



5 Spelling hacks for words ending in 'silent e'.

Newsletter 29/01/2021

There are many words in English that end with a silent E, and sometimes, when teaching children to read, parents might scratch their head and wonder how to explain why an ending "E" is a silent one.

There are 5 main spelling rules to be aware of, and knowing these will help you explain most situations.

Rule 1: The silent E is used to make the preceding vowel long to sound like its own name. I think most will know this rule, or have come across it at one time or another. Here are some examples:



FIN vs. FINE - without the silent E, the I in FIN is short, and with the ending silent E, the I become long to sound like its name.

FAT vs. FATE

BIT vs. BITE

NOT vs. NOTE

Rule #2: Silent E makes C soft to make the /s/ sound. It also makes G soft to make the /j/ sound, but only sometimes!



This is related to the first rule in some ways. Here, I teach the "Silent E" as the "Bossy E", because in many words, it performs two functions at the same time. (It's telling other letters how to sound, and that's why we call it "bossy".) Here are some examples:

ACE, ICE, SPICE, AGE, PAGE, STAGE

Looking at these words, you'll see that the ending silent E is performing two functions:

- 1) (rule #1) It makes the preceding vowel long to sound like its name.
- 2) (rule #2) It makes the C and G soft to sound like /s/ and /j/.

Rule #3: English words do not - usually - end in U or V.



The ending silent E in these words do not play a part in altering the pronunciation of the word itself. It's only there so that the words do not end in U or V.

HAVE, OLIVE, SOLVE, STARVE, GLUE, BLUE, TRUE, ARGUE (exception: THRU, alternative spelling of THROUGH)

Rule #4: You won't see this rule mentioned much, but the ending silent E is also used to distinguish certain words from the plural forms of other words.



That sounds a little confusing, so let me show you what I mean. Let's look at PLEAS and PLEASE. What's the difference between these two words? Let's first define them, using any online dictionary:

PLEA (plural form PLEAS) - a request made in an urgent and emotional manner.

PLEASE - used in polite requests or questions.

PLEAS is the plural form of PLEA. By adding an ending silent E, you completely change the word and its meaning to PLEASE. Here are a few more examples:

MOO, MOOS, MOOSE.

PAR, PARS, PARSE

LAP, LAPS, LAPSE

TEA, TEAS, TEASE

BROW, BROWS, BROWSE

TEN, TENS, TENSE

CORP, CORPS, CORPSE

COP, COPS, COPSE (a small group of trees)

In the above examples, the first two words in each row are the singular and plural forms of the same word, while the third word is a completely different word distinguished by the silent E ending.

Rule #5: Every syllable must have a vowel.

One Syllable or Two?



peep



rib-bit

Here are some examples for this rule:

STAPLE - 2 syllables: STA/PLE

SYLLABLE - 3 syllables: SYL/LA/BLE

PROBABLE - 3 syllables: PROB/A/BLE

Because of rule #5, these words are spelt as STAPLE, SYLLABLE, PROBABLE, and not as STAPL, SYLLABL, PROBABL.

February Half Term



Information received from the Department for Education:

Schools will close as usual over February half-term and are not expected to remain open to vulnerable children and the children of critical workers during that week.

Schools do not need to provide lunch parcels or vouchers during the February half-term. There is wider government support in place to support families and children outside of term-time through the [Covid Winter Grant Scheme](#). The £170 million scheme is being run by local authorities in England, with at least 80% of the funding earmarked to support with food and essential utility costs and will cover the period to the end of March 2021. It will allow local authorities to directly help the hardest-hit families and individuals over the winter period. Local authorities have local ties and knowledge, making them best placed to identify and help those children and families most in need.

Hillingdon council are responsible for providing the Winter Grant Scheme. If you have any queries relating to the Winter Grant Scheme please contact: wintergrant@hillingdon.gov.uk.

Access your child's ebook library





E-book update.

The school is in the process of updating and populating each pupil's starter set of e-books. We anticipate rolling this out by the end of next week. We will send login details in advance of the portal going live.

We are pleased to announce that we can now provide your child with the login details to Collins ebooks. This should supplement any physical books you have at home and help pupils meet their target of at least 20 minutes of daily reading.

