

## **Remote Education 2020-2021**

### **Aims:**

- To outline our approach for pupils who will not be attending school as a result of government guidance, closure of a class bubble or individual isolation
- To outline our expectations for staff that will not be attending school due to self-isolation but that are otherwise fit and healthy and able to continue supporting with the teaching, assessing and planning for pupils' learning

### **Who is the plan applicable to?**

Every child is expected to attend school from 1 September 2020. However, due to the ongoing global, national and local situation with regard to Covid-19 some pupil groups or individuals may have to self-isolate if they display symptoms of coronavirus.

This plan outlines expectations for full school closure or for class bubble (or partial school) closure.

Where individual pupils are isolating due to ill-health and are unwell, they will not be expected to work on school based tasks until they are fully recovered. Where individual pupils are self-isolating but are feeling well, our response will be tailored to their individual circumstances and will primarily be supported with the use of 'paper packs' or tasks set on our chosen online communication platform, SeeSaw, which will mirror the work being taught to the rest of the class in school; this may include signposting to online learning resources.

### **Remote learning:**

We will provide appropriate remote learning for pupils who are not able to attend school so that no one need fall behind.

We have used research from the Educational Endowment Foundation as a basis for our approach to remote learning.\* When implementing strategies to support pupils' remote learning, or to help parents to support this, we have considered the following:

- Teaching quality is more important than how lessons are delivered
- Ensuring access to technology is key, especially for disadvantaged pupils
- Peer interactions can provide motivation and improve learning outcomes
- Supporting pupils to work independently can improve learning outcomes
- Different approaches to remote learning suit different types of content and pupils

At Langdon Primary School we acknowledge that there has been, and continues to be, much disruption to children's education as a result of the coronavirus pandemic and subsequent restrictions with regard to this. We are aware that should further restrictions be placed upon the school that our pupils should continue to receive a quality education which may involve remote learning.

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\* <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

Our approach is the provision of a blend of paper resources, online learning and some virtual face-to-face sessions that pupils can access with class teachers.

Remote learning tasks will be in line with the curriculum and learning that would ordinarily take place in the classroom according to National Curriculum and school guidance for each class and year group. For pupils with individual or special education needs and/or disabilities, staff will provide learning resources that are relevant and accessible to the child.

We accept that every family's circumstances is different and our planning takes account of this. We will be as flexible as possible in how we approach remote learning in order to cater for individual circumstances. We acknowledge that access to IT may be an issue either all of the time or for some of the time in some households. For this reason, we will provide a blended offer of online and paper based tasks in order to support children's learning. Paper based tasks will either be sent home with the child at the start of a school closure or sent to the child's home by first class Royal Mail. Parents should inform staff if their child is unable to access online learning at all in order that staff can take account of this and find ways to support the child with paper based tasks or with the loan of IT equipment if available. The school will make full use of the government's Get Help With Technology scheme.

### **Teacher Responsibilities in the case of a school closure:**

Class teachers will plan lessons that link directly to the curriculum focus for their class and the children's year group and will provide resources to support tasks for home learners.

In the event of a full or partial school closure, information about work for the week will be posted onto the class SeeSaw page by 9.00am the following day. The information will include the following:

- An explanation of core learning tasks to be completed each day in Reading, Writing and Mathematics
- A longer task linked to the Integrated Learning topic being studied in class that pupils should work on over several days if necessary
- A link to any worksheets or templates that need to be used
- Web-links to web-sites, videos, film clips, teacher explanations or other resources that children should use in order to inform their work
- An explanation about how to post work to the class teacher for marking and feedback

Every child will have their own portfolio set up by the class teacher on SeeSaw and all parents will be connected to their child's class teacher via this platform. This is our main and preferred method of communication between the class teacher, parent and child during a school closure.

Class teachers will send parents SeeSaw login details when their child moves into a new class at the beginning of the new academic year or sooner if necessary. They will also send any other relevant details in order to help access programs, platforms or apps that will be recommended by staff such as Purple Mash or Times Table Rock Stars. At times and if

needed, 'how to' guides will be sent in order to inform parents of any process that may be new to them so that they can support their child.

Teachers will respond promptly, within reason, to requests from families for support at home. This should be done via SeeSaw. If parents are not able to access this communication route, they should contact the Head Teacher who will liaise with the class teacher on behalf of the family.

### **Teacher responsibilities if in self-isolation:**

All staff are required to self-isolate if they show symptoms of coronavirus or if they have been asked by their medical team to shield due to underlying health needs. Where staff are isolating due to ill-health and are unwell, they will not be expected to work until they are fully recovered. If this is the case for a teacher during a full or partial school closure, another member of staff will assume responsibility for setting remote learning tasks for their class.

If a teacher is self-isolating but is feeling well, they may set remote learning tasks for their class within the capabilities of their home IT capabilities. If it is not possible to set online learning tasks, paper packs will be sent to pupils until the class teacher is able to return to school.

It is expected that if a teacher is symptomatic of coronavirus that they will get tested and share the result of this with the Head Teacher so that appropriate plans to manage remote learning may be put in place.

### **Family Responsibilities:**

We recognise that pupils respond best to learning when there is a regular and familiar routine. Langdon Primary School recommends that families try to maintain a 'school day' structure as far as possible during a school closure. We suggest that a quiet, comfortable place to work in is ideal but we understand that this may be difficult in some environments particularly if there are lots of people working from home, or within the home, at the same time and where there are multiple demands for the use of IT. We encourage parents to do their best in order to secure good levels of concentration.

