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.

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 difficult 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, an 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 give 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.

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 whist 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. Teacher's 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.
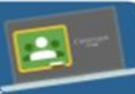
8) Familiarise yourself with relevant school policies

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.

Term 6 - Integrated Learning Curriculum Mapped to Relevant Online Resources

<u>Year R/1 – Europe Class</u>

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
<u>PD</u> To negotiate space and obstacles safely with consideration for themselves and others	Can you go on a walk to a special place? You might want to walk to your local park, local shop etc.			
<u>UTW</u> To describe their immediate environment using knowledge and observation	On your walk talk about the different things that you can see. For example: A field, a footpath, a post box, places of interest etc. You might want to take photos to record what you saw on your journey.			
<u>PD</u> To begin to show accuracy when drawing	Can you draw a map of your journey? Don't forget to draw a picture of where you started, what you saw and			Paper Pencil Colouring pencils

	a picture of the place you went to.			
EAD To use all their senses in hands on experience of natural materials To explore, use and refine a variety of artistic effects to express their ideas and feelings	Can you look closely at the patterns in the picture of Rosie the chicken? What can you see? Can you copy the different patterns?			Picture of Rosie in the book. Picture of Rosie the chicken (blank) To be supplied by the teacher on Seesaw.
UTW To recognise that some environments are different to the ones in which they live.	Can you locate East Langdon on Google Earth? What can you see? Can you locate the school, a field, a road, a church, the village pond and the park? Now google where you live. Do the maps look the same? What is similar? What is different?			Google Earth

UTW	To understand the			Grandad's farm.
To recognise that some environments are different to the ones in which they live.	different parts of a farm			Slides to be downloaded by the teacher on Seesaw.
	Watch the slides to find out what it is like to live and work on a farm.			
EAD				
To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, pattern, texture, form and function.	Can you create a small world farm?			
	You might want to use some recycled materials, lego, duplo or wooden bricks.			
UTW	Today we will identify what a farm is, identify the different animals that live on a farm and learn about their offspring.		https://classroom.thenational. academy/lessons/to-know-the-names-for-the-offspring-animals-not-human-6mr36r	
To recognise that some environments are different to the ones in which they live.				
	Can you draw a picture of a farm and add the different animals that live there?			
	Think about where the animals live on a farm.			

UTW To know what animal offspring need to grow and live **EAD**	Today we are learning about how farm animals grow, including what different farm animals need to grow. We end the lesson with a fun task creating some potato print chicks, just like you might see on a farm. To extend this lesson, you could talk about other baby animals that you might find on a farm.		https://classroom.thenational.academy/lessons/to-know-what-farm-animal-offspring-need-to-grow-68v62c	Potato Pencils Paint
UTW To understand a life cycle	Today we will learn about animal life cycles. We will learn vocabulary associated with life cycles and to end the lesson, we will make a representation of a baby animal.		https://classroom.thenational.academy/lessons/to-sequence-the-life-cycle-of-an-animal-6hk38c	Egg box Paint Googly eyes Pipe cleaners Scissors Glue
UTW To recognise that some environments are different to the ones in which they live.	Compare a farm with a rainforest in South America. Think about what is similar/what is different. Fold a piece of plain paper in half. On one side can you draw a farm and on the other side draw a picture of the rainforest.			Pictures of the rainforest and a farm. To be supplied on seesaw
EAD To perform songs and move in time to music	In this lesson, we will get busy at the Veggie Patch. We will use raindrops to help us physicalise pitch		https://classroom.thenational.academy/lessons/the-veggie-patch-part-1-c8wk6c	

	and start to read high, middle and low sounds. This lesson's brand new song is one to dance to, so make sure you have plenty of space.			
EAD To perform songs and move in time to music	In this lesson, we will visit the veggie patch again to see how high our plants have grown. We will use the image of growing plants to explore pitch and use an action game to reinforce the learning we did around the beat earlier on in the unit.		https://classroom.thenational.academy/lessons/the-veggie-patch-part-2-cgvkgd	

Year 1/2 – Antarctica Class

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Science	HABITATS

What are the characteristics of living things? | Watch the following lessons and complete the activities. https://classroom.thenational.academy/lessons/what-are-the-characteristics-of-living-things-70u30c | | Provided by teacher on SeeSaw:

