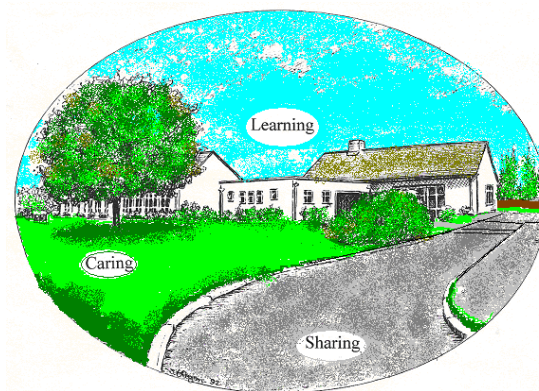


BYFLEET PRIMARY SCHOOL

Recovery Curriculum Policy

September 2020

Review date: As necessary



1. Rationale

This is intended to provide a "road-map" to recovery as part of our return to children, whilst maintaining home-learning for all children who are not in school. This should be read alongside risk assessments (which are updated regularly).

2. Aims

- To put in place measures to reduce risk through a phased return, considering a phased increase in numbers per group whilst adhering to Government guidance.
- To prioritise the resocialisation and establishment of routines and expectations in class and around school.
- To use curriculum objectives identified by teachers (Appendix A) to plan lessons in school.
- To enable children in school to receive "gap plugging" e.g. re-teaching phonics where there is an identified need.
- To ensure children in school read regularly (and daily to adults, where practical to support progress as intensively as possible), matching reading books in school to their ability.
- To build a clear structure to the day, starting with a basic skills activity (e.g. maths/handwriting); building in (where feasible) whole class individual reading in the fresh air, include daily well-being lessons to explore pupils' emotions and feelings (ELSA to support staff in this.) Creative Curriculum subjects will be covered in the afternoons at school.
- Year 6 learning should include a focus on readiness for parents and Sex and Relationship Education.
- To prioritise well-being in these unprecedented times, which will help support health along with staff and children's ability to cope with uncertainty.
- To prioritise physical activity and for children and staff to be outdoors as much as possible.

3. Legislation and statutory guidance

3.1 This policy is based on the Department for Education's non-statutory guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

3.2 Updates will be added based on further guidance provided by DfE.

3.3 Behaviour Policy Addendum (Appendix B) has been taken from the Annex A of [this guidance](#) and included in our updated behavior policy.

3.4. Staff principles (Appendix B) are taken from Annex B of the above guidance

4.0 The timetable

We will continue to focus on Maths, Literacy, particularly early reading, mental well-being and physical activity, whilst broadening the creative curriculum linked to the termly topics for each year group, with clear structure to secure routines and clarity of expectations.

5.0 Returning to School

During the National Lockdown, children have suffered at least five losses: routine, structure, friendship, opportunity and freedom. Experiences must be planned that provide the space for the

children to recover from the associated trauma, anxiety and loss. When children return, relationships need to be a key priority in order to re-engage and motivate all the children to enable them to become effective learners. These 'levers' need to be considered and planned for to support the resocialisation into the new style of school. There needs to be a strong emphasis on mental well-being and routine. Positive mental health needs to be supported and restored.

- **Lever 1: Relationships** - we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

Staff will model positive interactions, using praise and general conversations and use circle time and PE as a vehicles for team building and developing positive socialization skills.

- **Lever 2: Community** - We need to listen to what has happened in this time, understand the needs of our children and engage them in the transitioning of learning back into school. 1:1 conversation rather than class conversations may be necessary for some children.

Staff will begin with a time capsule project to act as a hook and conversation starters, this will allow children to reflect on their experiences during lockdown and share them in a safe environment. Alongside this staff will run a Celebrating Diversity week, another opportunity to explore sense of place and belonging within communities.

- **Lever 3: Transparent curriculum** - all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss. Collaboration with parents to ensure they are supporting the school to consolidate the content of what is being taught to aid 'catch up'.

Staff will plan using previous year groups objectives as stepping stones in to new learning. This will include self- assessment discussions with children to identify what they are finding hard/ easy.

- **Lever 4: Metacognition** - in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Staff will ensure each individual child will be equally challenged and motivated through an adaptive curriculum. Teachers will explain the skills they are using so children are learning how to learn at the core of what we teaching. To encourage children we will re-visit our PRIDE values and our 5Rs within our daily teaching.

- **Lever 5: Space** - to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

Staff will ensure they support children at a timely pace, so as that children keep up, rather than catch up. It will be important to plan for experiences that provide the space for recovery, emotionally and academically.

5.1 Year group planning September Planning

For the core subjects, year groups will identify the **key objectives** to focus on during Autumn 1. They will also identify the related objectives from the previous year group and start the units with revision and consolidation of those objectives, these may be from any term in the previous year.

In Maths, plans will be developed at the start of a unit and reviewed regularly. They will start with previous year groups' targets to ensure understanding and success before moving on. The planning will be flexible; more time will be given to concepts if needed; equally, if the children are doing well, the learning sequence will be sped up.

In Literacy, we will again use Power of Reading. The overview will identify the key 2/3 skills to be developed and the related objectives from previous year groups as a starting point (Appendix A). Two to three lessons each week will be on skill development starting with the fundamentals of punctuation and handwriting. As the English Curriculum is outlined in two-yearly blocks, it will be less of a challenge to ensure coverage of objective, unlike reading.

In Reading we will identify the key objectives per year group and reorganise the BEAR time and writers workshop areas of the timetable to ensure that each year group prioritises reading over writing in first few weeks. The focus will be on phonics, decoding for the younger age group up to Year 3, comprehension catch-up sessions for all and fluency targets with 1-1 reading plans. All staff and volunteers will be utilised to support a push for reading.

5.2 September Homework

The taking home of resources should be limited by staff and pupils. There will be development of a virtual home learning platform (G-suite) and other resources for homework or independent learning for extension using the home learning ideas, dependent on access to resources at home.