Parents and/or carers should supervise children when they are working remotely, particularly if working online in order to ensure online safety is maintained. Parents should help their child by looking at the work which has been set together with their child, discussing it to ensure understanding, making a plan in order to complete the tasks and then checking that their child has understood, addressing any problems or misconceptions as they arise.

Parents can supplement learning set by staff with other resources that are available online. The following links are particularly useful and parents should explore these as a first point of reference if they require more for their child:

- Oak National Academy at <https://www.thenational.academy/>
- BBC Bitesize at <https://www.bbc.co.uk/bitesize>

If children and/or parents are unclear about any of the work that is set or have difficulty accessing it online, parents should communicate with the class teacher as soon as possible in order to access support or advice or an alternative method of accessing the work that has been set.

There is an expectation that parents/children will submit work if asked to do so via SeeSaw and teachers are expected to respond to the work submitted. This response may take the form of a symbol to show the work has been seen and meets all the expectations of the teacher, a written comment, a voice recording response or a video response. Children may be given follow up work to do as part of this feedback process.

Current government guidance states that schools should provide 3 hours worth of work for pupils in Years R-2 and 4 hours work for pupils in Years 3-6 and the work given to pupils should take this amount of time to complete well.

### **Pupil Responsibilities:**

Pupils are expected to work hard, to the best of their ability on the tasks set by their teachers, whether online or within the 'paper packs'.

Each day they are expected to complete the following as a minimum:

- Daily mathematics task
- Daily reading task
- Daily writing task
- An integrated learning activity (or part thereof, as determined by the class teacher)

Children and/or parents should submit their work promptly to the class teacher via SeeSaw. Staff will then respond to it.

### **Staff Training:**

It is essential that staff are confident with all aspects of this remote education plan. In order to ensure this staff will engage in training and development according to need. This will include but is not limited to:

- Use of SeeSaw for communication
- How to create and upload teaching materials to SeeSaw, YouTube or other platform as relevant
- The content of this policy and the expectations for remote education

### **Monitoring:**

The Head Teacher and staff will evaluate any period of school closure in order to monitor the quality and impact of remote education. Where improvements can be made, they will be implemented in a timely manner in order to ensure that the remote learning offer for pupils is as good as it can be in order to prevent disruption to learning and progress.

## **Appendix 1:**

### **Remote Education Guide for Parents**

If your child is required to isolate in response to a directive from Langdon School, NHS Test and Trace or by any other official source, then they will be required to access remote education in order to ensure that they are able to continue learning. Remote learning occurs when the learner and the teacher are separated by time and/or distance and cannot meet in a usual classroom setting.

In the event of a full or partial school closure, or in the case of being asked to isolate individually or with the members of their household pupils will, as far as possible, be following the learning that would ordinarily happen if they were attending school as usual. On return to school, your child's learning will continue on from the remote learning that they have completed whilst at home.

Children who are unwell are not expected to engage with remote learning. It is important that they recover fully before re-engaging with school work.

### **In the event of a full or partial school closure**

In the event of a full or partial school closure, information about work for the week will be posted onto the class SeeSaw page by 9.00am the following day. The information will include the following:

- An explanation of core learning tasks to be completed each day in Reading, Writing and Mathematics
- A longer task or series of tasks linked to the Integrated Learning topic being studied in class that pupils should work on daily or over several days
- Web-links to web-sites, videos, film clips, teacher explanations or other resources that children should use in order to inform their work, for example from the Oak National Academy and/or BBC Bitesize
- A link to any worksheets or templates that need to be used
- An explanation about how and when to post work to the class teacher for marking and feedback

Every child will have their own portfolio set up by the class teacher on SeeSaw and all parents will be connected to their child's class teacher via this platform. This is our main and preferred method of communication between the class teacher, parent and child during a school closure.

### **In the event of an individual self-isolating for a few days whilst awaiting the results of a coronavirus test**

In the event of a child being asked to self isolate because they, or a member of their household, has coronavirus symptoms, work will either be sent home with the child at the start of their period of isolation, sent via SeeSaw or sent to the child's home by first class Royal Mail.

## **In the event of a pupil self-isolating for a longer period of time, eg. up to 14 days**

In the event of a child self-isolating for a longer period of time eg. up to 14 days whilst a member of their household is advised to isolate, the procedures for full or partial school closure will be put in place with information about the work for the week being posted onto the child's portfolio on SeeSaw by 9.00am.

### **Parental Support**

We accept that every family's circumstances is different and our planning takes account of this. We acknowledge that access to IT may be an issue either all of the time or for some of the time in some households. Parents should inform staff if their child is unable to access online learning at all in order that staff can take account of this and find ways to support the child with paper based tasks or with the loan of IT equipment if available.

Parents should try to maintain a 'school day' structure as far as possible during a school closure or if a child is isolating. We suggest that a quiet, comfortable place to work in is ideal but we understand that this may be difficult in some environments particularly if there are lots of people working from home, or within the home, at the same time and where there are multiple demands for the use of IT. We encourage parents to do their best in order to secure good levels of concentration.

Parents and/or carers should supervise children when they are working remotely, particularly if working online in order to ensure online safety is maintained. Remote learning may well be a new concept for parents and children which may result in some initial challenges or difficulties. We ask parents to take an active interest in their child's learning and to help or support them whenever they need a helping hand.

Parents should help their child by looking at the work which has been set with their child, discussing it to ensure understanding, making a plan in order to complete the tasks and then checking that their child has understood addressing any problems or misconceptions as they arise.

If children and/or parents are unclear about any of the work that is set or have difficulty accessing it online, parents should contact the class teacher as soon as possible in order to get support or advice.

Parents/children should submit work, if asked to do so, via SeeSaw for marking and feedback. Teachers will respond to the work submitted.

