

## **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 feed-back 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> To understand what 'traditional' means and the main features of traditional tales.</p>	<p>Introduction to Traditional tales.</p> <p>Can you name some traditional tales?</p> <p>Can you name any characters from a traditional tale?</p> <p>Introduce the term 'setting'. A setting is where a story takes place.</p> <p>Discuss different settings.</p> <p><b>Interactive Game</b> Name that story? Name that character?</p>			 <p>Activity will be posted on SeeSaw</p>
<p><b><u>Communication and Language</u></b></p>	<p>Can you interview a family member?</p> <p>Can you ask these questions?</p> <ul style="list-style-type: none"> <li>• What is your favourite traditional tale?</li> </ul> <p>Then ask,</p>			<p>Make a video and post it on Seesaw.</p>

	<ul style="list-style-type: none"> <li>• Why is it your favourite tradition tale?</li> </ul> <p>Then ask them to retell the story. Finally, can you retell the story?</p>			
<p><b><u>Understanding of the World</u></b></p> <p>To describe what they see, hear and feel whilst outside</p> <p>To use all their senses in hands on experience of natural materials</p>	<p>Go for a walk in the woods.</p> <p>Discuss with your child this is a setting, this is where the story of Goldilocks and the Three Bears takes place.</p> <p>Can they think of any other stories that take place in the woods?</p> <p>Think about what you can see, hear, feel and smell.</p> <p>I can see...</p> <p>I can smell....</p> <p>I can feel...</p> <p>I can hear.....</p>			
<p><b><u>Understanding of the world.</u></b></p> <p>To draw simple information from a map</p>	<p>Create a map of Goldilocks' journey to the Three bear's cottage.</p> <p>Think about the journey through the woods, what did she see?</p> <p>Discuss key features in the story:</p>			<p>You will need:</p> <p>paper, pencil and colouring pencils.</p>

	<p>Goldilocks' cottage, The Three Bear's cottage, wood and path.</p> <p>Can we add any more features? river, signpost, mountain, rocks</p>			
<p><b><u>Expressive Arts and Design</u></b></p> <p>To use all their senses in hands on experience of natural materials</p> <p>To explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>To begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>To create a tree rubbing.</p> <p>Place paper over the bark of the tree. Rub crayon gently over the paper.</p> <p>Remind children to respect and care for the natural environment.</p>			<p>Wax crayons paper</p>
<p><b><u>Understanding of the World.</u></b></p> <p>To recognise some environments that are different to the one in which they live.</p>	<p>Using the internet and books, can you find out facts about different types of bears and where they live.</p>			<p>Paper and a pencil.</p>

<p><b><u>Expressive Arts and Design</u></b></p> <p>Creating with materials</p>	<p>Can you make a bear mask?</p> <p>Think about what you need to include: eyes, mouth, nose and ears,</p>			<p>Paper plate or a circle of card. Material to create the fur. Paint, crayons or felt tips. Scissors and glue</p>
<p><b><u>Expressive Arts and Design</u></b></p> <p>To develop their own ideas and then decide which materials to use to express them</p> <p>To explore how to join different materials</p>	<p>Can you make a new chair for baby bear?</p> <p>Think about the materials that you use.</p> <p>Are they strong enough?</p> <p>Are they comfortable to sit on?</p>			<p>Junk modelling materials</p> <p>Teddy bear</p>
<p><b><u>Physical Development</u></b></p> <p>To make healthy choices about food</p> <p><b><u>Understanding of the World</u></b></p>	<p>Why did Goldilocks like Baby Bear's porridge?</p> <p>What was wrong with the other porridges?</p> <p>Can you use these ingredients to make some yummy porridge?</p> <p>Which ingredients were good for porridge and which were not so good?</p> <p>Which ingredients made the best porridge?</p> <p>Are there any other ingredients you would like to try out?</p>			 <p>Activity will be posted on SeeSaw</p>
<p><b><u>Expressive Arts and Design</u></b></p>	<p>Why did Goldilocks like Baby Bear's bed?</p>			<p>Materials to make a good bed. Pillows</p>

<p><b><u>Understanding of the World</u></b>          Explore collections of materials with similar and/ or different properties</p>	<p>What was wrong with the other beds?          Can you use these materials to build a bed?          Which materials were good for a bed and which were not so good?          Which materials made the best bed?          Are there any other materials you would like to try out?</p>			<p>Blankets          Pillows          Yoga mat</p> <p>A selection of materials which would not make a good bed.          Wooden plank          Foil          Buiding blocks          cornflakes</p>

