

Good morning parents,

1/4/20

I hope you are all well. "Happy Birthday" to Emily and Joshua today! A very "happy birthday" to Evie too, hers was on the 22nd.

I hope you have had a chance to look at the blog we have set up to run formally after the Easter Break? <https://mightymugginton.wordpress.com/>. Hal and I are preparing the next Japanese video which I will try to upload tomorrow.

I have shared some of my thoughts regarding home schooling already. We are desperate to get it right for our children and I hope you will trust me when I say that a lot of thought and preparation has gone into what we share with you.

A key point I make as a Headteacher and as a parent: we are all under some form of pressure and some of us, I know, have very real professional concerns which trump my home learning over-thinking by a huge degree. Therefore, I would like to re-emphasise, **none of what we post for your children is compulsory**. I do not think there is a single home-learning method which meets all of your needs. I urge you, therefore, to take what helps you and ignore what does not.

A personal concern I have is that some of you might feel you are unable to complete quality home learning tasks or are somehow 'letting your child down'. You are not. I see your children on a daily basis: to have such a polite, happy and friendly group of children is unheard of - you are all doing something right! At home, I am trying to avoid social media for the majority of the day because I kept seeing photographs on Facebook of smiling children and Daddies with their completed STEM project, or the new working kidney they have bio-engineered over the weekend. I would then look across at my two, arguing, watching Star Wars or destroying my garden and feel quite inadequate. However, when I step back, my children are happy, feel safe and are engrossed in Goblet of Fire and the Faraway Tree. I think a Daddy who is relaxed and happy (as far as is possible!) will be of more use to them than a stressed, angry Daddy forcing them to complete a sheet on subordinate clauses would be! If you are worried, please speak to me if you feel it would help.

Home learning, however, can be terrific. I appreciate that it can offer a structure to the days which is hard to find otherwise. For other people, this formal structure will not be necessary. I repeat, there is no single way of doing this - we cannot recreate what makes Mugginton such a special place without all of us being here! I have attached two very different pro-forma timetables to this email. One was shared on the staff WhatsApp group by Mrs Wallen - very simple but effective. The second is a terrific example from Rose. I am still thinking how to use it best on our blog but it is clear and detailed. Thank you!

We are trialling this method for this week and the Easter Break. The intention, if the trial is successful, is to upload daily activities for your children onto the blog, beginning Monday 20th April. In terms of submission, I would like your child to email me work or photographs of what they have been doing at a convenient moment. I will then try to upload photos to the blog to celebrate the work which is going on. I have received some lovely videos of Jack, Bella & Ollie and the twin Parmenters which are unspeakably lovely. I cannot upload video to the blog but these videos are really appreciated.

Alongside the blog, we will ask you to purchase a book for your child. At the moment, we plan to ask Year 5 & 6 confident readers to purchase Northern Lights by Philip Pullman and children in Years 2 - 4 to have a copy of The Witches by Roald Dahl. If your child finds reading difficult, please feel free to read the book to them or get the audiobook. We will ask your child to read around 20 pages of their book with you (if possible) before completing daily work on the passage. This might take the form of comprehension questions, vocabulary work or art. Again though, no child will be penalised if they do not complete the work - do what is right for you and your child.

Mrs Wallen is attempting to make three videos today which will include a recap of the sounds they have learnt, some blending work and some 'tricky words' work. If she manages to upload this, please use this for literacy if you have a child who would benefit.

An excellent question I have had from three parents concerns the content of what your children produce (all three of you should be teachers!). Since we did away with 'levels' in 2015, schools do not have a common language of what a typical Year 3 child's writing should look like, for example. Staff have done a lot of work agreeing what we look for at Mugginton. I will share a simplified version of this with you for Mathematics (arithmetic), Writing and Spelling.

Reception and Year 1

Writing - huge range. The children should be forming letters correctly and writing simple CVC (consonant, vowel, consonant) words by the end of Reception. By the end of Year 1 the children should be able to spell common CVC words and write a simple sentence (in my personal experience, with great reluctance!). Their writing should be legible and they should be encouraged to write using lines. Full stops and capitals letters should be in the picture but perhaps not fully accurate by the end of Year one.

Mathematics - The Reception year focuses closely on numbers to 20. Year 1, numbers to 100. I strongly recommend the constant use/availability of 100 squares - they are so so useful. It is then all about asking the children for 'one more' and 'one less' than a given number. If this becomes easy, try '10 more' and '10 less' than a given number. Counting in steps of 2, 5 and 10 is helpful, you can use the hundred square to make this clearer if your little one finds it difficult.

