term plans...



Year 5 Home Learning Weekly Overview  
WB 22/6/20



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<i>White Rose – Week 9 – Lesson 1</i> Subtracting decimals with the same number of decimal places	<i>White Rose – Week 9 – Lesson 2</i> Subtracting decimals with a different number of decimal places	<i>White Rose – Week 9 – Lesson 3</i> Multiply decimals by 10, 100 and 1000	<i>White Rose – Week 9 – Lesson 4</i> Divide decimals by 10, 100 and 1000	<i>White Rose – Week 9 – Friday Maths Challenge</i>
	Head to White Rose <a href="https://whiterosemaths.com/homelearning/year-5">https://whiterosemaths.com/homelearning/year-5</a> and watch the video. Then follow the link to BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/tags/zheppg8/year-5-and-p6-lessons/1">https://www.bbc.co.uk/bitesize/tags/zheppg8/year-5-and-p6-lessons/1</a> . Navigate your way to the right day and lesson as outlined above. There you will find a learning summary explaining the concept being taught and at least two activities to complete. Sometimes, there may also be an extra video for you to watch.				
<b>English</b>	When writing your narrative based on Alma, you will need to ensure that you are varying your sentence. Using the DADWAVERS prompt (see resources), I would like you to create your own sentences from the perspective of you being Alma.	You are to write a narrative in the 1 <sup>st</sup> person describing Alma's discovery of the shop, what she sees in the window, entering the shop and up to the point where she touches the doll. Using the planning prompt to help you structure your ideas (see resources).	Read the WAGOLL, and identify how suspense and tension has been created. Begin writing your own suspense narrative as if you are Alma. Use the WAGOLL and video to help support your ideas. Don't forget to include the features identified in the success criteria (see resources).	Continue to write your own suspense narrative as if you are Alma. In order to ensure you have the correct writing stamina for Year 6 aim for your story to be at least 3 pages. -Edit and improve your writing. Try to use a dictionary and/or thesaurus to ensure your spelling is accurate and to consider ambitious vocabulary.	In order to support your transition into Year 6, a skill that you need to develop is the ability to analyse your work and justify the features you have used. Complete the table (see resources) I have included an example for you to point you on the right lines.



Year 5 Home Learning Weekly Overview  
WB 22/6/20



We will be continuing Next week we will be continuing our learning about Alma by creating our own narrative. You can watch the video by following this link <a href="https://www.youtube.com/watch?v=fLDEM_9JNsw">https://www.youtube.com/watch?v=fLDEM_9JNsw</a>					
<b>Reading</b>	Using the PowerPoint, look at the front cover. What do you think the book will be about? What things can you see on the front cover? What sort of story will it be? Who might enjoy it? Think of the title Tuesday. What might it tell you about the story? Please ensure when you are answering your questions that you use the A.P.E prompt (see resources)	Using the PowerPoint, I would like you to look through the picture book. How do you think a character was feeling at different points during the story? Select four key events during the story and write their thoughts in a thought bubble.	Using the PowerPoint, I would like you to look through the picture book. Complete the inference questions (see resources). Again, please try and use the A.P.E prompt structure your answers as this will prepare you for Year 6.	Complete the VIPERS questions based on the book Tuesday (see resources).	You are to study the last page of Tuesday and to write and illustrate a story that continues where the author leaves. What happens on the night that the pigs fly out?
	Tuesday is a beautiful, humorous picture book, with lots of scope for building inference and other reading skills. The unpredictable events of a particular Tuesday unroll before the reader with the precision and clarity of a silent movie. A copy of the book has been attached as a separate resource on the website.				
Spelling Shed <a href="http://www.spellingshed.com">www.spellingshed.com</a>			Ttrockstars <a href="http://www.ttrockstars.com">www.ttrockstars.com</a>		

