



**Be . Build . Become**

*'Encourage one another and build each other up.'* Thessalonians 5:11

## **Bloxham Church of England Primary School**

### **Suspension Learning Packs**

These learning packs are provided to ensure continuity of learning during a fixed-term suspension. They are intentionally non-specific and are designed to reinforce routines, reflection and responsibility. In line with DfE guidance, work set during a suspension is not marked and is not used for assessment or evaluation.

#### **Guidance for Parents and Carers**

- Pupils should aim to complete two tasks per day over a maximum of five days.
- Tasks should be completed independently where possible.
- Work may be handwritten or completed digitally.
- Completed work does not need to be returned to school.
- The purpose of this work is to maintain learning habits and support a positive return to school.
- Each year group has a selection of learning tasks as well as activities linked to collective worship, SMSC, FBV and for Year 6 debate, please select tasks from your child's year group.

In addition to the activities listed within this booklet it is suggested that families explore Oak national academy's online learning resource, selecting the Pupils learn online option at the bottom of the homepage

<https://www.thenational.academy/>

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and then follow the links via to their year group

**Welcome to Oak!**

Learn or revise what you want, when you want.

**What year are you in?**

<a href="#">Year 1</a>	<a href="#">Year 2</a>	<a href="#">Year 3</a>	<a href="#">Year 4</a>	<a href="#">Year 5</a>	<a href="#">Year 6</a>
<a href="#">Year 7</a>	<a href="#">Year 8</a>	<a href="#">Year 9</a>	<a href="#">Year 10</a>	<a href="#">Year 11</a>	

and subject

**Now choose a subject**

 <a href="#">Art and design</a>	 <a href="#">Computing</a>	 <a href="#">Cooking and nutrition</a>	 <a href="#">Design and technology</a>	 <a href="#">Drama</a>
 <a href="#">English</a>	 <a href="#">French</a>	 <a href="#">Geography</a>	 <a href="#">History</a>	 <a href="#">Maths</a>
 <a href="#">Music</a>	 <a href="#">Physical education</a>	 <a href="#">Religious education</a>	 <a href="#">RSHE (PSHE)</a>	 <a href="#">Science</a>
 <a href="#">Spanish</a>				

## **Collective Worship & Current News Reflection (Whole School)**

These activities help pupils remain connected to our shared values, collective worship and the wider world.

### **Task A – Retelling Collective Worship**

Retell the story from Monday's collective worship. Think about who was involved, what happened, and the key message or value. You may present this as writing, drawings, a comic strip or bullet points.

### **Task B – Values in Action**

Explain how the story links to values such as kindness, respect, responsibility or forgiveness.

### **Task C – Current News**

Find out about a news story from today. This could be local, national or a positive story. Explain what happened, why it matters and share your opinion.

### **Task D – Linking News to Values**

Explain how the news story links to school values, Fundamental British Values or SMSC themes.

**KS2 Reflection (optional): What does this story teach you about choices and behaviour when you return to school?**

# Reusable Worship & News Reflection Sheet

Title of worship story or news story: \_\_\_\_\_

What happened?

What was the key message or value?

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Which values does this link to? (circle or write)

Inclusive, Caring, Ambitious, Trustworthy, Creative, Honest

What does this make you think about your own choices?

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## Year 1

1. Read your topic knowledge organizer (available on the school website) and draw three pictures of what you remember.
2. Key vocabulary – choose five topic words and write a simple sentence for each.
3. Daily reading – read for 10 minutes and retell the story to an adult.
4. Phonics practice – use RWI or BBC Bitesize phonics.
5. Maths counting – count forwards and backwards to 20.
6. Maths online – complete activities on Numbots or Topmarks.
7. Sentence writing – write three sentences about the topic.
8. Handwriting practice for 10 minutes.
9. Creative task – draw or make something linked to the topic and label it.
10. Reflection – draw and talk about something you learned.

Choose one task below that matches your year group.

### **KS1 (Years 1–2)**

- Rule of Law: Draw a picture showing a school rule and write one sentence explaining why it is important.
- Mutual Respect: Draw or write about how you can be kind and respectful to others.
- Individual Liberty: Draw or write about a good choice you can make at school.

### **SMSC Reflection Tasks**

Choose one task below that matches your year group.

### **KS1 (Years 1–2)**

- Social: Draw or write about how you play or learn with others.
- Moral: Draw something that shows a right choice and a wrong choice.
- Spiritual: Draw or write about something that makes you feel calm, thankful or happy.

## Year 2

1. Read your topic knowledge organizer(available on the school website) and write five facts.
2. Choose five topic words and write a definition or draw a picture.
3. Daily reading for 15 minutes and write three sentences about it.
4. Maths practice using Numbots, Topmarks or BBC Bitesize.
5. Practise 2, 5 and 10 times tables.
6. Write a short paragraph linked to the topic.
7. Practise five common exception words.
8. Solve five maths word problems.
9. Create a topic poster to teach someone else.
10. Write one thing you found easy and one thing you found tricky.

Choose one task below that matches your year group.

### **KS1 (Years 1–2)**

- Rule of Law: Draw a picture showing a school rule and write one sentence explaining why it is important.
- Mutual Respect: Draw or write about how you can be kind and respectful to others.
- Individual Liberty: Draw or write about a good choice you can make at school.

### **SMSC Reflection Tasks**

Choose one task below that matches your year group.

### **KS1 (Years 1–2)**

- Social: Draw or write about how you play or learn with others.
- Moral: Draw something that shows a right choice and a wrong choice.
- Spiritual: Draw or write about something that makes you feel calm, thankful or happy.