Introduction to habitats PowerPoint. |
	What is a habitat?	https://teachers.thenational.academy/units/habitats-c850#		
	What is a micro-habitat?	https://classroom.thenational.academy/lessons/what-is-a-microhabitat-64w3ct		Micro-habitats story.
	What is a desert habitat? What lives in desert habitats?	https://classroom.thenational.academy/lessons/what-lives-in-a-desert-habitat-64ukgd	https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zsqnfg8 Watch this video: https://www.bbc.co.uk/bitesize/clips/zchxpv4	Desert animals PowerPoint.
	What is a rainforest habitat? What lives in rainforest habitats?	https://classroom.thenational.academy/lessons/what-lives-in-a-rainforest-habitat-6dgp2r	https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zxdsvcw Watch these videos: https://www.bbc.co.uk/bitesize/clips/z7x76sg

https://www.bbc.co.uk/bitesize/clips/zgmqxnb | Rainforest animals PowerPoint., |

	What is an urban habitat? Can a city be a habitat?	https://classroom.thenational.academy/lessons/can-a-city-be-a-habitat-69k66r	https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zw2syrd Watch this video: https://www.bbc.co.uk/bitesize/clips/zybf34j	
Art/Design and Technology	Can you paint a picture of a rainforest animal? Can you experiment with rainforest colours- mixing greens and browns? Can you make a collage showing the different layers of the rainforest? Can you design and make your own plants and flowers from the rainforest? Can you design and name an imaginary rainforest animal?	Watch these lessons to find out which animals live in the rainforest. https://classroom.thenational.academy/lessons/to-identify-different-animals-that-live-in-the-rainforest-c9k62c https://classroom.thenational.academy/lessons/rainforest-animals-71k64d		Photo pack of pictures of rainforest animals. Rainforest animal game. 'What's behind the binoculars?' To be provided on SeeSaw. Colour mixing activity to be provided on SeeSaw. Photos and pictures of the rainforest layers to be provided on SeeSaw. Photos and pictures of rainforest plants and flowers to be provided on SeeSaw.

				Draw and label your own rainforest creature.
RE	What is Judaism? Where do Jews worship today?	https://classroom.thenational.academy/lessons/where-do-jews-worship-today-68wk8r	Watch this video about a Jewish family. https://www.bbc.co.uk/bitesize/clips/zd9jxnb	Judaism and synagogue PowerPoints to be provided on SeeSaw. Can you draw and label A synagogue?
	What is Shabbat?		Watch these videos about Shabbat: https://www.bbc.co.uk/bitesize/clips/zs2hyrd https://www.bbc.co.uk/bitesize/clips/z3hyr82 https://www.bbc.co.uk/bitesize/clips/zcfgkqt https://www.bbc.co.uk/bitesize/clips/zkcd2hv	All about Shabbat PowerPoint to be provided on SeeSaw. Draw or write what you have found out.
	What happens on Shabbat?		Re-watch the above video clips.	Watch PowerPoint about Shabbat and sequence pictures. (To be provided on SeeSaw).
	Can you make a Havdalah Candle?			Follow instructions to make a Havdalah candle. (To be provided on SeeSaw).

	Can you make Challah bread?			Follow instructions to make Challah bread. (To be provided on SeeSaw).
Geography	Can you locate rainforests on a map of the world?			PowerPoint-Where are rainforests? Poster- Rainforests of the World. Map of the world template. (To be provided on SeeSaw)
	Can you identify the different layers of the rainforest?	https://classroom.thenational.academy/lessons/to-identify-key-parts-of-the-rainforest-74rk6r		Watch this You Tube film about the rainforest layers: https://www.youtube.com/watch?v=blh3Kq9xf_o https://www.youtube.com/watch?v=MBNd8LuGFLA PowerPoint about layers of the rainforest. Label the different layers of a rainforest. (To be provided on SeeSaw)
	What animals live in the rainforest?	https://classroom.thenational.academy/lessons/to-identify-different-animals-that-live-in-the-rainforest-c9k62c		Create an animal fact file. (template to be provided on SeeSaw) Can you paint a rainforest animal? (See art)

		https://classroom.thenational.academy/lessons/rainforest-animals-71k64d		
Music/Art/Dance	What noises do you hear in the rainforest?		https://www.bbc.co.uk/teach/bring-the-noise/andys-raps-rainforest/zhghjhv	Watch/listen to these You Tube clips: https://www.youtube.com/watch?v=8myYyMg1fFE https://www.youtube.com/watch?v=ubNfkpbxXUs How can you make these sounds at home? Can you make a rain maker instrument using a pot and some dried pulses?
	The Rainforest (Part 1)	Watch these lessons and follow the instructions: https://classroom.thenational.academy/lessons/the-rainforest-part-1-c8r6cc		
	The Rainforest (Part 2)	https://classroom.thenational.academy/lessons/the-rainforest-part-2-64wk8t		

	The Rainforest (Part 3)	https://classroom.thenational.academy/lessons/the-rainforest-part-3-cgv3ae		

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Geography	Locate countries that contain rainforests. Using an atlas or variety of maps, locate countries where rainforests are located			Teacher produced resources (Locating Countries with Rainforests).
	Explain some features of a rainforest. Look at photographs and videos explaining what a rainforest is. Children to complete grid of examples of rainforests, non-examples, pictures and a definition.			Teacher produced resources (Features of a Rainforest).
	Describe the climate in tropical rainforests. Using information from a table, produce a line and bar graph showing the rainfall in a tropical rainforest and the UK.			Teacher produced resources (Rainforest Climate)