It is important to remember that children should have breaks away from screens from time to time throughout the day. Parents should encourage their children to engage throughout the day with tasks that have been set that do not rely heavily on using IT. We particularly encourage children to take some break time outdoors in order to get fresh air and exercise.

### **Monitoring well being and mental health**

Remote learning will probably mean that your child won't get the same level of social interaction as they do at school. Keep a check on their well being and try to encourage

them to engage in play and talk with family and friends as much as possible. Whilst learning from home might seem fun and exciting to begin with, missing out on seeing friends everyday may have an adverse effect on your child.

### **Safety controls and privacy restrictions**

Parents are responsible for ensuring that whilst engaging with learning at home and online their child is safe from harmful material or practices. Parents should implement any safety controls or privacy restrictions as a precaution on each device that their child uses.

### **Reporting concerns**

It is important to check that your home network is secure in order to ensure that your child does not click on something inappropriate or damaging to your system. We would recommend that parents check that their anti-virus/anti-malware software is up to date and installed; that their wireless network is secure so that others living nearby cannot access it (the use of a password to gain access to your network is recommended) and that you have filters installed for when children access the internet. Pupils are taught in school that they should never give out personal information such as full name, date of birth, home address information or school details over the internet and we expect them to follow the same rules at home. Pupils should never accept messages, calls, files or screen-sharing from anyone they do not know.

Sometimes, despite best efforts, children are subject to things online that we would rather they did not access. If you have any concerns about your child's safety online, we ask that you contact us as soon as possible in order that we might advise you how to proceed or report it via the Child Exploitation and Online Protection Centre (CEOP) which can be found at <http://ceop.police.uk/safety-centre/>

# 10 TOP TIPS

## REMOTE LEARNING FOR PARENTS

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For parents and carers, the idea of remote learning isn't always straightforward and there can be a number of factors they need to consider, especially around ensuring their children feel comfortable and are familiar with the whole concept. That's why we've created this guide to help parents and carers support their child in getting the most out of their remote learning experience.

### 1) Take an active interest in your child's learning

As a parent or carer, remote learning will be a new concept for your child and there are bound to be a few teething problems to start with. Take an active interest in their learning and help support them whenever they need a helping hand.



### 2) Monitor your child's communication and online activity

It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite, remember their manners and not to post or send any negative comments just because they are behind a computer.



### 3) Establish a daily schedule and routine

Working from home and trying to learn in a more casual setting that children might associate more with play and a degree of freedom might take a bit of getting used to. Try to stick to a daily routine and use the timetable/schedule that schools have sent home to help children keep on top of their daily learning.



### 4) Encourage screen breaks away from devices

Remote learning will inevitably require more interaction with computers, laptops and tablets. Teachers will invariably advise on screen breaks however it doesn't hurt to keep a check on their time online or encourage them to get some fresh air/exercise.



### 5) Ensure your learning device is in a public space in the home

It's important to consider where your PC or laptop is placed if live video is being used. Try to keep the background neutral with no personal information visible and move learning devices out of the bedroom as this could be deemed inappropriate.



### 6) Implement safety controls and privacy restrictions on apps and software

Dependant on how your school implements remote learning, your child may be required to download certain software or apps. Whilst these are likely to be relatively safe to use, like any other new app or platform, parents should still implement safety controls as a precaution.



### 7) Ensure your child only uses official school communication channels

It's important that all communication with teachers and school staff is directed through approved school channels, whether that be through the school's online portal or the relevant secure messaging site.



### 8) Familiarise yourself with relevant school policies

Schools should have a policy on remote learning and direction that they can share with parents. Familiarise yourself with this and ensure you know what is expected of teachers and your child during lessons, both online and offline.



### 9) Maintain feedback with teachers

Engage in communication with teachers where possible and try to feedback progress and development as well as any helpful suggestions around the learning process. Be transparent but remain professional and only use official channels to communicate.



### 10) Monitor your child's wellbeing and mental health

Remote learning will likely mean that your child won't get the same level of social interaction and might not see their friends for a while. Keep a check on their wellbeing and try to encourage them to get out as much as you can. Whilst learning from home might seem fun and exciting to start with, missing out on seeing their friends everyday might take its toll.





## **Appendix 2**

### **Protocol for live video calls between school and home**

Increasingly, we are using live video calls to help some of our pupils with their learning. We use Zoom for this purpose following improvement of their safeguarding systems over the course of the pandemic and are happy with this platform.

From time to time staff may invite individuals, groups or whole classes to an online lesson or activity. This online lesson is only available to those children who are invited to join using the link sent by the staff member.

During any form of live online meeting, maintaining the safety and privacy of all users is paramount. Therefore, a strict set of protocols must be followed by all involved. Failure to adhere to these protocols may result in the individual being removed from the online meeting or the meeting being terminated for all parties.



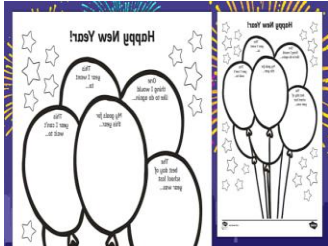
Rules for engaging with a live online meeting from home:

- 1 Online video meetings should take place in a family room in the house, such as a living room or kitchen. Children must not join an online meeting from their bedroom.
- 2 Check to make sure that nothing private is in view behind the person who is part of the meeting.
- 3 A supervising adult should remain in the room for the duration of the meeting.
- 4 Only the child invited to the meeting or the parent supervising them should be seen and heard during the call. Anyone else in the room should be out of view.
- 5 Children should be dressed appropriately (not pyjamas), although school uniform is not required.
- 6 The meeting may not be recorded by anyone.
- 7 Cameras must remain on for the duration of the meeting.
- 8 Background screens must not be used in the meeting.
- 9 Supervising adults must ensure that background noise is kept to a minimum and that distractions such as radio/TV/internet are switched off for the duration of the meeting.
- 10 Microphones may be muted when not required – all children should be familiar with how to mute and unmute themselves.
- 11 The chat facility should not be used unless directly told to do so by the member of staff.