# SHOBNALL PRIMARY SCHOOL THE STORY SO FAR



## Year 5 Home Learning Weekly Overview WB 22/6/20



### Optional afternoon activities

<p style="text-align: center;"><b>History and English</b></p> <p>Ancient Greeks loved the theatre. Write a play to perform to your family. You could take photographs of yourself acting it out at home.</p>	<p style="text-align: center;"><b>Geography</b></p> <p>Create a post card for the Greek Tourist Board showing nice things about Greece.</p>	<p style="text-align: center;"><b>DT</b></p> <p>What food was popular in Ancient Greece? Design a menu with popular foods. <b>Extra challenge</b> Cook a traditional Greek recipe.</p>	<p style="text-align: center;"><b>#30dayswild</b></p> <p>Check out <a href="https://www.wildlifetrusts.org/30-days-wild-schools-pack">https://www.wildlifetrusts.org/30-days-wild-schools-pack</a></p> <p>This week I would like you to go on to the website and complete some of the activities available. I would also like you to complete each of the daily Random Acts of Wildness activities.</p> <p>Day 1- Meditate in the wild (strike yoga poses – feel the stresses melt away) Day 2- Design a wild home (from bug hotels to a hedgehog hideout) Day 3- Draw a wild landscape Day 4- Map your local wildlife (draw a map &amp; mark where you see wildlife) Day 5- Pick up litter (Sweep the area for rubbish and poop it in the bin)</p>
<p style="text-align: center;"><b>Science</b></p> <p>This week for Science, We are going to be looking at irreversible change. Watch the videos and read the information by following the link <a href="https://www.bbc.co.uk/bitesize/topics/zcqv4wx/articles/z9brcwxc/s/zcvv4wx/articles/z9brcwxc">https://www.bbc.co.uk/bitesize/topics/zcqv4wx/articles/z9brcwxc/s/zcvv4wx/articles/z9brcwxc</a> Use the worksheet (see resources) as an example of how to complete your irreversible change investigation.</p>	<p style="text-align: center;"><b>History and Computing</b></p> <p>The Greeks were famous for their clever thinking and we still remember and use some of their ideas today. Examples are Pythagoras, Aristotle, Hippocrates. Research a famous ancient Greek and what you have learnt. You may use PowerPoint if you wish.</p>	<p style="text-align: center;"><b>MFL</b></p> <p>Find out some simple Greek phrases. E.g. Hello, How are you? What's your name? etc. Display them in Greek and English.</p>	

WHITE ROSE MATHS RESOURCES HAVE ALSO BEEN SAVED ON THE WEBSITE IN CASE YOU PREFER TO USE THIS INSTEAD OF THE BITESIZE ACTIVITIES.

This is an example of some **Year 1** Home Learning, set in accordance with our curriculum long term plans...



## Year 1 Home Learning Weekly Overview WB 1/6/20



### Morning activities

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b>	<i>White Rose – Week 6 – Lesson 1</i> Measure Mass	<i>White Rose – Week 6 – Lesson 2</i> Compare Mass	<i>White Rose – Week 6 – Lesson 3</i> Introduce Capacity and Volume	<i>White Rose – Week 6 – Lesson 4</i> Measure Capacity	<i>White Rose – Week 6 – Friday Maths Challenge</i>
	Head to White Rose <a href="https://whiterosemaths.com/homelearning/year-1/">https://whiterosemaths.com/homelearning/year-1/</a> and watch the video. Then follow the link to BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1">https://www.bbc.co.uk/bitesize/tags/zjpqqp3/year-1-and-p2-lessons/1</a> Navigate your way to the right day and lesson as outlined above. There you will find a learning summary explaining the concept being taught and at least two activities to complete. Sometimes, there may also be an extra video for you to watch.				
<b>English</b> Caterpillars Shoes	<i>Answer questions about the movie:</i> (Resource 1a)  Below is a sheet with questions for you to answer about the short film 'Caterpillar Shoes'.	<i>Adjectives to describe 2 characters:</i> (Resource 2a)  Pick 2 mini-beasts from the story. Can you draw a picture of the mini-beast and then surround it with describing words (adjectives)? See resource 2a for an example / idea.	<i>Writing a character description:</i> (Resource 3a)  Can you use your vocabulary from yesterday's lesson to write a paragraph describing when your mini-beast first appeared in the story? (See resource 3a for an example). As an <b>extra challenge</b> you could research some of the mini-beasts features to help add detail to your character description.	<i>Retelling the story of 'Caterpillars Shoes':</i> (Resource 5a)  Over two days can you write the story of 'Caterpillars Shoes'? I would love to see how much detail you can add into your story – don't forget that you can describe the characters (like we have done earlier in the week) and you can even describe the background/setting. Don't forget to use... <ul style="list-style-type: none"> <li>Capital letters and full stops</li> <li>Neat handwriting</li> <li>Adjectives</li> <li>Conjunctions (and, because)</li> <li>Time conjunctions (first, next, then, suddenly etc.)</li> </ul> See resource 5a as an example of the beginning of the story.	