Spellings - CVC words and phonetic decoding of words, even if it is slightly incorrect. I have attached a copy of the first 100 high frequency words to this email. These are the words we work on in school.

Year 2 and Year 3

Writing - again, a huge range. However, the basics must be consolidated. Children should be able to produce a paragraph of simple sentences, demarcated using full stops and capital letters. Spelling of common high frequency words will be 70% accurate and handwriting will be legible. Children can use conjunctions (because, but, so) and noun phrases (the cheeky monkey; the enormous badger) to add spark to their writing. They begin to use adverbs and exclamation/question marks when appropriate.

Mathematics - again, the basics. Counting in 2s, 3s, 5s, 10s, 11s. Then 4s and 8s in Year 3. Using Mr Clarke's methods sheet, the children should be able to add and subtract numbers (or find the difference between two numbers). They should be able to use a diagram to divide/share a number out and begin to link this to fractions. In Year 3 they begin to use a written method for multiplication of a two-digit number by one digit (42×3). I have attached the 2019 Key Stage 1 Arithmetic Paper to this email.

Spellings - The first 200 High Frequency Words, before looking at the (very difficult) Year 3/4 Spelling List from the National Curriculum (in spelling guidance document, p.16).

Year 4 and Year 5

Writing - Big jump from Year 3. The children should be able to produce at least two paragraphs of neat writing, correctly demarcated with full stops, capital letters and commas before conjunctions or to mark a list. Writing should contain conjunctions (as, so, however) adverbs to open sentences and to modify verbs and noun phrases using advanced vocabulary (the colossal boulder). They can tell you what a simile is and use it in their writing and can use question marks and exclamation marks accurately. Confident Year 5s begin to mark a relative (subordinate) clause using commas (e.g. Emily, who is brilliant at maths, has her birthday today) and can use alliteration appropriately.

Mathematics - Four number operations (long multiplication, column addition & subtraction and football goal division) should be secure. Example questions (76×43 ; $762 - 286$; $763 + 846$; $222 / 3$). Good old multiplication tables to 12 (TT Rockstars and Number Club all the way!). Something they all find unexpectedly difficult is multiplying and dividing by 10, 100, 1000. E.g. $343 / 100 = 3.43$ so something useful to practise. Next, adding, subtracting decimals and calculating fractions of numbers ($3/7$ of 21; $3/4$ of 32) should be secure. Finally, with a remainder, the children should be able to calculate 10%, 20% of a number.

Spellings - The Year 3/4 list (spelling guidance, p.16) and the Year 5/6 list (p.23). Very challenging.

Year 6 and More Able (first, make sure they are confident with everything set out in younger groups)

Writing - Everything in Y4/5 plus use of dashes to add information (Joe is a lovely boy - he always looks out for his little Brother) and semi colons to separate two independent clauses (Henry absolutely adores playing on MarioKart; Alice, on the other hand, prefers craft and imaginary play). Then, personification (ascribing human qualities to objects) e.g. 'The trees blew in the wind, watching over me whilst I slept) and metaphor (like a simile but without 'like') e.g. Mr Clarke was a swan, gliding gracefully across the water's still surface. The children should be familiar with using these techniques.

Mathematics - Everything! Four number operations (3654×43 ; $57997 - 354$; $840 / 15$; $345678 + 347859$) to begin with. Then any percentage of any number, finding 1% by dividing by 100. Fractions is the real biggie - the children should be able to add and subtract fractions with different denominators (bottom number). The should be able to multiply and divide fractions and then do the same with mixed numbers. Please let me know if you need any examples. An old Year 6 arithmetic paper is attached to this email.

Spellings - Year 5/6 list (spelling guidance, p.23). Gulp.

I hope this is helpful. As always, please contact me directly if you need examples/additional materials. Please try to set your child up with an email address and follow the blog. We are working hard to prepare creative tasks for your children, which are worthwhile and, hopefully, encourage them to think, as well as practising key skills.

ps. has anybody read any good books once collapsed on the sofa in the evening? I enjoyed Dear Edward (thanks, Halina) and loved Border Crossing by Pat Barker, but maybe a bit dark for the present. I finished the latest Haruki Murakami but found it a real slog! Any recommendations would be greatly appreciated...

Thank you

Joseph Green