**Appendix 3:** (this appendix will be added to at the beginning of each term, prior to Integrated Learning teaching commencing)




**Autumn Term Integrated Learning Curriculum Mapped to Relevant Online Resources**

Year R/1 – Europe Class

| Subject Area  | Integrated Learning Theme   | Oak National Academy Resources   | BBC Bitesize Resources | Additional Teaching Resources   |
|---|---|--|------------------------|---|
| <p><b><u>Understanding of the world</u></b></p> <p><b><u>To begin to make sense of their own life-story and family's history.</u></b></p>           | <p><b><u>Christmas snapshot</u></b></p> <p>We would to know what you did at Christmas.</p>  |  |                        | <p><b>Christmas Snapshot</b> activity to be posted on Seesaw</p>     |
| <p><b><u>Understanding of the world</u></b></p> <p><b><u>To begin to make sense of their own life-story and family's history.</u></b></p>           | <p><b><u>New Year</u></b></p>  <p>Can you tell us what your new years resolution is going to be?</p>   |  |                        | <p><b>Happy New Year</b> Activity sheet to be posted on Seesaw</p>  |
| <p><b><u>Understanding of the world</u></b></p> <p><b><u>To understand the effect of changing seasons on the natural world around them.</u></b></p> | <p><b><u>To describe and see, hear and feel whilst outside.</u></b></p> <p>Go on a winter walk and collect natural items. Ask questions about what they can see, hear, feel, smell and taste<br/>If you can finish these sentences below: I can see.... I can hear.... I can feel.... I can smell.... I can taste</p> | <p><a href="https://classroom.thenational.academy/lessons/to-name-things-that-you-can-see-outside-in-winter-c4t3ec">https://classroom.thenational.academy/lessons/to-name-things-that-you-can-see-outside-in-winter-c4t3ec</a></p> |                        | <p>Pencils<br/>Paper</p>  |

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| <p><b><u>Understanding of the world</u></b></p>  | <p><b><u>To understand the difference between hot and cold</u></b></p>  | <p><a href="https://classroom.thenational.academy/lessons/to-understand-the-difference-between-hot-and-cold-6cukcr">https://classroom.thenational.academy/lessons/to-understand-the-difference-between-hot-and-cold-6cukcr</a></p>                   |  | <p>Water toys freezer</p>   |
| <p><b><u>Understanding of the world</u></b></p>  | <p><b><u>To understand how humans, react differently to hot and cold</u></b></p>  | <p><a href="https://classroom.thenational.academy/lessons/to-understand-how-humans-react-differently-to-hot-and-cold-6tj32d">https://classroom.thenational.academy/lessons/to-understand-how-humans-react-differently-to-hot-and-cold-6tj32d</a></p> |  |   |
| <p><b><u>Understanding of the world</u></b><br/><b><u>To show an interest in different occupations</u></b></p> | <p><b><u>To understand what it means to have a job</u></b></p> <p><b><u>What would your dream job be?</u></b><br/>Draw a picture to show your dream job.</p> <p>I would like to be ... because ...</p>  | <p><a href="https://classroom.thenational.academy/lessons/to-understand-what-it-means-to-have-a-job-c5hpad">https://classroom.thenational.academy/lessons/to-understand-what-it-means-to-have-a-job-c5hpad</a></p>                                   |  |   |
| <p><b><u>Understanding of the world</u></b><br/><b><u>To show an interest in different occupations</u></b></p> | <p><b><u>Who has helped you?</u></b><br/>Ask your child these questions as they are working. Who has helped you?<br/>Can you think about someone who has helped you today/this week?<br/>How many people help you in one day?<br/>Why do we need people to help us?<br/>How does a fire fighter/doctor/vet ... help us?<br/>What might a fire</p> |  |  | <p>Flash cards</p> <p>‘Once I was helped by a ... They ... ‘ and then explain how the person helped them.</p> |

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|  | <p>fighter/doctor/vet ... need to use to help us?<br/>         Does a fire fighter/doctor/vet ... need a vehicle to help them?<br/>         What vehicles might they need to help</p>   |  |  |  |
| <b><u>Understanding of the world</u></b>   | <p><b><u>To understand what a doctor does</u></b><br/>         Can you set up a hospital role play area?<br/><br/>         You can use your teddy bears and dolls to be the patients.<br/><br/>         We will have a go at role playing being a doctor and writing a prescription for our patient</p> | <p><a href="https://classroom.thenational.academy/lessons/to-explain-what-a-doctor-does-6wu3ed">https://classroom.thenational.academy/lessons/to-explain-what-a-doctor-does-6wu3ed</a></p>                         |  |  <p>Activity sheets for treatment form to be posted on seesaw</p> |
| <b><u>Understanding of the world</u></b><br><b><u>Expressive arts and design</u></b> | <p><b><u>To understand where doctors and nurses work</u></b><br/>         We will have a go at using junk modelling resources to create a representation of a hospital.<br/><br/>         Take a photo to share your home on Seesaw.</p>  | <p><a href="https://classroom.thenational.academy/lessons/to-identify-where-doctors-and-nurses-work-70upad">https://classroom.thenational.academy/lessons/to-identify-where-doctors-and-nurses-work-70upad</a></p> |  |  |
| <b><u>Understanding of the world</u></b>   | <p><b><u>Florence Nightingale</u></b><br/>         Discuss the Florence Nightingale Power point to inspire discussions about the job of a nurse in the past and present.</p>  |  |  |  <p>Activity to be posted on Seesaw</p>                         |