# SHOBNALL PRIMARY SCHOOL THE STORY SO FAR



Year 1 Home Learning Weekly Overview  
WB 1/6/20



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Phonics</b>	<p>Alternative spelling of m</p> <p><u>m can be spelt:</u> m as in mum mb as in thumb</p> <p>Can you complete the 'silent b' worksheet below (Worksheet: Phonics Monday).</p>	<p>Alternative spelling of n</p> <p><u>n can be spelt:</u> n as in nut kn as in knife gn as in gnome</p> <p>Can you find and colour all of the alternative spellings of 'n' in the story below? (Worksheet: Phonics Tuesday)</p>	<p>Alternative spelling of r</p> <p><u>r can be spelt:</u> r as in ring wr as in write</p> <p>Can you colour the different spellings of r? (Worksheet: Phonics Wednesday)</p>	<p>Alternative spelling of s</p> <p><u>s can be spelt:</u> s as in sun c as in city sc as in scissors ss as in grass</p> <p>Read a book with your family, write a list of an words that contain the alternative spellings of s.</p>	<p>Alternative spelling of sh</p> <p><u>sh can be spelt:</u> sh as in shed ch as in chef t as in station ss as in tissue s as in sugar c as in suspicion</p> <p>Can you colour the different spellings of r? (Worksheet: Phonics Friday)</p>

### Don't forget to access these daily...

<b>Spelling Shed</b> <a href="http://www.spellingshed.com">www.spellingshed.com</a>	<b>Numbots</b> <a href="https://play.numbots.com/#/intro">https://play.numbots.com/#/intro</a>	<b>Epic! Reading</b> <a href="https://www.getepic.com/sign-in">https://www.getepic.com/sign-in</a>
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Year 1 Home Learning Weekly Overview  
WB 1/6/20



### Optional Afternoon Activities

<p style="text-align: center;"><b>History</b></p> <p>Pick your favourite toy in your house. Can you now research and find about children would have played with in the Victorian times? Is it the same as now or different? Why do you think they didn't have toys like we have now?</p> <p><u>Extra Challenge:</u> Could you create a poster about old and new toys?</p>	<p style="text-align: center;"><b>Geography</b></p> <p>Can you research a hot country? Are their seasons the same or different to our seasons? What months are their seasons in? What is the temperature like there? Would you like to live there and why?</p> <p><u>Extra Challenge:</u> Could you create a weather report about the hot country you have researched?</p>	<p style="text-align: center;"><b>Art</b></p> <p>Can you create a piece of artwork using natural materials from outside? Here is an example:</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b>#30dayswild</b></p> <p>Check out <a href="https://www.wildlifetrusts.org/30-days-wild-schools-pack">https://www.wildlifetrusts.org/30-days-wild-schools-pack</a></p> <p>This week I would like you to go on to the website and complete the <b>design a bird</b> activity and <b>make a birds nest</b>.</p>
<p style="text-align: center;"><b>Science</b></p> <p>Follow the link to learn about the life cycle of a plant <a href="https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs">https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z2vdjxs</a> Now can you create a diagram to show the life cycle of a plant to show the order in which it happens.</p>	<p style="text-align: center;"><b>PSHE</b></p> <p>It is important to do things that make us happy. What has been making you happy or making you smile whilst you have been at home?</p> <p><u>Extra Challenge:</u> Could you keep a diary to show what has made you happy each day?</p>	<p style="text-align: center;"><b>Music</b></p> <p>Pick your favourite piece of music – can you find the beat of music and march along/ clap to it.</p> <p><u>Extra Challenge:</u> Create a funky new dance to go with your song!</p>	