6.0 Foundation Subjects in the Autumn Term

Due to the focus on core subjects and mental well-being, there may be less time for the foundation subjects for at least the first half of the Autumn Term. Teachers will aim to make links between learning wherever possible and plan for more cross-curricular activities, through topic 'themed' days, where objectives and planning is shared across relevant year groups, i.e. Year 2/3, Year 3/4 etc. in History/Geography and RE. The Reading, Maths and Science curriculum are presented on a year-by-year basis so will take priority. With a focus on wellbeing, using both an integrated and stand-alone lesson approach, a focus on social and emotional learning will be emphasised

https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf).

7.0 Classrooms in the Autumn Term

Classrooms will continue to be set up with 15 tables spread out, forward-facing. There will be no group tables as this would mean children are facing each other. There will be no carpet area initially either (for EYFS and KS1). Resources will be limited to ones that can be easily cleaned and they should be shared as little as possible. Each child will have their own stationery set, either their own from home (KS2 only - pencil cases) or school provided. There will be a continued focus on hygiene and well-being. Everyone will wash their hands regularly at key points throughout the day and adults will regularly spray and clean learning areas with the help of the children. Any items that are difficult to clean will remain away. Malleable resources will be single/individual use only and replaced daily (e.g. playdough in Year R).

8.0 Communicating with parents

Letters are regularly sent to parents updating them of the current situation and advice. Letters/emails will continue to be sent out explaining the protective steps taken by the school as necessary and giving advice on what they need to do in preparation for returning to school. In preparation for September, Teachers will create "Social Stories" and a Topic Overview that will be on the school website.

If parents need to discuss something with an adult, they can either phone the office or email the office info@byfleet.surrey.sch.uk address so as to minimise contacts and reduce the risk. Class teachers will respond.

9.0 Communication with children

There will be regular well-being activities including circle times to support children. Social Stories will be used with the children as appropriate (Appendix C). These can be adapted for each class. We aim to give children regular opportunities to talk about their experiences including 1:1 conversations facilitated through the worry boxes and I need a chat posters. Regular assemblies outlining key messages to re-establish routines, expectations and behaviours, and to support children and staff wellbeing, will take a non-traditional stance, adhering to social distancing ie. Prerecorded videos etc.

9.1 First day back in September

Rules, routines and relationships need to be re-established on the first day and constantly reinforced. These include learning behaviours, behaviours towards each other and how we can all stay safe (including regular handwashing). Classrooms will have visual timetables. Children will need time to talk about their experiences and their emotions, utilising whole school approaches such as Worry Boxes and 'I need a chat poster'. The children will need reminding of our posters and boxes in case they need to talk to someone on a 1:1. A Powerpoint will be shared with all the children (Appendix C), explaining to the children which things in school are the same and which are now different. Acknowledgement of the anticipated barriers some may face upon returning (disrupted sleep patterns, feeling hungry and need to eat more regularly, 'getting back into the swing of things', feeling tired in the afternoons) will require a period of adjustment, which we will take into account.

10.0 Communication with staff

Staff meetings will be arranged to keep all staff up-to-date and to share preparations. They will also deliver CPD. These may be virtual or socially distanced in the main hall.

Risk assessments are regularly shared with staff with an opportunity to comment. During the summer term individual risk assessments were put in place for any staff member deemed as clinically vulnerable to aid their transition back to their full time role and work by September. These are reviewed regularly in light of the most up-to-date Government guidance.

Monday morning meetings will take place in the staff room.

11.0 Breakfast and After School Club

This will start from 3rd September please complete the survey attached to indicate. Further details will be communicated and once you have your place confirmed you should payment should be made in advance.

12.0 Extra-curricular clubs

We will be able to offer a reduced selection and will communicate these in September.

13.0 Trips

These will need to be restricted however we will organise enrichment activities either in school or within the immediate local area to inspire the children.

14.0 Links with other policies and procedures

This policy links to the following policies and procedures which have been shared with staff:

- Behaviour Policy
- Children, staff and general well-being risk assessments
- Well-being Policy
- RSE (Relationship and Sex Education) Policy

Appendices: Appendix A

Autumn 2020 Key Objectives

Year 1

Year 1/EYFS Reading Autumn 2020
Apply phonic knowledge and skills as the route to decode words including blending CVC words and simple words containing adjacent consonants e.g. stop, best. (Word reading)
Read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words. (Word reading)
Use picture clues to help in reading simple texts. (Word reading)
Link what I read or hear read to my own experiences with prompting. (Comprehension)

Year 1/EYFS Writing Autumn 2020	1 st Achieved	2 nd Achieved	3 rd Achieved
Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red. (Transcription)			
Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations. (Transcription) ELG: They also write some irregular common words.			
Begin to form lower case letters in the correct direction, starting and finishing in the correct place. (Handwriting)			
Form digits 0-9. (Handwriting)			
Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red. (Transcription)			
Produce recognisable letters and words to convey meaning. (Composition) 40-60+: Writes own name and other things such as labels and captions.			
Write sentences saying out loud what I am going to write about. (Composition) 40-60+: Attempts to write short sentences in meaningful contexts.			

Year 1/EYFS Maths Autumn 2020	1 st Achieved	2 nd Achieved
Read and write numbers from 1-20 in numerals (Number)* ELG: Children count reliably with numbers from one to 20.		
Represent and use number bonds and related subtraction facts within 10 (Number)*		
Begin to read, write and interpret mathematical statements involving +, - = signs (Number)* 40-60+: In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.		
Given a number, identify one more and one less (Number)		

Identify and represent numbers using objects and pictorial representations including the number line. (Number) - Ongoing		
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Much of Year 1 Autumn cements EYFS learning, many of the targets overlap.

