

space

Set up areas for different activities; part of a table with creative materials such as playdough, pens, junk modelling stuff , an area of carpet for lego, some sports things in the garden (skipping rope, balls, etc.)

Be flexible – perhaps move furniture aside for activities such as den building with sofa cushions, chairs and rugs, yoga, children to make up and practise their own 'shows'.

opportunity

Home learning is an good opportunity for your child to focus on their personal targets. 1:1 support is more focused so sessions can be shorter and more tailored to the individual.

It is also a wonderful opportunity for a child to explore their personal interests and do learning based on these. A project about trains, what lives in the oceans, lizards, the Beano characters or based on a favourite book.

With more time together as a family, it is a chance to do more together.

accept

It is going to be different to learning at school. Each family needs to discover what works best for them.

Home Learning

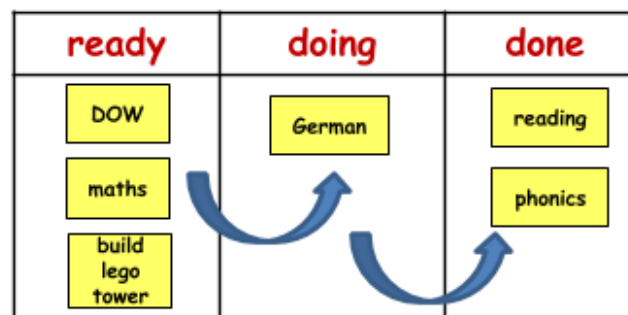
expectations

Be realistic. Have simple, achievable targets or priorities. For example each day we will do a little reading, maths, phonics and German. Once a week we will do some English writing, project work etc. Pick and choose from the bank of activities supplied by the us, the teachers.

Select what suits your child's needs and interests most. OR if following your child's interests you may find alternative materials you prefer.

motivation

One idea to motivate children to do the learning tasks is to use a daily task board like the 'kanban' system below. Write each of the things you wish to do that day on a separate piece of paper: maths, reading etc. and place in the '**ready**' column. As you sit down to do it with your child, get them to move it into the '**doing**' column. When it is done they get the satisfaction of moving the task into the '**done**' column. **Celebrate** that achievement with a high five or little dance. Could add their own fun tasks such as 'cuddle guinea pigs'.



structure

Children need a structure. They like to know what is going to happen. It helps to get things done and helps everyone get along better. Have a loose structure for each day. Make sure it is realistic for everyone especially if you are a working parent. **This is an example**

Reading - 20-30mins reading and talking about the book

Phonics – approx. 20mins practise phase 5 sounds & do a task

Adult working /child on Ipad/ laptop learning task – plays on Matific, plays a German language game, plays the Great fire history game, does an nrich interactive maths game OR child watching TV

Break - time outside/ cycle or walk round the block

German or English – approx. 30mins

Maths – approx. 30mins

Lunch

Adult working/ Free choice time for child 2hrs -Several activities available – toys, craft, projects for the child to choose from and move between.

Topic work session – art/ craft/ science etc.

Dinner Change the order/ times/ tasks to suit as you go along.