Year 1/2 – Antarctica Class

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Science	<p><u>Seasons and Change</u></p> <p>What do we know about the weather?</p> <p>How does the weather change across the seasons?</p> <p>How do trees change across the seasons?</p> <p>How can you measure rainfall?</p> <p>What is hibernation?</p> <p>How can we measure wind direction?</p>	<p>Watch the following lessons and follow the activities.</p> <p><a href="https://classroom.thenational.academy/lessons/what-do-we-know-about-the-weather-6ct30c">https://classroom.thenational.academy/lessons/what-do-we-know-about-the-weather-6ct30c</a></p> <p><a href="https://teachers.thenational.academy/units/seasons-and-change-3c8a#">https://teachers.thenational.academy/units/seasons-and-change-3c8a#</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-do-trees-change-across-the-seasons-chhk2r">https://classroom.thenational.academy/lessons/how-do-trees-change-across-the-seasons-chhk2r</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-can-you-measure-rainfall-cguk6d">https://classroom.thenational.academy/lessons/how-can-you-measure-rainfall-cguk6d</a></p> <p><a href="https://classroom.thenational.academy/lessons/what-is-hibernation-6gr3ed">https://classroom.thenational.academy/lessons/what-is-hibernation-6gr3ed</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-can-we-record-wind-direction-6rrk8c">https://classroom.thenational.academy/lessons/how-can-we-record-wind-direction-6rrk8c</a></p>		
Art/Design and Technology	Paintings of fairy tale characters.		<a href="https://www.bbc.co.uk/bitesize/articles/zpqyhcv">https://www.bbc.co.uk/bitesize/articles/zpqyhcv</a>	Watch PowerPoint about Fairy tale characters.

	<p>To make a pot.</p> <p>Make porridge.</p> <p>Make flapjack.</p>			<p>Draw or paint your favourite character.</p> <p>Use clay or plasticine to make a magic porridge pot.</p> <p>Follow instructions to make porridge. What does it taste like? Try different toppings.</p> <p>Talk about what other recipes porridge oats can be used in. Read and follow recipe to make flapjacks. Make recipe cards or video of the flapjacks being made.</p>
RE	<p>Shrove Tuesday and Lent</p> <p>Palm Sunday</p> <p>Easter- Listen to the story of Easter.</p> <p>How Easter is celebrated.</p>	<p>Watch the following lesson and write or draw pictures to retell the story. <a href="https://teachers.thenational.academy/lessons/to-listen-to-the-story-of-easter-6gt6cd">https://teachers.thenational.academy/lessons/to-listen-to-the-story-of-easter-6gt6cd</a></p> <p>Watch the following lesson and make your own easter card.</p>	<p>Watch the video and draw/paint a picture of Jesus arriving in Jerusalem. <a href="https://www.bbc.co.uk/bitesize/clips/zy2hyrd">https://www.bbc.co.uk/bitesize/clips/zy2hyrd</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zigkq6f">https://www.bbc.co.uk/bitesize/clips/zigkq6f</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zigkq6f">https://www.bbc.co.uk/bitesize/clips/zigkq6f</a></p>	<p>PowerPoint about Shrove Tuesday – watch the PowerPoint then follow recipe to make pancakes. Sequence pictures – How to make a pancake</p>



	How Easter is celebrated.	<a href="https://teachers.thenational.academy/lessons/to-understand-how-people-celebrate-easter-ctjp4c">https://teachers.thenational.academy/lessons/to-understand-how-people-celebrate-easter-ctjp4c</a> Watch the following lesson and design your own Easter egg hunt. <a href="https://teachers.thenational.academy/lessons/to-follow-a-map-6hnp4r">https://teachers.thenational.academy/lessons/to-follow-a-map-6hnp4r</a>		
Geography	<p>To make a map</p> <p>To add symbols and a key to a map.</p> <p>What is Asia like?</p> <p>What is China like? Where is China?</p> <p>The Great Wall of China</p>	<p>Watch the video and make a map of your local area.  <a href="https://classroom.thenational.academy/lessons/can-i-sketch-a-map-of-my-settlement-6mvkcd">https://classroom.thenational.academy/lessons/can-i-sketch-a-map-of-my-settlement-6mvkcd</a></p> <p>Watch the video and add a key to your map of your local area.  <a href="https://classroom.thenational.academy/lessons/can-i-use-symbols-and-a-key-in-my-map-cctkjc">https://classroom.thenational.academy/lessons/can-i-use-symbols-and-a-key-in-my-map-cctkjc</a></p> <p>Watch the lesson and make a mind map of what you find out about Asia.  <a href="https://classroom.thenational.academy/lessons/what-is-asia-like-c4tpcd">https://classroom.thenational.academy/lessons/what-is-asia-like-c4tpcd</a></p>		<p>Make a fairy land map with characters and features of fairy tales.</p> <p>Watch PowerPoint about China. On a world map, locate and colour China.          Make a flag for China</p> <p><a href="https://www.youtube.com/watch?v=9dlyk65vR-g">https://www.youtube.com/watch?v=9dlyk65vR-g</a></p>