Year 2

Year 2/Y1 Reading Autumn 2020
Apply phonic knowledge and skills to decode until automatic decoding and fluent reading. Y1 Accurately blend sounds in unfamiliar words containing GPSc already taught.
Re-read books to build up fluency, express and confidence, taking note of punctuation Y1 Develop some fluency and expression, pausing at full stops.
Draw on background information and vocabulary provided Y1 Discuss word meanings and link new meanings to those already known.
Participate in discussions about books, poems and other words that are heard and read to self, taking turns and listening to what others say. Y1 Explain clearly my understanding of what is read to me; answer simple retrieval questions.
Consistently identify a range of punctuation within a text and respond appropriately Y1 Develop some fluency and expression, pausing at full stops.

Year 2/Y1 Writing Autumn 2020	1 st achieved	1 st achieved	1 st achieved
Aut1 Use spaces between words that reflect the size of the letters. Y1 Use finger spaces			
Aut 5 Spell some common exception words Y1 Spell Year 1 CEW			
Aut7 Consider what to write before beginning by writing down ideas and/or appropriate topic-related key words, including new vocab Y1 Compose a sentence orally before writing; say out loud what I am going to write about			
Aut8 Consider what to write before beginning by planning or saying out loud what will be written. Y1 Compose a sentence orally before writing; say out loud what I am going to write about			
Aut10 Learn how to use expanded noun phrases to describe and specify Y1 Use familiar adjectives to add detail			
Aut11 Full stops, capital letters and question marks Y1 Begin to punctuate sentences using a capital letter and a full stop, question mark			

Year 2/Y1 Maths Autumn 2020		1 st Achieved	2 nd Achieved
<u>Place Value</u>	Count in steps of 2 and 5 from 0 Y1 Count up to and back from 100 in ones Y1 Count in steps of 2, 5, 10 up to 100		
	Recognise the place value of each digit in a 2 digit numbers Y1 Begin to understand and show tens and ones and use this to order numbers.		
	Compare and order numbers from 0 to 100; use <>= signs Y1 Find the least and most when comparing numbers; find numbers that are more, less or equal to numbers up to 100; find one more or one less than a number; order numbers up to 100		
	Identify, represent and estimate numbers using different representations, including the number line Y1 identify and represent two-digit number numbers using objects and pictures and begin to use number lines		
	Use place value and number facts to solve problems		
<u>Addition and subtraction</u>	Count in 10s from any number forwards and backwards Y1 count in tens from 0 forwards and backwards.		
	Add 3 1 digit numbers Y1 Add and subtract up to 20		
	Add and subtract a 2 digit number and ones Y1 Add and subtract up to 20; count in 1s forwards and backwards; begin to understand tens and ones		
	Add and subtract a 2 digit number and tens Y1 Add and subtract up to 20; begin to understand tens and ones		
	Add and subtract 2 digit numbers Y1 Add and subtract up to 20; begin to understand tens and ones		

In addition, we will work on the other handwriting targets, basic conjunctions (and, but, or) and reading work out aloud.

Year 3

Year 3/Y2 Reading Autumn 2020
Read books that are structured in different ways and read for a range of purposes. Discuss these books including similarities and differences in structure and organisation; sequence of events. (Comprehension)
Ask questions to improve my understanding of a text. (Comprehension)
Participate in discussion about both books that are read to me and those that I can read myself, taking turns and listening to what others say. (Comprehension)
Make use of intonation, expression and punctuation to enhance reading. (Word Reading)
<u>Spring Yr2</u>
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. (Word Reading)
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. (Word Reading) (Most - Expected)
Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. (Word Reading)
Discuss favourite words and phrases. (Comprehension)
Answering and asking questions including showing awareness of texts being set in different times and places and expressing how events make the reader feel. (Comprehension) Expected
Predicting what might happen on the basis of what has been read so far. (Comprehension)
Explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself. (Comprehension)
Check that the text makes sense to me. Correct inaccurate reading. (Comprehension) (Expected)
<u>Summer Yr2</u>
Read accurately words of two or more syllables that contain the same graphemes. (Word Reading) (Expected)
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (Word Reading) Expected
Discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond what can be read independently. (Comprehension)
Become familiar with and retelling a wide range of stories, fairy stories and traditional tales. (Comprehension) Expected
Discuss the sequence of events in books and how items of information are related. (Comprehension)
Make inferences on the basis of what is being said and done. (Comprehension) (Expected - make some inferences)

Year 3/Y2 Writing Autumn 2020	1 st achie ved	2 nd achie ved	3 rd achie ved
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Transcription)			
Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. (Transcription)			
Develop understanding by learning how to use familiar and new punctuation correctly: Exclamation marks and commas in a list (VGP)			
Learn how to use sentences with different forms e.g. statements, questions, exclamations and commands. (VGP)			
Plan own writing by discussing writing similar to that being planned. Understand and learn from its structure, vocabulary and grammar. (Composition)			
Read aloud writing to a group or class, using appropriate intonation and controlling the tone and volume so the meaning is clear. (Composition)			
Use the forms <i>a</i> or <i>an</i> according to whether the word starts with a consonant or a vowel			
Word families -show how words are related in meaning and form eg solve, solution, solver, dissolve, insoluble			
Use -le ending as the most common spelling for this sound at the end of words. (Transcription)			
Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly (Transcription) (Greater Depth)			
Apply spelling rules and guidance including phonically decodable 2/3 syllable words (Transcription)			
Use adverbs to modify verbs. (VGP)			
Use extended simple sentences e.g. including adverbs and adjectives to add interest. (VGP)			
Use the diagonal and horizontal strokes and understand which letters are best left unjoined. (Handwriting)			
Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (Handwriting) (Greater Depth)			
Attempt some varied vocab and use some varied sentence openings e.g. time connectives (VGP)			
Learn how to use subordination (when, if, that, because) (VGP) (Expected)			