To access the site, please do the following:

Visit this website, SAVE IT TO YOUR BROWSER'S BOOKMARKS:

<https://ebooks.collinsopenpage.com/>

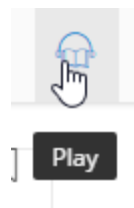
Upon logging into Collins ebooks, your child will see a selection of books that have been added to your child's personal library. To open a book, all your child has to do is click on the image.



The arrows, which can be found either side of the book, allow you and your child to navigate through the text.



Press the play icon to listen to the story.



This can be found in the top right hand corner of the window.

Your child's class teacher will update the selection, once your child has read all of the books available to them.

Class teachers are in the process of updating each library with texts at the appropriate reading level. You may find some classes are ready as of today, but we anticipate all classes to have their virtual libraries stocked by Friday.

Moments of Triumph TV



1 - An example from earlier this year.

During the first national lockdown, the school broadcast a weekly video titled 'Moments of Triumph TV'. The video was a collection of clips and photos of any learning, school or otherwise, that your child was proud of and wanted to share with the school community. The regular films were well received and commended by the local authority as an example of excellence.

We have decided to bring it back for Season 2!

Please send any photos or videos, along with a brief explanation, to ryefield.enquiries@ryefieldprimary.org.uk

Make sure that MOTV is clearly displayed in the title of your email.

Speech and Language Update



Speech and language skills are absolutely fundamental to our wellbeing and success in life. We use these skills constantly to communicate our wants and needs to others, to collaborate and negotiate, and to build strong bonds with other people. Language skills are also important for our learning. In schools and at home, we learn new skills and acquire new knowledge by listening to others talking and reading written language. The demands on language skills only increase as children get older and progress through their education.

It's often easy to identify children who have difficulties with unclear speech, as you will find it difficult to understand their talking, and your child may be frustrated when their speech is not understood. Language, on the other hand, can be a hidden difficulty which is harder to identify as we often can't observe whether someone has or hasn't understood.

If you are concerned about your child's language skills:

Parents do not cause children to have difficulties with their language skills, but by changing the way that you talk and listen to your child, you can make a big difference to their language development. It is important that you talk to your child's teacher and/or the school SENCO, Mrs Hayward, if you are concerned. With early intervention and support, most children with language difficulties can overcome their difficulties.

Here are a few ideas for developing language and encouraging talking at home:

Encouraging Talking

Research has shown that parents are not responsible for children's speech or language difficulties. However parents can make a big difference to their child's language development by changing the way they talk and listen to their child.



Here are some ways you can help:

Encourage: Encourage all your child's attempts to communicate. Talking is just one way. Actions, pointing, pulling faces and even crying are all ways in which a child can tell you something.

Listen: Watch your child carefully and listen to him or her. Give your child plenty of time to say something in whatever way he or she can.

Time: Give your child plenty of time to talk. Try not to jump in with questions. A direct question puts a child under pressure to give an answer. This can make the child feel very uncomfortable. If you pause your child will often try to fill the pauses.

Choices: Give your child choices to encourage them to use words. Instead of asking 'Do you want juice?' Try asking 'What do you want to drink, juice or milk?'

Expand: Expand what your child says to give him or her a good model, e.g. child: 'That pig' adult: 'Yes, we used the pink paper to make the pig...'

Copy back: Try to repeat back your child's sounds, words or actions. This shows him or her that you have understood and encourages him or her to try again.

Provide a good model: If your child makes a mistake give them a good model of what they are trying to say, e.g. child: 'Him runned fast', adult: 'Yes, he ran very fast'.

Explain: Explain the meaning of new words as you go along. A child needs to hear new words lots and lots of times in different contexts and situations before he or she will remember the word and use it.

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Supporting Understanding

Research has shown that parents are not responsible for children's speech or language difficulties. However, parents can make a big difference to their child's language development by changing the way they talk and listen to their child.



Here are some ways you can help:

Slow down: If you slow your own speech down your child will find it easier to keep up. The best way to do this is to leave extra pauses between phrases.

Keep it simple: Use simple words or explain as you go along, e.g. 'Astronaut... that means a person who goes into space.'

Keep it short: Less really is more when it comes to language. Lots of children with language difficulties find it hard to remember what they hear. By keeping instructions and talking short your child will find it easier to follow what you are saying.