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| <p><b><u>Expressive arts and design</u></b><br/>         Creating with materials Being imaginative and expressive</p> | <p><b><u>To design a cape for a superhero to wear.</u></b></p>                                     |  |  | <p>Superhero cape design and mask</p> <p>Activity to be posted on Seesaw</p>   |
| <p>Creating with materials</p>  | <p><b><u>To create a Superhero city picture</u></b></p>    |  |  | <p>You will need:</p> <ul style="list-style-type: none"> <li>__ Newspaper</li> <li>—PVA glue</li> <li>—Scissors</li> <li>—Blue/ black paint</li> <li>—Glitter</li> <li>—Paint brush</li> <li>—White paper</li> </ul> <p>Activity to be posted on Seesaw</p>  |
| <p>Being imaginative and expressive</p>   | <p><b><u>To explore colour</u></b></p>  <p>Includes instruction sheet and step by step cards.</p> |  |  | <p>Handprint flying superhero</p> <p>You will need:</p> <ul style="list-style-type: none"> <li>— Blue or white paper</li> <li>— Selection of coloured paint</li> <li>— Cotton wool</li> <li>— Paint brush</li> <li>— Felt tip pens</li> <li>— Spare card</li> </ul> <p>Activity to be posted on Seesaw</p> |

Year 1/2 – Antarctica Class

| Subject Area | Integrated Learning Theme   | Oak National Academy Resources   | BBC Bitesize Resources   | Additional Teaching Resources   |
|--------------|---|--|--|---|
| History      | <p><u>To understand the role of doctors and nurses now.</u><br/>           What is the role of a nurse/doctor today? Where do they work?<br/>           Have you ever visited a doctor or a nurse? Can you talk about your experience?</p> <p>Use the information poster to write or draw a brief description of a bandage, a syringe, a thermometer and a stethoscope.</p> <p><u>Who was Florence Nightingale?</u><br/>           Watch the video and complete the activity.</p> <p><u>Who was Florence Nightingale?</u><br/>           Watch the You Tube video and talk about what you have found out.</p> | <p>Follow these lessons and complete the activities:<br/> <a href="https://classroom.thenational.academy/lessons/to-explain-what-a-doctor-does-6wu3ed">https://classroom.thenational.academy/lessons/to-explain-what-a-doctor-does-6wu3ed</a></p> <p><a href="https://classroom.thenational.academy/lessons/to-identify-where-doctors-and-nurses-work-70upad">https://classroom.thenational.academy/lessons/to-identify-where-doctors-and-nurses-work-70upad</a></p> | <p>Watch the video and complete the activity:<br/> <a href="https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39">https://www.bbc.co.uk/bitesize/topics/zns9nrd/articles/znsct39</a></p> | <p>Teacher produced resources (to be sent via Seesaw):<br/>           Being a nurse information poster.<br/>           What does a Nurse do information sheet.</p> <p><a href="https://www.youtube.com/watch?v=jONlz7vaMnU">https://www.youtube.com/watch?v=jONlz7vaMnU</a></p> |

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|  | <p><u>Florence Nightingale Key Facts.</u><br/>Read the fact sheet and answer the questions.</p> <p><u>Florence Nightingale Timeline</u><br/>Watch the PowerPoint and create your own. You could use the sheet provided or make your own.</p> <p><u>What problems did Florence Nightingale find in the hospitals and how did she improve them?</u><br/>Watch the video and complete the activity.</p> <p><u>Hospitals Now and Then</u><br/>Can you re-watch some of the videos and read through all the fact sheets. What is different about hospitals when Florence was alive and hospitals now?<br/>Watch the new PowerPoint. Sort the picture cards.</p> |  |  | <p>Teacher produced resources (to be sent via Seesaw): Florence Nightingale fact sheet and activity.</p> <p>Teacher produced resources (to be sent via Seesaw):<br/>Timeline PowerPoint<br/>Timeline worksheet</p> <p>Watch this video:<br/><a href="https://www.natgeokids.com/uk/discover/history/general-history/florence-nightingale/">https://www.natgeokids.com/uk/discover/history/general-history/florence-nightingale/</a><br/>Teacher produced resources (to be sent via Seesaw): Hospital improvement worksheet.</p> <p>Teacher produced resources (to be sent via Seesaw):<br/>Hospitals now and then PowerPoint.<br/>Hospitals now and then picture sorting cards.<br/>Hospitals now and then worksheet.</p> |
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|         | <p>Complete the worksheet.</p> <p><u>Why do we remember Florence Nightingale?</u><br/>Watch the PowerPoint and talk or write about why we remember Florence Nightingale.</p> <p><u>Visit the Florence Nightingale Museum</u><br/>Explore the online site for the Florence Nightingale Museum.</p> |  |  | <p>Teacher produced resources (to be sent via Seesaw):<br/>Florence Nightingale information PowerPoint.</p> <p><a href="https://www.florence-nightingale.co.uk/">https://www.florence-nightingale.co.uk/</a></p> |
| Science | <p><u>One lesson per week:</u><br/>Follow the Oak Academy lessons and complete the worksheets and/or quizzes for each lesson.</p> <p><u>1. What are the different parts of the human body?</u></p> <p><u>2. Why is exercise so important?</u></p> <p><u>3. What is a healthy diet?</u></p>        | <p><a href="https://classroom.thenationalacademy/lessons/what-are-the-different-parts-of-the-human-body-70uk6d">https://classroom.thenationalacademy/lessons/what-are-the-different-parts-of-the-human-body-70uk6d</a></p> <p><a href="https://classroom.thenationalacademy/lessons/what-is-a-healthy-diet-c9k38t">https://classroom.thenationalacademy/lessons/what-is-a-healthy-diet-c9k38t</a></p> <p><a href="https://classroom.thenationalacademy/lessons/what-is-a-healthy-diet-c9k38t">https://classroom.thenationalacademy/lessons/what-is-a-healthy-diet-c9k38t</a></p> | <p>Watch these videos to find out why exercise is important:<br/><a href="https://www.bbc.co.uk/bitesize/topics/zxtg9j6/resources/1">https://www.bbc.co.uk/bitesize/topics/zxtg9j6/resources/1</a></p> |  |