Year 3/Y2 Maths Autumn 2020	1 st Achieved	2 nd Achieved
Chapter 1 - Numbers to 1000 -Place Value		
Find 10 or 100 more or less than a given number (Number)		
Recognise the place value of each digit in a 3-digit number (Number) <i>I can recognise the place value of each digit in a 2-digit number (Number)</i>		
Compare and order numbers to 1000 (Number) <i>Compare and order numbers from 0 up to 100. Use < > = signs (Number)</i>		
Read and write numbers up to 1000 in numerals and words (Number)		
Identify, represent and estimate numbers using different representations (Number) <i><u>Identify, represent and estimate numbers using different representations, including the number line (Number) (Expected)</u></i>		
Solve number problems and practical problems including place value of numbers (Number) <i>Use place value and number facts to solve problems (Number)</i>		
Additional Targets - Year 2 Maths		
Chapter 1 - Place Value		
<i>Count in steps of 2 and 5 from 0 (Number)</i>		
<i>Count in steps of 3 from 0 forwards and backwards (Number)</i>		
Chapter 2 - Addition and Subtraction		
Add and subtract numbers mentally, including 3-digit in ones, tens and hundreds (Number) <i>Add and subtract using concrete objects, pictorial representations and mentally including a 2-digit number and ones (Number)</i> <i>Add and subtract using concrete objects, pictorial representations and mentally including a 2-digit number and tens (Number)</i>		
Add and subtract numbers with up to 3-digits, using formal written methods of column addition and subtraction (Number)		
Add and subtract numbers mentally, including 3-digit in ones, tens and hundreds (Number) <i>Show that addition can be done in any order (commutative) and subtraction can't (Number)</i> <i>Add and subtract numbers using concrete objects, pictorial representations and mentally including 2-digit numbers (Number) (Expected)</i>		
Estimate the answer to a calculation and use the inverse operation to check answers (Number)		
Solve problems, including missing number problems, using number facts place value and more complex addition and subtraction (Number)		

Year 4

Year 4/Y3/Y2 Reading Autumn 2020
Read books that are structured in different ways and read for a range of purposes. (Comprehension)
Identify themes and conventions in a wide range of books including underlying themes. (Comprehension)
Discuss words and phrases that capture the reader's interest and imagination. (Comprehension)
Ask questions to improve my understanding of a text. (Comprehension)
Year 3 objectives:
Justify inferences with evidence. (Summer)
Check that the text makes sense, discuss, understand and explain the meaning of words in context including commenting on how language is used to create effects and paint a picture. (Spring)
Draw inference such as inferring characters' feelings, thoughts and motives from their actions. (Spring)
Predict what might happen from details stated and implied. (Spring)
Discuss words and phrases that capture the reader's interest and imagination. (Autumn)
Ask questions to improve my understanding of a text. (Autumn)
Year 2 objectives:
Read accurately words of two or more syllables that contain the same graphemes. (Word Reading) (Expected)
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. (Word Reading) Expected
Discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond what can be read independently. (Comprehension)
Become familiar with and retelling a wide range of stories, fairy stories and traditional tales. (Comprehension) (Expected)

Year 4/Y3/Y2 Writing Autumn 2020	1 st achieved	2 nd achieved	3 rd achieved
Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. (Transcription)			
Develop a positive attitude and stamina for writing, by writing for different purposes. (Composition) (2)			
Increase the legibility, consistency and quality of my handwriting (spacing, size of letters) (Handwriting)			
Use a comma after subordination. (VGP)			
Use a range of adjectives and adverbs across genres. (VGP)			
Use adverbs to modify verbs. (VGP) (3)			
Plan own writing by discussing writing similar to that being planned.			
Plan own writing by discussing writing similar to that being planned. Understand and learn from its structure, vocabulary and grammar. (Composition) (3)			
Understand and learn from its structure, vocabulary and grammar. (Composition)			
Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. (Handwriting) (Greater Depth) (2)			
Use the diagonal and horizontal strokes and understand which letters are best left unjoined. (Handwriting) (3)			
Use apostrophes for contraction and possession (singular). (VGP) (3)			
Develop understanding by learning how to use familiar and new punctuation correctly: Apostrophes for contracted form, Apostrophes for possession (VGP) (2)			
Learn the possessive singular apostrophe e.g. the girl's book (Transcription) (2)			

Year 4/Y3/Y2 Maths Autumn 2020	1 st achieved	2 nd achieved	3 rd achieved
Place Value			
Count in multiples of 6, 7, 9, 25 and 100. (Number) Count in steps of 2 and 5 from 0 (Number) (2) Count in steps of 3 from 0 forwards and backwards (Number) (2)			
Find 10, 100, 1000 more or less than a given number. (Number) Find 10 or 100 more or less than a given number (Number) (3)			
Recognise the place value of each digit in a 4-digit number. (Number) I can recognise the place value of each digit in a 2-digit number (Number) (2) Recognise the place value of each digit in a 3-digit number (Number) (3)			
Order and compare numbers beyond 1000. (Number) Compare and order numbers from 0 up to 100. Use < > = signs (Number) (2) Compare and order numbers to 1000 (Number) (3)			
Identify, represent and estimate numbers using different representations. (Number) Read and write numbers up to 1000 in numerals and words (Number) (3)			
Round any number to the nearest 10, 100, 1000. (Number)			
Use place value and number facts to solve problems (Number) (2) Solve number problems and practical problems including place value of numbers (Number) (3)			
Addition and Subtraction			
Count in 10s from any number forwards and backwards (Number) (3)			
Add and subtract numbers mentally, including 3-digit in ones, tens and hundreds (Number) (3)			
Add and subtract numbers using concrete objects, pictorial representations and mentally adding three 1 digit numbers (Number) (2)			
Add and subtract using concrete objects, pictorial representations and mentally including a 2-digit number and tens (Number) (2)			
Add and subtract using concrete objects, pictorial representations and mentally including a 2-digit number and ones (Number) (2)			
Add and subtract numbers with up to 4 digits using the formal written methods or column addition and subtraction where appropriate. (Number)			