## Year 3

1. Read your topic knowledge organizer(available on the school website) and write six key facts.
2. Choose six topic words and write clear definitions.
3. Read for 20 minutes and write a short summary.
4. Maths practice using TTRS, BBC Bitesize or NRICH.
5. Practise 3, 4 and 8 times tables.
6. Write one page explaining something from the topic.
7. Practise statutory spelling list words.
8. Complete five reasoning maths questions.
9. Create a diagram, map or timeline linked to the topic.
10. Write three sentences reflecting on your learning.

Choose one task below that matches your year group.

### Lower KS2 (Years 3–4)

- Democracy: Write about a time when people need to listen to different ideas before making a decision.
- Rule of Law: Explain why rules help keep people safe and treated fairly.
- Individual Liberty: Write about making a choice that does not harm others.

### SMSC Reflection Tasks

Choose one task below that matches your year group.

### Lower KS2 (Years 3–4)

- Social: Write about how people work together successfully.
- Moral: Write about what you should do if something feels unfair.
- Cultural: Find out about a tradition linked to your topic or community.

## **Year 4**

1. Create a mind map using your topic knowledge organizer(available on the school website)
2. Choose six to eight topic words and use them in sentences.
3. Read for 20–30 minutes and write a paragraph summary.
4. Maths practice using TTRS, BBC Bitesize or NRICH.
5. Practise all times tables up to  $12 \times 12$ .
6. Write an explanation or report linked to the topic.
7. Grammar practice using BBC Bitesize SPaG.
8. Complete five maths reasoning problems.
9. Create a poster or presentation about the topic.
10. Write a short reflection on effort and learning.

Choose one task below that matches your year group.

### **Lower KS2 (Years 3–4)**

- Democracy: Write about a time when people need to listen to different ideas before making a decision.
- Rule of Law: Explain why rules help keep people safe and treated fairly.
- Individual Liberty: Write about making a choice that does not harm others.

### **SMSC Reflection Tasks**

Choose one task below that matches your year group.

### **Lower KS2 (Years 3–4)**

- Social: Write about how people work together successfully.
- Moral: Write about what you should do if something feels unfair.
- Cultural: Find out about a tradition linked to your topic or community.

### **SMSC Reflection Tasks**

Choose one task below that matches your year group.

## **Upper KS2 (Years 5–6)**

- Social: Explain how individuals can contribute positively to a community.
- Moral: Write about a moral dilemma and what you think the right choice would be.
- Cultural: Compare beliefs, traditions or values from different cultures or times.

## **Year 5**

1. Read your topic knowledge organizer(available on the school website) and write ten key facts.
2. Choose eight topic words and write accurate definitions.
3. Read for 30 minutes and write a detailed response
4. Maths practice using TTRS, BBC Bitesize or NRICH.
5. Practise written calculation methods.
6. Write one full page linked to the topic.
7. Grammar practice focusing on sentence structure.
8. Complete multi-step maths problems.
9. Create a fact file, leaflet or timeline.
10. Reflect on strengths and areas for improvement.

Choose one task below that matches your year group.

## **Upper KS2 (Years 5–6)**

- Democracy: Explain how decisions should be made fairly and who should be involved.
- Rule of Law: Explain what happens when rules or laws are broken and why consequences matter.
- Individual Liberty and Responsibility: Write about balancing freedom with responsibility.

## **SMSC Reflection Tasks**

Choose one task below that matches your year group.

### **Upper KS2 (Years 5–6)**

- Social: Explain how individuals can contribute positively to a community.
- Moral: Write about a moral dilemma and what you think the right choice would be.
- Cultural: Compare beliefs, traditions or values from different cultures or times.

### **Year 6**

1. Read your topic knowledge organizer(available on the school website) and write 10–12 key facts.
2. Choose ten key topic words and define them accurately.
3. Read for 30 minutes and write a structured response.
4. Maths practice using BBC Bitesize, TTRS or NRICH.
5. Practise SATs-style arithmetic questions.
6. Write a structured explanation or argument linked to the topic.
7. Grammar and punctuation revision.
8. Complete reasoning and problem-solving maths tasks.
9. Create a revision sheet or presentation.
10. Write a reflection focusing on responsibility and effort.

Choose one task below that matches your year group.

### **Upper KS2 (Years 5–6)**

- Democracy: Explain how decisions should be made fairly and who should be involved.
- Rule of Law: Explain what happens when rules or laws are broken and why consequences matter.
- Individual Liberty and Responsibility: Write about balancing freedom with responsibility.

## **Year 6 – Debate Task**

### **Debate Question (Choose ONE)**

#### **Option A – Learning & Behaviour**

*Rules are more important than freedom in school.*

#### **Option B – Topic-Based Debate**

*The most important part of our current topic is the one that had the biggest impact on people's lives.*

#### **Option C – Society & Values**

*People should always follow rules, even when they think the rules are unfair.*

### **What to Do**

1. **Read the debate statement carefully.**
2. Decide whether you **agree or disagree**.
3. Write:
  - **One paragraph** explaining why you agree
  - **One paragraph** explaining why someone might disagree
  - **A short conclusion** explaining your own final view
4. Use examples from:
  - Your topic
  - School life
  - The wider world or current news

### **Sentence Starters (optional support)**

- I agree with this statement because...
- One reason someone might disagree is...
- An example that supports this view is...
- On the other hand...
- After considering both sides, I think...

### **Challenge (Optional)**

Explain how this debate links to:

- **Democracy**
- **Rules and law**
- **Rights and responsibilities**