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|                           | <p><u>4. How do our bodies change as we get older?</u></p> <p><u>5. Whose job is it to keep us healthy?</u></p>   | <p><a href="https://classroom.thenational.academy/lessons/why-is-it-important-to-be-hygienic-6rt6ad">https://classroom.thenational.academy/lessons/why-is-it-important-to-be-hygienic-6rt6ad</a></p> <p><a href="https://classroom.thenational.academy/lessons/whose-job-is-it-to-keep-us-healthy-crvk0c">https://classroom.thenational.academy/lessons/whose-job-is-it-to-keep-us-healthy-crvk0c</a></p> |   |  |
| Art/Design and Technology | <p><u>Painting of Florence Nightingale</u><br/>Compare the 2 pictures of Florence Nightingale. How are the 2 pictures similar/different? Why is this?<br/>Can you draw or paint a picture of Florence Nightingale?</p> <p><u>Make a 3D Lamp</u></p> |   |   | <p>Teacher produced resources (to be sent via Seesaw):<br/>Pictures of Florence Nightingale</p> <p>Teacher produced resources (to be sent via Seesaw)</p>                            |
| RE                        | <p><u>Stories from the Bible</u></p> <p><u>The Good Samaritan</u><br/>Watch the BBC Bite size videos and complete the 'Acts of Kindness' sheet.</p>   |   | <p><a href="https://www.bbc.co.uk/bitesize/clips/zcyr87h">https://www.bbc.co.uk/bitesize/clips/zcyr87h</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z89jxnb">https://www.bbc.co.uk/bitesize/clips/z89jxnb</a></p> | <p>Teacher produced resources (to be sent via Seesaw):<br/>The Good Samaritan Acts of kindness worksheet.</p> <p><a href="https://www.youtube.com/">https://www.youtube.com/</a></p> |

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|           | <p><u>Jesus Heals a Paralysed Man</u><br/>Watch the YouTube short film and complete the speech bubble activity.</p> <p><u>Jesus Heals a Blind Man</u><br/>Watch the PowerPoint of the story and cut and sequence the pictures.</p>  |  |  | <p><a href="https://www.youtube.com/watch?v=O1vmqxUVQGA">watch?v=O1vmqxUVQGA</a><br/>Teacher produced resources (to be sent via Seesaw): Add speech to the speech bubbles</p> <p>Teacher produced resources (to be sent via Seesaw):<br/>Jesus Heals a Blind Man PowerPoint.<br/>Sequencing activity.</p> |
| Geography | <p><u>What is a Continent?</u><br/><u>What are the 7 Continents?</u><br/>Follow the oak Academy lesson and complete the quiz. Watch the song on YouTube.</p> <p><u>Exploring Europe</u><br/>Use the BBC Bitesize link to watch videos about Europe.</p> <p><u>Where is Scutari?</u><br/>On a map, can you locate Turkey. How would Florence Nightingale have travelled to Scutari in Turkey.<br/>Can you make your own simple map to show her</p> | <p>Follow this lesson and complete the quiz:<br/><a href="https://classroom.thenational.academy/lessons/what-is-a-continent-c9k32d">https://classroom.thenational.academy/lessons/what-is-a-continent-c9k32d</a></p> | <p>Watch these videos about the continents:<br/><a href="https://www.bbc.co.uk/bitesize/articles/zw7gsk7">https://www.bbc.co.uk/bitesize/articles/zw7gsk7</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettlers-continent-of-europe/zvzd47h">https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-go-jettlers-continent-of-europe/zvzd47h</a></p> | <p>7 Continents Song:<br/><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>Teacher produced resources (to be sent via Seesaw):<br/>Map of Europe</p>  |

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Year 3/4 – Asia Class

| Subject Area | Integrated Learning Theme   | Oak National Academy Resources  | BBC Bitesize Resources | Additional Teaching Resources  |
|--------------|---|---|------------------------|--|
| History      | <p>To order events chronologically. Read through PowerPoint of main events during the Roman period and create a timeline. Add pictures, title and basic description of main events.</p> <p>To explain the reasons why the Romans invaded Britain. Read through the PowerPoint and create an information page explaining the reasons why the Romans invaded Britain. You can include pictures.</p> <p>How did the Roman Empire become so powerful? Watch the video and complete the suggested tasks.</p> | <p><a href="https://classroom.thenational.academy/lessons/how-did-the-roman-empire-become-so-powerful-74u62t?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/how-did-the-roman-empire-become-so-powerful-74u62t?activity=video&amp;step=1</a></p> <p><a href="https://classroom.thenational.ac">https://classroom.thenational.ac</a></p> |                        | <p>Teacher produced resources (Roman Timeline PowerPoint).</p> <p>Teacher produced resources (Reasons the Romans invaded Britain).</p> <p>Teacher produced resources</p> |