Add and subtract numbers with up to 3-digits, using formal written methods of column addition and subtraction (Number) (3)			
Add and subtract numbers mentally, including 3-digit in ones, tens and hundreds (Number) (3)			
Estimate the answer to a calculation and use the inverse operation to check answers (Number) (3)			
Solve problems, including missing number problems, using number facts place value and more complex addition and subtraction (Number) (3)			

Year 5

Year 5/Y4 Reading Autumn 2020
Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)
Use dictionaries to check the meaning of words that I have read. (Comprehension)
Prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Use appropriate expression. (Comprehension)
Recognise some different forms of poetry (e.g. free verse, narrative). (Comprehension)
Justify inferences with evidence using quotations from and reference to the text to support discussion. (Comprehension)
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. making reference to choice of language to create mood and build tension. (Comprehension)
Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words. (Word Reading)
Make comparisons within and across books in some genres including grammatical features. (Comprehension)
Understand what has been read by checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. (Comprehension)
Ask questions to improve my understanding. (Comprehension)
Begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (Comprehension)
Distinguish between statements of fact and opinion, using a range of sources. (Comprehension)
Retrieve and record information from non-fiction texts e.g. skimming and scanning(Comprehension)

Year 5/Y4 Writing Autumn 2020	1 st Achieved	2 nd Achieved	3 rd Achieved
Autumn			
Use prefixes and suffixes and understand how to add them (linked to Y4 RWI. (Transcription)			
Spell most of the Y3/4 words correctly from the spelling list. (Transcription)			
Spell some words with 'silent' letters e.g. knight, psalm, solemn (Transcription) Link to RWI			
Distinguish between homophones and other words which are often confused. (Transcription)			
Able to spell words ending alike e.g. zhun (division, invasion, confusion, decision, collision, television) (Transcription)			
Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task. (Handwriting)			
Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. (Composition)			
Draft and write using organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points underlining (Composition)			
Evaluate and edit by assessing my own and others' writing. I can suggest improvements. (Composition)			
Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. (Composition)			
Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing. (Composition)			
Proof-read for spelling and punctuation errors. (Composition)			
Include details to interest, persuade, explain and instruct. (Composition)			
Develop my understanding of using expanded noun phrases to convey complicated information concisely. (VGP)			
Indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing. (VGP)			
Use a variety of subordinate clause construction e.g. when it stops raining; creeping quietly (VGP)			
Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. (Transcription).			
Show effective research skills to strengthen the content of writing. (Composition)			
Extend a range of sentences with more than one clause by using a wide range of conjunctions including when, if, because, although. Apply to complex sentences. (VGP)			

Year 5/Y4 Maths Autumn 2020	1 st Achieved	2 nd Achieved
Read, write, order and compare number to at least 1,000, 000 and determine the value of each digit. (Number)		
Count forwards and backwards in steps of powers of 10 for any given number up to 1,000, 000. (Number) <i>Count backwards through zero to include negative numbers - Y4</i>		
<i>Solve number and practical problems with increasingly large positive numbers including using mental methods to aid fluency - Y4</i>		
Round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10,000 and 100,000. (Number)		
Use rounding to check answers to calculations and determine in the context of a problems, levels of accuracy.		
<i>Recall multiplication and division facts for multiplication tables up to 12x12. - Y4</i>		
<i>Use place value and known and derived facts to multiply and divide mentally - Y4</i>		
Add and subtract numbers mentally with increasingly large numbers. (Number)		
Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. (Number) <i>Recognise and use factor pairs and commutativity in mental calculations</i>		
Know and use the vocabulary of prime numbers, prime factors and composite numbers.		
Establish whether a number up to 100 is prime and recall prime numbers up to 19. (Number)		
Multiply and divide numbers mentally drawing upon known facts. (Number)		
Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.		

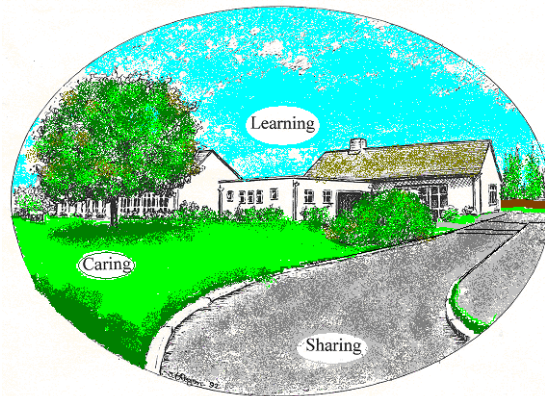
Year 6/Y5 Reading Autumn 2020
Make comparisons within and across books. (Comprehension)
Ask questions to improve my understanding. (Comprehension)
Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. (Comprehension)
Distinguish between statements of fact and opinion. (Comprehension)
Retrieve, record and present information from non-fiction texts, using skimming and scanning to support. (Comprehension)
Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. (Comprehension)
Increase familiarity with a wide range of books. These include myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. (Comprehension)
Begin to identify and discuss themes and conventions in and across a range of writing. (Comprehension)
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. (Comprehension)
Participate in discussions about books that are heard and read to self. Build on own and others' ideas and challenge views courteously. (Comprehension)
Empathise with different characters' points of view and explore alternative events and actions, commenting on the author's choices. (Comprehension)