One bit at a time: If you are asking your child to do a few things try to break them down into single steps. Give your child time to complete the first step before giving him or her the next bit; e.g. 'Get your brush' (give time for child to go and get the hairbrush), 'Now brush your hair'.

Repeat repeat repeat: Your child needs to hear instructions and words more than once. It takes a lot of practice to learn a new word.

Make links clear: An important part of learning language is the ability to make links between words and ideas. Children with language difficulties often find this hard. Try to explain links as you go along. Talk about things that go together, talk about similarities and differences between objects; e.g. when preparing an apple talk about the features of the apple, how it is the same as other fruit and how it is different from other fruit.

Check understanding: Children with language difficulties can be very clever at hiding their difficulties. Ask your child to show you or tell you what words mean or what he or she has to do. Avoid asking if he or she has understood as your child will probably say yes even when he or she hasn't understood.

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VLT Update



Both Field End Junior School and Hermitage Primary Schools have been associate members of Vanguard Learning Trust since the spring term 2021. I am delighted to inform you that both schools' respective governing bodies have made the 'in-principle' decision to join our Trust in September 2021; this date may, however, need to be reviewed, in particular because of the pandemic. The 'in-principle' decision is non-binding at this stage of the process; a final decision will be made once due diligence and stakeholder consultation have both concluded. I will provide the school community with updates on how matters are progressing in due course.

Remote Learning Section



Ryefield's daily schedule includes three live lessons, with follow up/finishing off tasks to be done after the lesson. Furthermore, we expect pupils to independently do the following:

- *Independent reading (20 minutes a day)*
 - *Times Tables practice (20 minutes a day) via [TT Rockstars](#)*
 - *Spelling practice (20 minutes a day) via [Spelling Shed](#)*
 - *Memorising, researching and mind-mapping the facts on their topic Knowledge Organisers (10 minutes a day)*
-

The school's offer exceeds government recommendations for primaries, in truth it is closer to that of secondary schools!

Protocols for learning



We realise that we are venturing into new and uncharted waters. In order to make this a smooth transition we have some protocols that we would like parents and pupils to follow. We hope that this will iron out potential disruptions to lessons and intrusions to teachers evenings and weekends with their own families.

Parent protocol

- Encourage their child to complete assigned work.
- If your child is absent due to sickness, then parents need to call the attendance line and report your student's absence.
- Within school opening hours, communicate concerns with teachers, related service staff, and/or support staff. **It is unacceptable to contact staff at the weekend or after 16.30.** Staff will respond to email enquiries within 48 hours and within office hours. Persistent offenders will have their accounts suspended. No member of staff is to be contacted via social media.
- Consider appropriate working conditions for your child(ren) to find success throughout the entire school closure period.5. Support your child(ren)'s participation and engagement in Remote Learning each day.
- Supervise younger siblings so that they do not disturb with the live lesson.
- We ask that parents refrain from recording or taking pictures of their children working online or our teachers delivering lessons. We understand and appreciate that parents want to celebrate and highlight their children's accomplishments and those of their teacher(s). Unfortunately, this may result in the unintended consequence of discouraging our staff from participating in synchronous learning due to the level of exposure and, at times, inappropriate comments that

are often posted online. Parents who are found to use their child's account to misuse the remote learning platform will find themselves (and their child) being suspended from Google Classroom.

Pupil protocol

- Pupils must log on each day and complete the work set. When they have finished the work, it should be submitted via Google Classroom or the learning platform being used for the lesson.
- Pupils must complete their designated independent tasks within the specified timescale.
- If a pupil needs support, they should contact their teacher through Google Classroom or via email. [48 office hour window for response]
- All communication with teachers and classmates must be polite and respectful.
- Pupils must not comment and access the message board during anti-social hours, e.g. posting comments and sending messages at 23:30, persistent offenders will be muted and may have their account suspended.
- Pupils must be dressed appropriately; pyjamas, dressing gowns and fancy dress are not acceptable. You will be asked to leave the lesson and instructed to change before re-joining.
- Pupils are allowed to drink during live lessons; however they are not permitted to eat.
- **Pupils will behave in the live lessons as they do in class, failure to behave will mean that they will be removed from the lesson.**

How to upload work to Google Classroom

When your child has completed the task set by the class teacher. Please take a photo and upload the photo by following these steps. This will 'hand in' the work to the class teacher.