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|  | <p>Three lessons.<br/>Watch the video from Oak Academy and make basic notes about important information. The next lesson, I would like you to go through the biography PowerPoint. You are then going to box up your ideas for your biography. I will provide a boxed up plan that will tell you what each paragraph could be about (you do not have to use it) but you need to fill in the information. For the last lesson, you are going to write up your biography neatly. You must include a title and some relevant pictures.</p> <p>Two lessons<br/>Watch the video and complete the tasks. Then, look at the photo of a Celtic soldier and Roman soldier and complete a table of similarities and differences between the two outfits.</p> | <p><a href="https://classroom.thenational.academy/lessons/who-was-julius-caesar-cgw3ce">ademy/lessons/who-was-julius-caesar-cgw3ce</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-did-the-romans-conquer-britain-6gwk6d?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/how-did-the-romans-conquer-britain-6gwk6d?step=2&amp;activity=video</a></p> |  | <p>(Biography PowerPoint and Biography Boxed Up Plan).</p> <p>Teacher produced resources (Celtic and Roman Soldier's Uniform).</p> <p>Teacher produced resources (Roman</p> |
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Soldier's Uniform).

Explain some of the reasons why the second Roman invasion was a success. Look at the photo of a Roman soldier and write sentences that describe how each part of the uniform helped them to defeat the Celts. For example, Roman soldiers wore sandals with metal studs on the bottom. Sandals helped the Roman soldiers to have a good grip on land.

<https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc?step=2&activity=video>

<https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zhn6cqt>

Two lessons  
Who is Boudicca and what was she important in Roman history?  
Watch the BBC video first and then the Oak Academy link and complete a storyboard of Boudicca's life. Your storyboard must include pictures and a basic description of what happened in her life.

<https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt?step=2&activity=video>

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|  | <p>How did the Romans change Britain? Watch the video and write three paragraphs about how they changed Britain. One should be about Roman roads, another about how they kept towns and cities clean and the last paragraph about how the Romans governed Britain. You can include pictures for each paragraph.</p> | <p><a href="https://www.bbc.co.uk/bitesize/clips/zy98q6f">https://www.bbc.co.uk/bitesize/clips/zy98q6f</a></p>   |  |   |
|  | <p>What did the Romans do to relax? Watch the video and create a poster with pictures of what the Romans did to relax. You should also write a few sentences on your poster explaining what the pictures show.</p>  | <p><a href="https://www.bbc.co.uk/bitesize/clips/ztvb4wx">https://www.bbc.co.uk/bitesize/clips/ztvb4wx</a></p>   |  |   |
|  | <p>Was the diet of Romans similar or different to ours today? Watch the video and create a leaflet explaining the Romans diet and your diet today. On your poster you should include reasons the Roman diet is similar and different to yours</p>   | <p><a href="https://classroom.thenationalacademy/lessons/why-did-the-romans-leave-britain-71k6cc?step=2&amp;activity=video">https://classroom.thenationalacademy/lessons/why-did-the-romans-leave-britain-71k6cc?step=2&amp;activity=video</a></p> |  | <p>Teacher produced resources (Reasons the Roman Empire Collapsed boxed up plan).</p> |

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|     | <p>and include lots of colour and pictures.</p> <p>Why did the Romans leave Britain? Watch the video and write an explanation report for 'Why the Roman Empire collapsed.' There is a boxed plan outline giving you an idea of what you could write each paragraph about.</p> <p>In what ways did life in Britain remain the same after the Roman invasion?<br/>Watch the video and write</p> | <p><a href="https://classroom.thenational.academy/lessons/in-what-ways-did-life-in-britain-remain-the-same-after-the-roman-invasion-74t3ge?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/in-what-ways-did-life-in-britain-remain-the-same-after-the-roman-invasion-74t3ge?step=2&amp;activity=video</a></p> |  |  |
| Art | <p>Look at a range of Roman mosaics and design your own pattern. Create your mosaic by cutting up small pieces of coloured paper and sticking them on your design. If you do not have coloured paper, you could colour small squares on white paper.</p>  |  |  | <p>Teacher produced resources (Roman Mosaics).</p> |



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|                    | <p>Create a paper Mache Mount Vesuvius. Follow the instructions to make volcano erupt.</p> <p>Sketch a Roman soldier.</p>   |  |  | <p>Teacher produced resources (Paper Mache Mount Vesuvius).</p> <p>Teacher produced resources (Roman Soldier Video).</p> |
| Food and nutrition | <p>Follow the instructions to make Roman bread. Then, write your own instructions to make Roman bread.</p>  |  |  | <p>Teacher produced resources (Roman Bread Recipe).</p>  |
| Geography          | <p>Label a volcano.</p> <p>Explain the different types of volcano and explain how volcanoes are made. Present the information on a poster.</p> <p>Describe how volcanoes erupt.</p> | <p><a href="https://classroom.thenational.academy/lessons/how-are-volcanoes-made-71h3cd">https://classroom.thenational.academy/lessons/how-are-volcanoes-made-71h3cd</a></p> | <p><a href="https://www.bbc.co.uk/bitesize/articles/zrj6gwx">https://www.bbc.co.uk/bitesize/articles/zrj6gwx</a></p> | <p>Teacher produced resources (Volcano Parts).</p> <p>Teacher produced resources (How volcanoes erupt).</p>              |