	Y6/Y5 Writing	1 st achieved	2 nd achieved	3 rd achieved
	Handwriting			
1	Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Handwriting)			
	Composition			
2	Draft and write by précising longer passages. (Composition)			
3	Draft and write using organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points underlining (Composition)			
4	Perform my own compositions, using appropriate intonation, volume and movement to that meaning is clear. (Composition)			
5	Plan own non-fiction writing: noting and developing initial ideas, drawing on reading and research where necessary. (Composition)			
6	Create an appropriate opening and closing that tie together to impact on the reader (Composition)			
7	Draft and write by selecting appropriate grammar and vocabulary, understand how such choices can change and enhance meaning eg choosing words for effect; sentence length and structure; formality of punctuation (Composition) Draft and write by selecting appropriate grammar and vocabulary, understand how such choices can change and enhance meaning. (Composition)			
8	Plan own narrative writing: considering how authors have developed characters and settings (Composition)			
9	Draft and write narratives, describing settings, characters and atmosphere eg expanded noun phrases, similes and metaphors, personification, onomatopoeia, repetition Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. (Composition)			
10	Integrate dialogue within narratives to convey character and advance the action. (Composition)			
11	Draft and write by using a wide range of devices to build cohesion within and across paragraphs eg adverbs, conjunctions, pronouns, making explicit reference to next/previous paragraph (Composition)			
12	Proof-read to correct most spelling and punctuation errors eg. Capital letters, full stops, homophones, suffixes (Composition)			
13 a	Evaluate and edit by proposing changes to :			
13b	vocabulary			
13c	grammar			
	punctuation			
	to enhance effects and clarify meaning. (Composition)			
	Evaluate and edit, re-draft by assessing the effectiveness of own and others' writing. (Composition)			
	Evaluate and edit, re-draft by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. (Composition)			

	Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. (Composition)			
	VGP			
14	Punctuate speech accurately (VGP)			
15a	Mark boundaries between independent clauses by using: to clarify meaning or avoid ambiguity in writing. (VGP)	semi-colons		
15b		colons		
15c		dashes		
15d		commas		
	Indicate grammatical and other features by using a colon to introduce a list. (VGP)			
16	Punctuate bullet points consistently. (VGP)			
17	Show levels of formality by using brackets, dashes or commas to indicate parenthesis. (VGP)			
18	Indicate grammatical and other features by using hyphens to avoid ambiguity eg "twenty two-pound coins" . (VGP)			
19	Develop my understanding of using modal verbs to indicate degrees of possibility. (VGP)			
20	Use passive verbs to affect the presentation of information in a sentence. (VGP) Use the passive verb form to aid formality in writing.			
21	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. (VGP)			
22	Use the subjunctive form to show differing levels of formality within speech and sentences. (VGP)			
23	Use the perfect form of verbs to mark relationships of time and cause eg using have or had correctly (VGP)			
24	Use and understand grammatical terminology accurately and appropriate when discussing writing and reading. (VGP)			
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.			
	Transcription			
25	Use dictionaries to check the spelling of words. (Transcription)			
26a	Spell words from Yr 5 and 6 spelling list accurately: (Transcription)	silent letters		
26b		suffixes		
26c		prefixes		
26d		homophones		
	Spell some words correctly including common exception words (Y5/6 word list). (Transcription)			
27	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. (Transcription).			

Year 6/Y5 Maths 2020	1 st Achieved	2 nd Achieved
<p>Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.</p> <p>Read, write, order and compare number to at least 1,000, 000 and determine the value of each digit. (5)</p> <p>Count forwards and backwards in steps of powers of 10 for any given number up to 1, 000, 000. (5)</p>		
<p>Round any whole number to a required degree of accuracy.</p> <p>Round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10,000 and 100,000. (5)</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place. (5)</p>		
<p>Identify the value of each digit in numbers given to three decimal places. Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. (5)</p> <p>Read, write, order and compare numbers with up to 3 decimal places. (5)</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. (5)</p>		
<p>Solve problems which require answers to be rounded to specified degrees of accuracy.</p>		
<p>Solve problems involving the calculation and conversion of units of measure. Use decimal notation up to 3 decimal places where appropriate.</p> <p>Solve problems involving numbers up to three decimal places. (5)</p> <p><i>(Not taught in depth - used as a link for Place Value)</i></p>		
<p>Use, read, write and convert between standard units. Convert measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa. Use decimal notation up to three decimal places.</p> <p><i>(Not taught in depth - used as a link for Place Value)</i></p>		
<p>Use negative numbers in context and calculate intervals across zero.</p>		
<p>Solve number and practical problems that involve all of the above.</p>		
<p>Multiply multi-digit numbers up to 4 digits by a two digit number using the formal written method of long multiplication.</p> <p>Multiply numbers up to 4 digits by a one or two-digit number using a formal written method, including long multiplication for two-digit numbers. (5)</p>		
<p>Perform mental calculations including using mixed operations and large numbers.</p>		
<p>Identify common factors, common multiples and prime numbers.</p> <p>Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers. (5)</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite numbers. (5)</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19. (5)</p>		

<p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. Add and subtract whole numbers with more than 4 digits, including using formal written methods. (5)</p>		
<p>Solve problems involving addition, subtraction, multiplication and division including multi-step problems. Solve problems involving addition, subtraction, multiplication and division and a combination of these. Understand the meaning of the equals sign. (5) Divide numbers up to 4 digits by a one-digit number using the formal written methods of short division. Interpret remainders appropriately for the context. (5)</p>		
<p>Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.</p>		
<p>Multiply one-digit numbers with up to two decimal places by whole numbers.</p>		



**COVID-19 school partial reopening Behaviour Policy
Addendum (protection rules) for
Byfleet Primary School**

School Name: Byfleet Primary School

Policy owner: Pauline Crowley

Date: 09/07/2020

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

From the 3rd September, all pupils will be welcomed back in school, where the government has provided guidance on protective measures to help us reduce the risk of transmission.