	Infer information from graphs. Using the graphs made from previous lesson, answer questions comparing the climate in the UK to the climate of rainforests. Think of at least 5 own questions you could ask someone about your graph.			Teacher produced resources (Infer Information from Graphs).
	Research animals that are found in the rainforest. Using the internet, create a poster with the following paragraphs: introduction, diet, habitat and appearance. Copy and paste photos from the internet to use on the poster. Complete a boxed up plan before typing the information on the computer.			Teacher produced resources (Poster Boxed Up Plan).
	Explain how we rely on the rainforest. Read a PowerPoint that describes products that we get from the			Teacher produced resources (Rainforest Products).

	rainforest. Write a short paragraph about at least 3 food or drink items and 3 products that we get from the rainforest, describing how we get them from the rainforest. Add pictures.			
	Explain the advantages and disadvantages of deforestation. Watch the BBC Bitesize video explaining what deforestation is and decide whether the provided statements are advantages or disadvantages of deforestation. Draw two columns and write the statements under the correct column.		https://www.bbc.co.uk/bitesize/guides/zpmnb9q/revision/4	Teacher produced resources (Advantages and Disadvantages of Deforestation).
Art	To sketch effectively. Follow the video to sketch a toucan. Then, use pastels, crayons or pencils to shade effectively.			https://www.youtube.com/watch?v=q4f_gQH7Skk

	To sketch a jaguar. Follow the video to draw a jaguar. Use a variety of shading techniques using colouring pencils to achieve the desired look.			https://www.youtube.com/watch?v=i5Q-IqN6jF8
	To sketch an orangutan. Follow the video to sketch an orangutan.			https://www.youtube.com/watch?v=T8KCbYc7lB0
	To create shades and tints of colours using water colours. Follow the teacher produced video (Using Water Colours) and complete the worksheet.			Teacher produced resources (Using Water Colours and Shades and Tints Worksheet).
Food and nutrition	To know where and how a variety of ingredients are grown, reared, caught and processed. Try a variety of foods that are grown in the rainforest. Complete a table describing the appearance, taste, texture and smell of the food.			Teacher produced resources (Rainforest Food

Year 5/6 – South America Class Terms 4/5

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
History	Was the Treaty of Versailles fair?	https://classroom.thenational.academy/lessons/was-the-treaty-of-versailles-fair-6mwkad		
	How did Hitler rise to power?	https://classroom.thenational.academy/lessons/how-did-hitler-rise-to-power-chk30d		
	What was life like in Nazi Germany	https://classroom.thenational.academy/lessons/what-was-life-like-in-nazi-germany-ccv3ed		
	Was World War Two inevitable?	https://classroom.thenational.academy/lessons/was-world-war-two-inevitable-6gv34d		
	To write an essay about the First and Second World Wars (Part 1)	https://classroom.thenational.academy/lessons/to-write-an-essay-about-the-first-and-second-world-wars-part-1-69j66r		
	To write an essay about the First and Second World Wars (Part 2)	https://classroom.thenational.academy/lessons/to-write-an-essay-about-the-first-and-second-world-wars-part-2-cmtk2r		
	How did anti-semitism rise in Germany in the 1930s?	https://classroom.thenational.academy/lessons/how-did-anti-semitism-rise-in-germany-in-the-1930s-cdk32e		

	What was the Holocaust (or Shoah)?	https://classroom.thenational.academy/lessons/what-was-the-holocaust-or-shoah-64rkee		
	How did the Second World War end?	https://classroom.thenational.academy/lessons/how-did-the-second-world-war-end-6nh68t		
	History KS2: Britain declares war on Germany – create a timeline of events		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h	
	Rationing in the UK – creating a ration book		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgby9q	
	The Blitz – creating two page fact posters		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-blitz/zm22jhv	
	Creating a report of a dog fight from the battle of Britain.		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-battle-of-britain-and-beyond/zrk847h	
	Creating top trumps of the different machines of war		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-machines-of-world-war-two/zv9kcqt	
	Writing news reports about D-DAY		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6	
	Code breaking and role of code breakers during the war		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-codebreaking-in-world-war-two/zdq2jhv	

Art	Shoo Rayner – World War II -Tank Spitfire WWII blitz silhouette Creating propaganda posters		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wty	https://www.youtube.com/watch?v=dC8xQs5vZPY https://www.youtube.com/watch?v=-MFsvjGpASQ Teacher to provide
DT	Creating model Anderson shelters Creating model tanks for a pet			RJ Provides all resources
Geography	Creating a map of the allies and axis powers across the world		https://www.bbc.co.uk/teach/class-clips-video/history-ks2-geography-of-world-war-two/zv99rj6	