Literacy Wednesday 6th January

100 points Due 12 Jan

Good morning everyone! The template is required for this writing activity. Thank you!

P adjective-noun-...
PowerPoint

Your work Assignment

+ Add or create

Mark as Done

10 possible comments

The screenshot shows a Google Classroom interface. At the top, the post title is "Literacy Wednesday 6th January" with a timestamp of "12 minutes ago" and a location "Toronto, ON". Below the title, there is a message: "Good morning everyone! The template is required for this writing activity. Thank you!". A red circle highlights the "Your work" section on the right, which includes a "Add or create" button and a list of items: "Google Drive" (with a green checkmark), "100" (with a green checkmark), and "File" (with a green checkmark). The bottom of the post shows "7 class comments".

And you are done! 😊

[Oak National Academy](#)



Our class teachers use the resources on the Oak National Academy website to support the delivery of our topics. Should you wish to supplement the literacy and numeracy sessions, parents are welcome to follow their published schedule. The site hosts almost 10,000 free lessons and resources. Made by teachers, for every teacher and every pupil. Your teacher may direct your child to this site for independent learning task.

[Click on the link above to visit the site.](#)

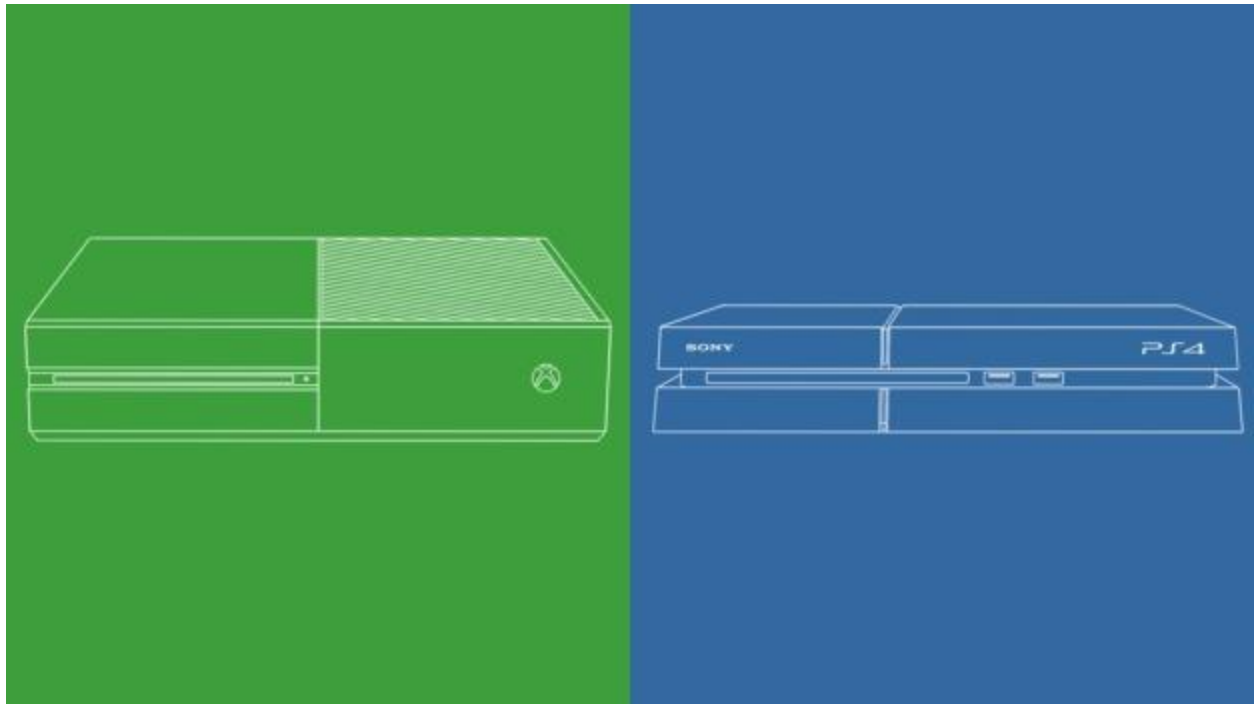
Access Google Classroom with a £29 Amazon Fire Stick

fire tv stick
Basic Edition



[Click here to learn how to access the resources on a Fire Stick.](#)