This addendum of the Byfleet Primary School Behaviour Policy (protection rules) should be read in conjunction with our Behaviour Policy, and contains details of our individual behaviour and safety expectation changes, in the following areas:

<i>1. Context</i>	<i>2</i>
<i>2. Key Changes for June 2020</i>	<i>2</i>
<i>3. Behaviour Principles for Pupils (and parents/carers)</i>	<i>3</i>
<i>4. Behaviour Principles for Staff</i>	<i>4</i>
<i>5. Helpful Coronavirus Posters</i>	<i>5</i>
<i>6. Reporting a Concern</i>	<i>6</i>
<i>7. Support from LEO Academy Trust & Contacting School</i>	<i>6</i>

Key Changes for September 2020:

To ensure we are following government guidelines of social distancing, we would expect staff, children and the wider community (parents etc.) to behave differently and follow routines that are different to what we have become accustomed to, when they return to school. We have put new systems in place to support this, which we will reflect in this Behaviour Policy Addendum¹.

¹ <https://www.gov.uk/government/publications/preparing-for-the-wider-opening-of-schools-from-1-june/planning-guide-for-primary-schools#annex-a-behaviour-principles>

Behaviour Principles for Pupils

The following changes should be noted by parents and pupils and adhered to, in line with our Behaviour Policy:

1. Altered routines for arrival and departure

Classes will follow a staggered school day:

Class	Drop-off time	Place	Collection time	Place
Reception	8.35am	Parent walks children into playground by Reception playground gate	2.45pm	In playground by Reception playground gate
Year 1	8.45am	Parent walks children into Playground by Year 1 gate	2.50pm	In playground by Year 1 gate
Year 2	8.45am	Parents walk children to southside classroom door (by pond)	2.50pm	At southside classroom door (by pond)
Year 3	8.45am	Parents walk children to southside classroom door (by pond)	3pm	At southside classroom door (by pond)
Year 4	8.35am	Children <u>only</u> enter at main gate and walk to playground and straight into school via Main Door	3pm	In playground by Lunchtime Shed
Year 5	8.35am	Children only enter at main gate and walk to southside classroom door (by pond)	3pm	At southside classroom door (by pond)
Year 6	8.35am	Children only enter at main gate and walk to southside classroom door (by pond)	3pm	Walk home OR at southside classroom door (by pond)

Only send your child in if they are feeling well.

Social distancing, no congregation of groups and swift drop off/collection.

We will put new systems in place to ensure social distancing when dropping your child at school and collecting them at the end of the school day. This should only be done by one parent per family and only bring younger siblings if no other child care is available. Parents will be unable to congregate on the playground, or at the school gates.

When dropping off or collecting your child, siblings may accompany their parents, but must remain 2m from other families at all times.

If parents need to drop off an item for their child, this should be left outside the main entrance for staff to collect.

All children will wash their hands upon arrival into their classroom.

2. School instructions on hygiene (handwashing and sanitising)

Children and staff will be asked to sanitise their hands on arrival at school.

Frequent hand cleaning and good hygiene practices will be promoted throughout the day.

Children will wash their hands before leaving school.

Children will wear school uniform as usual. If your child has outgrown a particular item and you are unable to replace this at the present time, they may wear a suitable alternative instead.

3. School instructions on who pupils can socialise with at school

To minimise contact, teaching groups cannot mix with one another; your child will remain in their allocated group. This will include at break time and over lunch.

We will not be holding assemblies and children will not mix with their friends in other teaching groups.

There will be no visitors on the school site.

4. Moving around the school as per specific instructions (one-way systems, out of bound areas, queuing)

2 meter distances are marked out on the floor for children when moving around the school building and grounds.

5. Expectations about sneezing, coughing, tissues and disposal ('catch it, bin it, kill it') and avoiding touching your mouth, nose and eyes with hands

Every classroom has an area which has tissues, hand sanitiser, hand wash, paper towels, antibacterial table wipes, along with visual signs to encourage good hygiene like handwashing.

6. Tell an adult if you are experiencing symptoms of coronavirus.

No child is to attend school if anyone in their household shows signs of COVID-19.

If any member of a teaching group (pupils or staff member) tests positive for COVID-19, all others will be asked to self-isolate for 14 days.

If your child is unable to attend school on any given day, please contact the school office as you would normally.

If your child is sent home for COVID related symptoms, please seek a test immediately and inform the school of the outcome so the necessary arrangements in school can be made.

7. Rules about sharing any equipment or other items including drinking bottles/cups

All your child will need to bring to school each day is a water bottle, coat, a clear plastic zip bag with their reading book and a lunch box. Year 3-6 children may bring a pencil case. Please do not send your child to school with school bags or PE kits.

No children may share or touch other children's equipment.

Children will work at tables in rows and remain at their table for all lessons.

8. Amended expectations about breaks/playtimes, including 'out of bounds' areas

A bubble of children will have access to staggered playtimes, in a designated area.

9. Use of toilets

Toilets will operate a 'one in, one out' system.

All the surfaces you have touched need to be wiped down once they have finished.

The hand drier in the toilets are not to be used. Disposal paper towels will be made available.

10. Clear rules about coughing or spitting at or towards any other person

Personal hygiene will be continually reinforced and children should be considerate about coughing, sneezing into a tissue (catch it, bin it, kill it, then wash hands) or where a tissue is not available, using the inside of their arm. No spitting is tolerated, as per our usual behaviour policy.