**SHOBNALL PRIMARY SCHOOL**  
**THE STORY SO FAR**

This is an example of some **Nursery** Home Learning, set in accordance with our curriculum long term plans...



**Nursery Home Learning Weekly Overview**  
**WB 6/7/20**



**Daily activities**

	MONDAY Literacy	TUESDAY Expressive Arts & Design	WEDNESDAY Mathematics	THURSDAY Understanding the World	FRIDAY Physical Development
<p style="text-align: center;"><b>Jasper's Beanstalk</b></p>	<p>Listen to a version of this story on You Tube.</p> <p>Draw a picture of Jasper's beanstalk, reaching up to the clouds. You could draw or paint it.</p> <p>What does this story remind you of? Read Jack and the Beanstalk, if you have it, and discuss similarities and differences between the two stories.</p>	<p>Make shakers using any containers you have, with lids on. Place different materials inside, these could include:</p> <p>Rice, seeds, sugar, stones.</p> <p>Talk about which shakers make loud and quiet sounds.</p> <p>Use them as an accompaniment when singing your favourite songs.</p>	<p>Cut out the magic beans and place them in order. Use the numbers your child is familiar with. If you need to go higher, decorate and number the spare beans.</p> <p>When you have ordered them, remove a number for your child to identify.</p>	<p>If you have the equipment at home and can plant a seed before this activity that would be great, if not discuss the sequence of how to plant a seed. You could act it out.</p> <p>Next, complete the bean plant growth sequencing activity.</p> <p>Resources are below.</p>	<p>Play the 'Beans' movement game.</p> <p>Move around like different beans on the given instructions:</p> <p>See below.</p>
<p>Please refer to the end of the resources, for this week's 'Word of the Week'.</p>					
<p>Forest School Activity:</p> <p>Can you create a beanstalk using natural materials?</p>					

**THE SHOBNALL SHOWCASE**

Here is an example of how remote learning was celebrated via our newsletter and Twitter page!



# SHOBNALL SHOWCASE!



There has been some fantastic work and incredible learning going on this week, at home and in school! As always, keep your eyes peeled on our Twitter page for a showcase of the children's latest achievements and news!



Here are just a few snippets of what the children have been doing...

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## Nursery / Reception

Nursery children have been reading *The Gingerbread Man* and have carried out a swimming gingerbread man experiment and designed their own! Reception children have also been reading *The Gingerbread Man* and have created their own story map making changes to the characters!



## Year 1

Year 1 have had a great week at home placing objects outside and using the sun to help them draw around their shadow. They have also been doing 'Cosmic Kids Yoga' on YouTube!

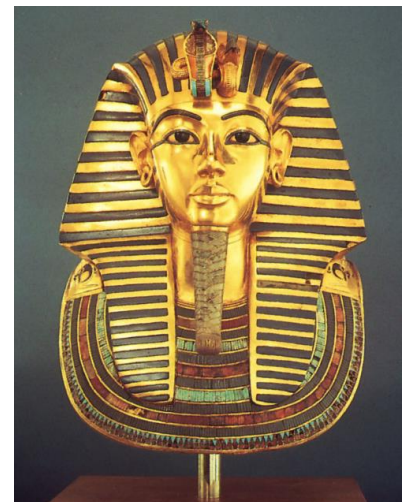


## Year 2

Year 2 have been making and testing their own kites as well as practising their phonics, spellings and times tables!