Access Google Classroom with a PS4 or Xbox One. **11,000 people have accessed our guide!**



[Click here for a link to a guide on how to access all of the resources on a games console.](#)

Nursery

Remote Learning

Nursery W/C 04/01/2021

Here is an outline of the Remote Learning for this week:

Learning Platform	Activity	Done?
Education City	Literacy - How to Build a Snowman	
	Maths - Ten by ten - Count to 10	
	Maths - Count the objects on the Snowman	
	Science - Rain or Shine	
Google Classroom - Where's My Teddy?	Literacy - 'Where's my Teddy?' by Jez Alborough	
	Maths - Counting using 1:1 correspondence	
	Communication & Language - Rhyming Basket	
	Communication & Language - Positional Language Game	
	Expressive Arts & Design - Teddy craft	
Google Classroom - Phonics: Sound Discrimination	Select a different activity each day	
Google Classroom - Additional Materials	Colouring/ Tracing/ design a teddy	
Google Classroom - Daily Story Time	Daily Story Time with Mrs McGee/ Miss Sheppard	

Please upload any photos of activities and work that you complete with your children to google classroom. I would love to see what your children have been learning at home.

These are challenging times for everyone, remember the 'little and often' approach when working with young children. Don't expect children to be able to concentrate for long periods of time and I can't remind you enough that children LEARN THROUGH PLAY. Quality play is so important, make all of the activities as play based as possible, this will engage and excite your child, this way they'll have fun and won't even realise they're learning.

I have included a range of activities, some require more adult involvement than others. It is important to give your child a range of learning experiences throughout the day, some adult directed, some supported and some independent. This variety helps your child's development. You will find things that need lots of direction initially will shift to become more independent activities over time, as this happens, you can increase the challenge and expectations.

These will be posted on Google Classroom at the beginning of each week:

- Recorded Powerpoint of directed tasks - includes Literacy, Maths, CL & EAD activities
- Daily phonics activities - focussing on listening skills/ rhythm/ rhyme/ alliteration
- Activities set on Education City - Literacy, Maths, Science (dependent on theme of the week)
- Colouring Sheets & counting Sheets
- Fine Motor / pencil control sheets (linked to weekly theme)
- Daily Story Time Videos - from Mrs McGee/Miss Sheppard will be posted and a PE activity on a Thursday

Reception

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Learning Platform	Activity	Done?
Education City	Literacy - Going Spare (matching letters and sounds)	
	Maths - Jack in the Box (recognising numbers to 20)	
	Science- The final snowdown	
Google Classroom	Monday - Literacy - Polar Regions	
	Tuesday - Maths - Ordering Numbers	
	Wednesday - C&L - Environments	
	Thursday - Literacy - Penguins	
	Friday - Maths - Missing Number	
Google Classroom - Phonics: RWI	Daily phonics videos	
Google Classroom - Daily Story Time	Daily Story Time with Miss Cullum, Mrs Simmons, Mrs Drinkwater and Miss Lount	

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We have included a range of activities, some require more adult involvement than others. It is important to give your child a range of learning experiences throughout the day, some adult directed, some supported and some independent. This variety helps your child's development. You will find things that need lots of direction initially will shift to become more independent activities over time, as this happens, you can increase the challenge and expectations.

If you have any questions or concerns please email us directly:

- hsimmons@ryefieldprimary.org.uk
- adrinkwater@ryefieldprimary.org.uk
- scullum@ryefieldprimary.org.uk

Stay Safe and see you all soon!