11. Clear rules for pupils at home about conduct in relation to remote education

12. Rewards and sanction system where appropriate

We will continue to reinforce positive and healthy behaviour. All sanctions for breaches of our Behaviour Policy, including this addendum, will result in a sanction. *Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.*

Behaviour Principles for Staff

Staff are expected to adhere to these protection rules, in line with their statutory duty:

1. Do not come to work if you have coronavirus symptoms, or go home as soon as these develop (informing the Headteacher), and access a test as soon as possible, informing the school of the outcomes of the test as soon as possible.
2. Clean your hands more often than usual - with running water and soap and dry them thoroughly or use alcohol hand rub or sanitiser ensuring that all parts of the hands are covered.
3. Use the 'catch it, bin it, kill it' approach.
4. Avoid touching your mouth, nose and eyes.
5. Clean frequently touched surfaces often using standard products, such as detergents. These are safely made available in classrooms.
6. Think about ways to modify your teaching approach to keep a distance from children in your class as much as possible, particularly close face to face support (noting that it's understood that this is not possible at all times, which is why hygiene and hand cleaning is so important).
7. Consider avoiding calling pupils to the front of the class or going to their desk to check on their work if not necessary.
8. Help your class to follow the rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc. including by updating your classrooms displays with posters.
9. Prevent your class from sharing equipment and resources (like stationery) - individual resources are assigned to pupils and to be kept in school. This includes I pads and chromebooks. Only 1 pupil per device.
10. Keep your classroom door and windows open if possible for air flow ventilation.
11. Limit the number of children from your class using the toilet at any one time. The toilet has a one-in-one-out system.
12. Limit your contact with other staff members, and don't congregate in shared spaces, especially if they are small rooms, such as staffrooms.
13. Make sure you've read the school's updated behaviour policy and know what role in it you are being asked to take.
14. Staff to provide their own packed lunch; staffroom is out of bounds for socialising, however open for hot drink dispensing. Own cups to be used to avoid using communal cutlery.
15. Staff are able to continue utilising allocated toilets in main foyer only and the disabled toilet only.

Helpful Coronavirus Posters

E-bug has produced some useful posters:

[Horrid Hands](#)

[Super Sneezes](#)

[Hand Hygiene](#)

[Respiratory Hygiene](#)

[Microbe Mania](#)

Reporting a Concern

The usual procedure of communicating with parents/carers will be followed when reporting a behaviour concern.

Any pupil who commits serious or persistent breach of the new COVID-19 protection rules may be sanctioned by the headteacher using the full range of sanctions available, dependent on the seriousness of the breach, up to and including in extreme cases permanent exclusion.

Appendix C –Communication with children (Social story and Powerpoint for the first day)

Generic Social Story (to be adapted by each teacher):

Going back to school

School will be a bit different for a while and that's okay. When you come back to school on **date of return for your class**

Your teacher will be: **teacher's name**

Photo of teacher here

Other adults in your class might be **teaching assistants' names**

Photo of teacher assistant here

Your classroom will be in **name of classroom**

Photo of your classroom and how it will look from the 1st June here

The door you will use to come into and go out of school will be **door into school that your class will come in**

Photo of the door they will enter into the school building

The time to arrive in the morning will be: **time that your class will arrive**

Your break time will be at: **put the time your class will have break**

At break time there will be zones (or areas) that children will need to stay in and they will only be allowed to play with the children in their zone.

Your lunch time will be at: **time of lunch break**

Your parents can choose whether you have a school lunch (hot) or a pack lunch.



The time to go home in the afternoon will be: **put the time your children will go home here**



The only things allowed in school every day from home are your coat and lunch box (if you have packed lunch)



You can also bring in:

A water bottle with your name written on it



A pencil case (if you would like to) with your name on



Hand sanitiser with your name on



If you bring this into school it will need to stay in school.

You don't need to bring your PE kit or anything else.



Put a note in your class worry box

Even though it will be different all the adults in school are here to help and keep you safe.



First day Powerpoint (to be adapted by each teacher):

1 Coming back to Byfleet Primary School
WHAT'S HAPPENING?

2 Your teacher and teaching assistants

3 What's different about Byfleet Primary School...

- You may need to enter school through a different door to usual
- You may be in a different classroom
- You will see less children outside at play and lunchtimes
- You will be sitting in rows rather than as a group
- You will have everything you need on your own desk
- You will need to stay in your seat as much as possible
- Assemblies will be in your classroom rather than in the hall
- You will eat your lunch outside or in the classroom

4 You can only bring these things into school

- A coat or a jacket if you need one to be hung on the back of your chair in class when you are not wearing it.
- A pencil case, this needs to stay in school and needs to stay on your desk. Everything needs to be named.
- A bottle of hand sanitizer if your parent gives you one. This needs to stay in school and stay on your desk.
- A lunch box if you are not having a school lunch.
- A water bottle. This needs to go home every day to be cleaned and it needs to be named.

Only you are allowed to touch your things and you are not allowed to touch other people's things.

5 Timings for the day may be different

- You will come into school at
- You will have break time at
- You will have lunchtime at
- You will go home at
- You shall leave the school by the main gate/be picked up by your parent outside the class on the playground

6 The Playground Rules

- You will need to play with the children in your class and stay in the area that the adult tells you to stay in.

7 What is the same...

- Most of the same adults are in school
- The school building is the same
- You will still have playtimes and lunchtimes
- You will still have all the usual lessons (English, Maths, Science etc.)
- There will still be a plan for the day and a class visual (metabolic to show this)
- Rewards for good behaviour and work are still the same
- You will still have to follow the school rules

8 5 Golden Rules

- 1. Respect your school
- 2. Follow the school rules
- 3. Listen to the adults
- 4. Be kind to your friends
- 5. Look after your school

9 To keep safe in school you need to...

- Wash your hands a lot and for 20 second each time.
- Keep a distance from other children and adults, especially those not in your class.
- Stay in your seat as much as possible.
- Use your own equipment only.
- Snuggle into a tissue and then put your tissue in the white bin with a lid straight away and wash your hands.

The adults in school will:

- Remind you to wash your hands more often.
- Wipe down furniture, doors and equipment in your classroom often.

10 Look for the reminder posters around the school

- Nose Wiping Station
- Six Steps to Washing Your Hands
- To stay safe we keep our distance.

11 What to do if you're worried or have questions

- Talk to an adult in school
- Talk to an adult at home
- Put a note in your class worry box
- Talk to a friend
- Tell your group during circle time

12 How to look after your friends

- Listen to them when they are talking to you.
- Go with them to see an adult if they are worrying about something.
- Talk to them; ask them if they are ok.
- Make them laugh when they are sad.
- Be kind to them when they are upset.
- Listen to them when they are worried.