Dear Families,

As a school, we have been asked to write a suggested home-schooling timetable for each year group to support families. Due to the different curriculum, and methods of teaching in EYFS, it would be difficult to come up with a set timetable. Having spoken to you many of you these past couple of weeks it seems like you have found a system that works for you and your families individual needs. Some children love a worksheet, some children are reluctant to pick up a pencil. Some children have long attention spans, others don’t. Just like I differentiate in the classroom to suit the needs of individual children; you will be doing the same at home. Some of you are still working, trying to work from home, have siblings of different ages, working around nap times, toddler tantrums…so please know that I know you are doing your best; and that is enough!

A few top tips:

* Short and sharp activities are best for short concentration spans.
* Notice when your child concentrates the most and utilise this time. It may be first thing in the morning, straight after lunch etc.
* Burn off some extra energy if your child is struggling to concentrate. Google brain breaks or short work out videos.
* Stick to a routine (where possible- we all have off days!) If your child knows that, for example, you always do phonic flash cards straight after breakfast they will be more inclined to engage. Children thrive on routine.
* You know your child and their abilities. Their emotional wellbeing is the *most* important, however, make sure you are also aware of the times they are *choosing* not to engage. Having clear expectations of your child will help.
* My ‘challenges’ are there to help. Some of you may find they are too challenging, some of you may find that they are not challenging enough. They are not compulsory, just to support if you need direction. If you are finding something that suits your child and home circumstances better; please use that.

Things to do regularly:

* Run through the phonics flashcards. Whether that be simply holding them up on at a time, hiding them around the house, laying them out on the floor for your child to jump on, having them face down and picking them up or watch my ‘Phonics with Mrs Appleby’ video.
* Reading. This doesn’t have to be a whole book, this doesn’t even have to be a whole page. Use the phonics flashcards to build words, print words and put them in a box/bag/pillowcase and pull several out a day to read. All these activities will keep segmenting (breaking the word down in to sounds) and blending (putting the sounds back together again) skills being used. I have attached a word list so that you don’t need to try and think up these words yourselves.
* Writing. I know this is the most difficult of all. Again, this doesn’t need to be pages. One sentence or several words is fine. Again, this keeps the children using those skills they have worked so hard to gain this year. I have attached some simple writing prompts. The ones with pictures and lines require a sentence. The picture is deliberately drawn in a way that requires a sentence the children can sound out e.g. ‘The cat is on the mat’ or ‘The dog has a bone.’ If your child is working at word level rather than writing sentences, the pictures with boxes underneath require a sound for each box. These words will be phonetically plausible.
* Letter formation. Notice which letters your child is struggling with and concentrate on these. This doesn’t have to be worksheet based, this can be chalks on the floor or water and paintbrushes on the patio.
* Use maths language regularly. How many have you got? How many would you have altogether? How about if I took x amount away? What shape is that? How many sides/corners does it have?
* PLAY. Lots.

Please don’t hesitate to contact me [Rachel.baitup@jys.org.uk](mailto:Rachel.baitup@jys.org.uk) if you have any further questions.

Enjoy your time together, for it is unlikely we will get this time back again.

Stay safe,

Mrs Appleby 😊