Reception Team

Year 1

Year 1 - Live lesson timetable

	9.00 - 9.10am	9.10 - 10.10am	10.10 - 10.30am	10.35 - 10.45am	10.45 - 11.45am	12.00 - 1.00pm	1.00 - 1.15pm	1.15pm onwards
Monday	Log in/ Register	Literacy	Break	Log in/ Register	Maths	Break/Lunchtime	Log in/ Register	Story & directed tasks
Tuesday	Log in/ Register	Literacy		Log in/ Register	Maths		PE - see links on Google Classroom No 'Live lessons'	
Wednesday	Log in/ Register	Literacy		Log in/ Register	Maths		Log in/ Register	Story & directed tasks
Thursday	Log in/ Register	Literacy		Log in/ Register	Maths		Log in/ Register	Story & directed tasks
Friday	Log in/ Register	Literacy		Log in/ Register	Maths		Log in/ Register	Story & directed tasks

Directed tasks - The class teacher will instruct your child to complete an independent task based on either - Science, Geography, History, Art, PSHE etc and this time should also be used to watch the Read Write Inc. (RWI) lesson. The work should then be uploaded to Google Classroom.

* Also available via Google Classroom:- Information for parents. In this area we will add any useful information e.g. 'How to upload photos to Google Classroom' - Useful Resources. This area contains

additional resources to support your child's learning e.g. 'Word mat', 'Number-lines', 'Lined/Squared paper printables'. We will add any extra resources we may think are useful as time progresses.

* Each week there will also be a new Education City task and a new set of spellings on Spelling Shed for your child to learn. This is continuation of the work set each week as homework - before Christmas.

* PE lesson activities can be found under each 'Lockdown week'. They are dated and information is attached within that sub-heading.

Please ensure your child logs in on time and if you are having issues please let us know and we will do our best to assist you. The afternoon sessions will be live for the first half hour or so when the class teacher will read a story and introduce the directed tasks. After they have introduced the task, your child will be required to carry out the tasks themselves.

Year 2

Year 2 - Live lesson timetable

	9.00 - 9.10am	9.10 - 10.10am	10.10 - 10.30am	10.35 - 10.45am	10.45 - 11.45am	12.00 - 1.00pm	1.00 - 1.15pm	1.15pm - 3.00
Monday	Log in/ Register	Literacy	Break	Log in/ Register	Maths	Break/Lunchtime	PE - see links on Google Classroom No 'Live lessons'	
Tuesday	Log in/ Register	Literacy		Log in/ Register	Maths		Log in/ Register	Story & directed tasks
Wednesday	Log in/ Register	Literacy		Log in/ Register	Maths		Log in/ Register	Story & directed tasks
Thursday	Log in/ Register	Literacy		Log in/ Register	Maths		Log in/ Register	Story & directed tasks
Friday	Log in/ Register	Literacy		Log in/ Register	Maths		Log in/ Register	Story & directed tasks

Directed tasks – The class teacher will instruct your child to complete an independent task based on either – Science, Geography, History, Art, PSHE etc and this time should also be used to watch the Read Write Inc. (RWI) phonic lesson. The work should then be uploaded to Google Classroom.

Year 3

Year 3 - Online lesson delivery.

Year 3	9-9.10	9.10 -10.10	Break	10:35	10.45 - 11.45	Lunch	1-1.10	1.10 - 1.35
Mon	Log on and reg	LITERACY		Log on and Reg	Numeracy		Log on and Reg	SCIENCE Story @2.30
Tues		LITERACY			Numeracy			SCIENCE Story @2.30
Wed		LITERACY			Numeracy			PPA - PSHE + P.E via Joe Wicks
Thur		LITERACY			Numeracy			GUIDED READING SPaG Story @2.30
Fri		LITERACY			Numeracy			ART Story @2.30

Please upload photos of any of the work you complete on google classroom.

We will be starting with our Science topic which is Rocks and Soils before moving onto our Geography topic. This should give you time to do any extra research you may wish to do. We will continue to add a few extra resources onto google classroom for you to use and complete if you feel you would like some extra activities to do. There will also be activities on Education City and don't forget keep on top of your tables on TTRS.

