

Remote Education 2021-2022

Aims:

- To outline our approach for pupils who will not be attending school as a result of government guidance, closure of a class 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 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.

* <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 10 days

In the event of a child self-isolating for a longer period of time eg. up to 10 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)

Term 1 - Integrated Learning Curriculum Mapped to Relevant Online Resources

Year R/1 – Parrots Class

Although our plan is organised below according to the key areas of the Year R curriculum, we will be teaching from and extending children’s learning into the National Curriculum for Year 1 children. If you require more information about this, please speak to the class teacher.

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
<p><u>Communication and Language</u></p> <p>To engage in non-fiction books</p> <p>To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Can you find out facts about parrots?</p> <p>Use the internet and books. Think about what parrots eat and where they live and what parrots need.</p> <p>You can draw pictures to show what you have found out.</p>			<p>Paper and a pencil.</p> <p>https://www.folly-farm.co.uk/zoo/meet-the-zoo-animals/orange-winged-amazon-parrot/</p> <p>How to take care of a parrot sheet, to be downloaded by the teacher.</p> <p>We will use the facts to create a talk for writing Non-Fiction text.</p>
<p><u>Expressive arts and design</u></p> <p>Creating with materials</p>	<p>Using the information that you have found out about parrots.</p> <p>Can you create a habitat for a parrot?</p>			

<p><u>Expressive arts and design</u> Creating with materials</p>	<p>Today we will be learning how to draw a parrot.</p>			<p>https://artprojectsforkids.org/how-to-draw-a-parrot/</p> <p>You will need a pencil and colouring pencils</p>
<p><u>Understanding of the world</u> The natural world</p>	<p><u>All about me</u> What is important to me? Why are they important to me?</p> <p>Can you write a sentence? My favourite toy is.....because.....</p> <p>Y1 – Write a paragraph about your favourite toy – what it is, why, where did it come from, when you play with it . . . and so on.</p>	<p>https://classroom.thenational.academy/lessons/to-choose-and-talk-about-objects-that-are-important-to-me-61gkae</p>		
<p><u>Understanding of the world</u> People, culture and communities</p> <p>To describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p>	<p>What does my home look like?</p> <p>Can you build a model using construction blocks or recycled materials?</p> <p>Take a photo to share your home on Seesaw.</p> <p>You could go on a neighbourhood walk and draw a map of what you see.</p> <p>Y1 - Can you add a key?</p>	<p>https://classroom.thenational.academy/lessons/to-reflect-on-features-of-my-home-68r36c</p>		

	Can you add compass directions? Challenge: Write directions.			
	Who lives in my house?	https://classroom.thenational.academy/lessons/to-name-different-people-in-my-family-61h30e		Teacher produced resources
<u>Understanding of the world</u> <u>The natural world</u> Explore and make observations of the natural world and the changing seasons	What changes can I see in autumn? I can see.... I can hear.... I can feel.... I can smell.... I can taste.... Collect natural items from an autumn walk.	https://classroom.thenational.academy/lessons/to-explain-the-changes-that-happen-in-autumn-ccvkee		
<u>Expressive arts and design</u> To experiment with colour <u>Understanding the World</u> To explore and make observations of the natural world	Watch the video, it will show you how to paint a tree. Can you paint a tree to show it is Autumn? Think about colours you see in Autumn.			https://www.youtube.com/watch?v=K4FpTrQdFdk You will need paint, cotton buds and foil
<u>Understanding the World</u> People and Communities To describe the immediate environment using knowledge from observation	We're going to be thinking about all of the important people and places in our communities, and we're going to try and name, some of the places that we visit.	https://classroom.thenational.academy/lessons/to-name-important-places-in-my-community-74rp4c		

	<p>Can you create a small world to show these places?</p> <p>Take a photo to share your home on Seesaw.</p>			
<p><u>Expressive arts and design</u> Creating with materials</p>	<p>My face in nature What do I look like? Do we look the same? What is similar/different?</p> <p>Use natural materials like leaves, stones and sticks to create a self portrait. Take a photo to record your face in nature. Post on Seesaw</p>	<p>https://classroom.thenational.academy/lessons/my-face-in-nature-cruk4d</p>		
<p><u>Expressive arts and design</u> To sing and perform songs</p>	<p>Let's sing music time</p>	<p>https://classroom.thenational.academy/lessons/me-and-my-family-part-1-c5h3et</p>		<p>Sticks and a teddy bear</p>

For Year 1 children please refer to Science below in the Owl Class plan.