	All about Pandas		<p>Watch the video about the Great wall of China.  <a href="https://www.bbc.co.uk/bitesize/clips/zyc7tfr">https://www.bbc.co.uk/bitesize/clips/zyc7tfr</a></p>	<p>Complete the challenges to build your own Great Wall of China</p> <p>Watch PowerPoint about pandas (Giant and red). Write fact sheets and paint pictures of pandas.</p>
Music/Art/Dance	<p>Sugar Plum Fairy</p> <p>Peter and the Wolf</p>		<p>Watch and listen to the video.  <a href="https://www.bbc.co.uk/bitesize/clips/z4n4wmn">https://www.bbc.co.uk/bitesize/clips/z4n4wmn</a></p> <p>How does the music make you feel? How would you move to the music? What colours do you think of?</p> <p>Paint using the colours whilst listening again to the music.</p>	<p>Watch You Tube short film of Peter and the Wolf  <a href="https://www.youtube.com/watch?v=Va8Uz6MoKLg">https://www.youtube.com/watch?v=Va8Uz6MoKLg</a></p> <p>Find pictures of the different instruments being used.</p> <p>Paint a picture to go with the music.          Use the music to create simple dance.</p>

Year 3/4 – Asia Class (carrying on the same topic from Term 3)

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>Three lessons. 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</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.academy/lessons/who-was-julius-caesar-cgw3ce">https://classroom.thenational.academy/lessons/who-was-julius-caesar-cgw3ce</a></p>		<p>Teacher produced resources (Roman Timeline PowerPoint).</p> <p>Teacher produced resources (Reasons the Romans invaded Britain).</p> <p>Teacher produced resources (Biography PowerPoint and Biography Boxed Up Plan).</p>

	<p>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 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>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</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>Teacher produced resources (Celtic and Roman Soldier's Uniform).</p> <p>Teacher produced resources (Roman Soldier's Uniform).</p>
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	<p>bottom. Sandals helped the Roman soldiers to have a good grip on land.</p> <p>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.</p> <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>What did the Romans do to relax? Watch the video and create a poster with pictures of what the Romans did to</p>	<p><a href="https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc?step=2&amp;activity=video</a></p> <p><a href="https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt?step=2&amp;activity=video</a></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zy98q6f">https://www.bbc.co.uk/bitesize/c</a> <a href="https://www.bbc.co.uk/bitesize/clips/zy98q6f">lips/zy98q6f</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zhn6cqt">https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zhn6cqt</a></p>	
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	<p>relax. You should also write a few sentences on your poster explaining what the pictures show.</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 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? Watch the video and write</p>	<p><a href="https://www.bbc.co.uk/bitesize/clips/ztvb4wx">https://www.bbc.co.uk/bitesize/clips/ztvb4wx</a></p> <p><a href="https://classroom.thenational.academy/lessons/why-did-the-romans-leave-britain-71k6cc?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/why-did-the-romans-leave-britain-71k6cc?step=2&amp;activity=video</a></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>		<p>Teacher produced resources (Reasons the Roman Empire Collapsed boxed up plan).</p>
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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>Create a paper Mache Mount Vesuvius. Follow the instructions to make volcano erupt.</p> <p>Sketch a Roman soldier.</p>			<p>Teacher produced resources (Roman Mosaics).</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 (carrying on the same topic from Term 3)

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 great</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-70up8d">https://classroom.thenational.academy/lessons/what-were-the-great-achievements-of-the-ancient-greeks-70up8d</a></p>		



<p>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="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=FmJZWVfYZg">https://www.youtube.com/watch?v=FmJZWVfYZg</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=mW4csrMtgko">https://www.youtube.com/watch?v=mW4csrMtgko</a></p>	
PE	<p>I'm A Celebrity Get Me Out Of Here Fitness Camp</p>			<p>RJ Provides all resources for PE</p>

	Laura's Dance & Yoga			
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