Year 4

K52	9-9.10	9.10 -10.10		10:50	11.00 - 12.00		1-1.10	1.10 - 1.35	
Mon	Log on And reg	Mr White delivers LITERACY		Log on And reg	Mr Brill delivers Numeracy		Log on And reg	Mr White reads to Year group And directs pm task. GEOGRAPHY	
Tues	Log on And reg	Mr White delivers LITERACY		Log on And reg	Mr Brill delivers Numeracy		Log on And reg	Mr Brill reads to Year group And directs pm task. SCIENCE	
Wed	Log on And reg	Mr White delivers LITERACY			Mr Brill delivers Numeracy		Log on And reg	Offline learning -Computing Via Education city + P.E via Focus-Fit	
Thur	Log on And reg	Mr White delivers LITERACY			Mr Brill delivers Numeracy		Log on And reg	Mr White reads to Year group And directs pm task. R.E	
Fri	Log on And reg	Mr White delivers LITERACY			Mr Brill delivers Numeracy		Log on And reg	Mr Brill reads to Year group And directs pm task. ART	

Year 4 will teach remotely via Google meet. The links will be posted daily before each lesson starts. We will be using a mix of live flip-charts, PowerPoint, mymaths, Oak academy and education city to facilitate a weekly timetable that closely reflects the one Year 4 undertook whilst at school.

We will post the necessary worksheets for each lesson the day before giving you ample time to find and print. (If you are able). The worksheets we post are to be completed in the 'live' lesson and not prior. The set tasks can be completed on sheets of plain or lined paper and the online sheets used for reference.

Year 5

Year 5 Remote learning timetable – January 2021

Day	9am – 9.10am	9.10am – 10.10am	10.10am – 10.30am	10.35am – 10.45am	10.45am – 11.45am	12pm – 1pm	1pm – 1.15pm	1.15pm	1.30pm Topic – science/History/Geography
Monday	Log on to Google classroom/google meet & registration	Maths P – Mrs Thornhill F – Mrs Mander	Break	Log on to Google classroom/google meet & registration	Literacy/PoR P – Mrs Thornhill F – Mrs Mander Mrs Hope's group	Lunch	Log on to Google classroom/google meet & registration	Story session & directed task	Topic & directed independent task
Tuesday	Log on to Google classroom/google meet & registration	Maths P – Mrs Thornhill F – Mrs Mander	Break	Log on to Google classroom/google meet & registration	Literacy/PoR P – Mrs Thornhill F – Mrs Mander Mrs Hope's group	Lunch	Log on to Google classroom/google meet & registration	Story session & directed task	Topic & directed independent task
Wednesday	Log on to Google classroom/google meet & registration	Maths P – Mrs Thornhill F – Mrs Mander	Break	Log on to Google classroom/google meet & registration	Literacy/PoR P – Mrs Thornhill F – Mrs Mander Mrs Hope's group	Lunch	Log on to Google classroom/google meet & registration	Story session & directed task	Topic & directed independent task
Thursday	Log on to Google classroom/google meet & registration	Maths P – Mrs Thornhill F – Mrs Mander	Break	Log on to Google classroom/google meet & registration	Literacy/PoR P – Mrs Thornhill F – Mrs Mander Mrs Hope's group	Lunch	Log on to Google classroom/google meet & registration	Story session & directed task	Topic & directed independent task
Friday	Log on to Google classroom/google meet & registration	Maths P – Mrs Thornhill F – Mrs Mander	Break	Log on to Google classroom/google meet & registration	Literacy/PoR P – Mrs Thornhill F – Mrs Mander Mrs Hope's group	Lunch	Log on to Google classroom/google meet & registration	Story session & directed task	Independent work – Joe Wickes (You Tube/PE) Ed City – (Science Content)

Year 5 teachers will be using 'Google Meet' and sending individual classes invites to join for each session, all work will be uploaded on to 'Google classroom'. Children will also be expected to use sites such as My Maths and Education City.

Year 6

Year 6 2020/2021

	9.00 – 10.10	Break	10.45 – 11.55am	Lunch 12.00 – 1.00	1.00- 1.25	1.30
Monday	Literacy		Mathematics		Class Book	Topic/Science
Tuesday	Literacy		Mathematics		Class Book	Topic/Science
Wednesday	Literacy		Mathematics		Class Book	Topic/Science
Thursday	Literacy		Mathematics		Class Book	Topic/Science
Friday	Literacy Vocabulary Spelling Test		Mathematics		Class Book	Topic/Science

Your child will join the English and Maths group that they were set in school. Each group has its own classroom. At the designated time they need to click the link at the top of the classroom and join their teacher and their classmates.

The afternoon session will be based in their registration classes; they should click the link at the top for their class: Curie or Churchill.

[Further learning resources are available from Ryefield Primary School](#)



Click [here](#) to access the online learning resources available on the school's website.