Year 5/6 – South America Class

| Subject Area | Integrated Learning Theme   | Oak National Academy Resources   | BBC Bitesize Resources | Additional Teaching Resources |
|--------------|---|--|------------------------|-------------------------------|
| History      | <p>How was Ancient Greece organised?</p> <p>Why do we know so much about Ancient Greece?</p> <p>What was the Golden Age of Greece?</p> <p>What was Athenian democracy?</p> <p>What did the Greeks believe?</p> <p>Who were the Ancient Greek philosophers?</p> <p>Who won the Peloponnesian wars?</p> <p>Why was Alexander so great?</p> <p>What were the</p> | <p><a href="https://classroom.thenational.academy/lessons/how-was-ancient-greece-organised-6mv3jr">https://classroom.thenational.academy/lessons/how-was-ancient-greece-organised-6mv3jr</a></p> <p><a href="https://classroom.thenational.academy/lessons/why-do-we-know-so-much-about-ancient-greece-75h6ce">https://classroom.thenational.academy/lessons/why-do-we-know-so-much-about-ancient-greece-75h6ce</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-was-the-golden-age-of-greece-68vpad">https://classroom.thenational.academy/lessons/what-was-the-golden-age-of-greece-68vpad</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-was-athenian-democracy-6wu64d">https://classroom.thenational.academy/lessons/what-was-athenian-democracy-6wu64d</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-did-the-greeks-believe-6wwp6d">https://classroom.thenational.academy/lessons/what-did-the-greeks-believe-6wwp6d</a></p> <p><a href="https://classroom.thenational.academy/lessons/who-were-the-ancient-greek-philosophers-cthkac">https://classroom.thenational.academy/lessons/who-were-the-ancient-greek-philosophers-cthkac</a></p> <p><a href="https://classroom.thenational.academy/lessons/who-won-the-peloponnesian-wars-70t3ar">https://classroom.thenational.academy/lessons/who-won-the-peloponnesian-wars-70t3ar</a></p> <p><a href="https://classroom.thenational.academy/lessons/why-was-alexander-so-great-6mtp4r">https://classroom.thenational.academy/lessons/why-was-alexander-so-great-6mtp4r</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-were-the-great-achievements-of-the-ancient-greeks-">https://classroom.thenational.academy/lessons/what-were-the-great-achievements-of-the-ancient-greeks-</a></p> |                        |                               |

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|  | <p>great achievements of the Ancient Greeks?</p> <p>Extended Writing: What were the achievements of the Ancient Greeks?</p> <p>Who were the ancient Greeks?</p> <p>How did the Olympic Games begin?</p> <p>What was it like to live in an ancient Greek family?</p> <p>Who were the ancient Greek gods and heroes?</p> <p>The ancient Greeks at war</p> <p>What do we know about ancient Greek culture?</p> <p>How did the ancient Greeks change the world?</p> | <p><a href="#">70up8d</a></p> <p><a href="https://classroom.thenational.academy/lessons/extended-writing-what-were-the-achievements-of-the-ancient-greeks-69hp4d">https://classroom.thenational.academy/lessons/extended-writing-what-were-the-achievements-of-the-ancient-greeks-69hp4d</a></p> | <p><a href="https://classroom.thenational.academy/lessons/what-was-athenian-democracy-6wu64d">https://classroom.thenational.academy/lessons/what-was-athenian-democracy-6wu64d</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zc8yb9q</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zckr4wx</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgpdjxs</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn</a></p> |  |
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| Science | <p>What are forces?</p> <p>How can we measure the size of forces?</p> <p>What are contact forces?</p> <p>What are non-contact forces?</p> <p>Which factors affect an object's ability to float?</p> <p>What impact do gears, levers and pulleys have on forces?</p> |  | <p><a href="https://classroom.thenational.academy/lessons/what-are-forces-6dh3ec">https://classroom.thenational.academy/lessons/what-are-forces-6dh3ec</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-can-we-measure-the-size-of-forces-c4vkcr">https://classroom.thenational.academy/lessons/how-can-we-measure-the-size-of-forces-c4vkcr</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-are-contact-forces-74t3gc">https://classroom.thenational.academy/lessons/what-are-contact-forces-74t3gc</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6djkgd">https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6djkgd</a></p> <p><a href="https://classroom.thenational.academy/lessons/which-factors-affect-an-objects-ability-to-float-ccv3ac">https://classroom.thenational.academy/lessons/which-factors-affect-an-objects-ability-to-float-ccv3ac</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-impact-do-gears-levers-and-pulleys-have-on-forces-60w3cd">https://classroom.thenational.academy/lessons/what-impact-do-gears-levers-and-pulleys-have-on-forces-60w3cd</a></p> |                           |
| Art     | <p>Shoo Rayner –</p> <p>Ancient Greek Drawing tutorials.</p> <p>Medusa –</p> <p>Spartan Soldier –</p> <p>Ancient Greek Jar –</p> <p>Ancient Greek helmet -</p>  |  | <p><a href="https://www.youtube.com/watch?v=FmJZWVfYQZg">https://www.youtube.com/watch?v=FmJZWVfYQZg</a></p> <p><a href="https://www.youtube.com/watch?v=DNaGOcKWsy8">https://www.youtube.com/watch?v=DNaGOcKWsy8</a></p> <p><a href="https://www.youtube.com/watch?v=5wlc6Y4cSr4">https://www.youtube.com/watch?v=5wlc6Y4cSr4</a></p> <p><a href="https://www.shoorayner.com/how-to-draw-an-ancient-greek-helmet/">https://www.shoorayner.com/how-to-draw-an-ancient-greek-helmet/</a></p> <p><a href="https://www.youtube.com/watch?v=mW4csrMtqko">https://www.youtube.com/watch?v=mW4csrMtqko</a></p>  |                           |
| PE      | I'm A Celebrity Get Me Out Of   |  |   | RJ Provides all resources |

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|  | Here Fitness Camp<br>Laura's Dance &<br>Yoga |  |  | for PE |
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