## Year 3

The children have watched a video called 'The Lighthouse Keeper' and created a timeline of what happened before imagining they were the lighthouse keeper and writing a diary entry explaining what he did when the light went out.



## Year 4

Year 4 have been creating messages for their friends in hieroglyphics and drawing and painting their own version of Tutankhamun!

## Year 5

The children have imagined that they were in Ancient Greece during the Battle of Troy. They have written a newspaper article about it and created a quiz about Ancient Greece for their classmates to answer.

## Year 6

Year 6 have been completing transition activities to help prepare them for secondary school. This week they have been developing their resilience.





### FREE SCHOOL MEALS

We liaised with our catering contractor, Mellors, who were able to provide us with food parcels for children in receipt of free school meals. Over the course of lockdown, we were able to provide all of those families with vouchers in accordance with the government's scheme. These were also provided over the school holidays.

### SAFEGUARDING

All teaching staff made regular phone calls to the homes of children in their class to answer any questions, chat to the children and their parents or carers, and check on their wellbeing. It was lovely to stay in touch with the children in this way, and to hear their voices on a regular basis.

The school office was available by phone and email throughout the duration of lockdown. Mr Adams and Mrs Johnston liaised with external agencies over safeguarding concerns relating to our children and families where necessary. Where appropriate, families were referred for additional support, including Tier 2 services, food banks and medical services. Many thanks to the whole of our community for supporting us in these efforts!

### COMMUNICATION

We made communicating with parents and carers a priority and this has been positively fed back to us by all of our community

From the beginning of the lockdown, our Head Teacher Mr Adams wrote weekly updates to parents and staff via email, continuing throughout the spring and summer terms. As government guidance was released for the wider opening of schools, he shared thoughts and plans.

In May, we created a 'COVID-19 Info' page on the school website to share updated timetables and procedures, and answers to frequently asked questions from parents and carers. This will be kept updated as we move into the next phase in September.

As the school opened to all Nursery, Reception, Year 1 and Year 6 pupils, then to some pupils from other year groups, and, finally, for Mr Attwood's summer camp, all of those plans were shared online.

Communications with parents were supported by regular updates to our Twitter page and by text messages from our parent text messaging service.

### POSITIVE MESSAGES OF SUPPORT

We have been so overwhelmed with all the messages of support we have had over the past few months and wanted to share these with you!

*"We understand the last 6 months have been hard for everyone, but we have felt informed, supported and listened to by the school and can't thank you enough."*

SHOBNALL PRIMARY SCHOOL  
THE STORY SO FAR

*“You should be very proud of yourself and your team, you have done an amazing job and I personally couldn’t have asked for a better response in such difficult times. My two children have been fully supported through the school closure and have been over the moon to have the opportunity to spend some time back in school.”*

*“Your handling of the school closures and reopening has been excellent and we’ve really appreciated everything that you have done.”*

*“Thank you seems a bit inadequate this year! We really can’t thank you enough for all you have done. The communication and care from school has been incredible, and never once have we felt worried about the quality of our children’s education or their safety while they are in your care. You are a truly fantastic team, and we hope you have a great summer – you’ve more than earned it!”*

*“Thank you for all your hard work this year! You have done a fantastic job guiding everyone through this pandemic!”*

*“Well, what a year! We want to thank you from the bottom of our hearts for everything you have done for our little boy and all the children at Shobnall Primary School. You are such an inspiration. You make all parents feel so special and able to come to you to talk about anything.”*

We look forward to building on the work we’ve undertaken over the past year and to welcoming all of our pupils back to school from September. The journey is not over and many challenges lie ahead but together we will support each other in the way that we always have done to ensure all of our children remain ‘happy children, inspired learners.’