	<p>Make a 'Paint Splat Owl'</p> <p>Make a 'Paper Plate Owl'</p>			<p>Follow the instructions and make a paint splat owl.. (Instructions to be provided on SeeSaw)</p> <p>Follow the instructions and make a paper plate owl. (Instructions to be provided on SeeSaw)</p>
RE/PHSE (Rules)	<p><u>Following Rules</u> What are rules and why are they important?</p> <p><u>I give what I expect in return</u> Learn about being kind</p> <p><u>A Problem Shared is a Problem Halved</u> Learn about solving conflicts with your friends</p>	<p>Watch this lesson: https://classroom.thenational.academy/lessons/following-rules-crw6ct</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/i-give-what-i-expect-in-return-64r36e</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/a-problem-shared-is-a-problem-halved-6nhp6d</p>		<p>Can you remember our school rules/ Can you make a poster with pictures to illustrate each rule. (Rules to be provided on SeeSaw)</p>
Geography	<p>Can you locate woodlands near you? What are they like?</p> <p>Make a collage or paint a picture of the woods.</p>			<p>Go for a walk in the woods. Using an 'I Spy' sheet (provided on Seesaw), tick all the things you see on your walk.</p> <p>Woodland photo pack provided on SeeSaw.</p>

	Make a simple map.			<p>Make a map of your walk through the woods. Can you add a key? Can you add compass directions? Challenge: Write directions.</p> <p>Key symbols to be provided on SeeSaw</p>
PE (Yoga)	<p>Tallulah the Owlet</p> <p>The Owl and the Guard Dog</p> <p>The Owl and the Pussycat</p>			<p>Watch and follow this Cosmic Kids lesson: https://www.youtube.com/watch?v=2aje33UPixE</p> <p>Watch and follow this Cosmic Kids lesson: https://www.youtube.com/watch?v=so8QN9an3t8</p> <p>Watch and follow this Cosmic Kids lesson: https://www.youtube.com/watch?v=YhrwjtKJnJs</p>

Year 3/4 – Hawks Class

	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Geography (Hawks)	<p>To identify different species of hawk and research information about them. Research a Sparrowhawk, Red-tailed hawk, or Goshawk to find out: <i>where they live, what they eat, their size, what they look like, and any interesting facts about them.</i></p> <p>To create an information text about a species of hawk. Using the research from the previous lesson, create an interesting information text on A3 about your hawk.</p> <p>To locate where hawks live and migrate to. Use an atlas to locate the countries where hawks live. Label the country and the species of hawk that lives there on a map.</p> <p>To present data in a graph comparing the different lengths of hawks. Look at different hawks and their length from head to toe and</p>			<p>Using google and variety of websites to find the information about a species of hawk.</p> <p>Teacher produced resources (Template for information text)</p> <p>Teacher produced resources (map of the world)</p> <p>Teacher produced resources (types of hawks and their length)</p>

<p>(Caribbean)</p>	<p>compare them with other hawks on a bar graph. One axis should represent the centimetres and the other should represent the type of hawk.</p> <p>To retrieve information from a graph. Using graphs produced in previous lesson, answer questions about the data presented.</p> <p>To locate the Caribbean islands. Use an atlas to locate the different Caribbean islands. Label the islands on a map and draw each islands flag.</p> <p>To present data in graphs and describe the climate and rainfall in Jamaica. Use information presented in tables about the temperature and rainfall in the Caribbean to create bar graphs (line graphs for Y4)</p> <p>To retrieve and infer information from a graph. Use the graphs created in the previous lesson to answer questions about the</p>			<p>Teacher produced resources (map of the Caribbean)</p> <p>Teacher produced resources (table of information for graphs)</p> <p>Teacher produced resources (questions and statements about the climate and rainfall in Jamaica)</p>
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	<p>climate and rainfall in Jamaica.</p> <p>To understand the events of St. Vincent volcano's eruption. Look at the events leading up to, during and the aftermath of the eruption. Discussing what caused it to erupt and how it impacted the community.</p>			<p>Teacher produced resources (before, during and after the eruption)</p>
<p>Art (Hawks)</p> <p>(Caribbean)</p>	<p>To sketch a hawk. Follow the video to sketch a hawk. Use a variety of shading techniques to create different tones using colouring pencils to achieve the desired look.</p> <p>To paint a sunset with palm trees. Use different brush techniques to produce the shapes, patterns, and lines. Mix colours effectively to create the sunset.</p> <p>To create a clay model of the St. Vincent volcano eruption. Mould clay into the shape of a volcano and use tools to create different textures of the rocks. Use paint</p>			<p>https://www.youtube.com/watch?v=g8yxCGzNcl8&t=369s</p> <p>https://www.youtube.com/watch?v=swu28u4l3Fo</p> <p>Teacher produced resources (Modelling each step)</p>

	when it's dry to show the details of the eruption (e.g., lava flowing from the top)			
D&T – Food and nutrition (Caribbean)	<p>To understand what food and drink is like in the Caribbean. Look at some of the most popular dishes and identify which Caribbean island they come from. Design a popular cocktail (mocktail) for someone who lives in the Caribbean.</p> <p>To write instructions for a Caribbean cocktail. Plan how to make a Pina Colada and write the instructions with clear, precise language.</p> <p>To create a Caribbean cocktail. Follow the recipes written in the previous lesson to make a Pina Colada. When prepared, taste and evaluate.</p>			<p>Teacher produced resources (identifying Caribbean food and drink)</p> <p>https://www.thespruceeats.com/virgin-pina-colada-recipe-2097115 (convert cups to grams and millilitres)</p> <p>Teacher produced resources (evaluation sheet)</p>

Year 5/6 – Eagle Class

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Spanish	<p>Introducing and describing yourself in Spanish</p> <p>Saying your age in Spanish</p> <p>Months of the year in Spanish</p> <p>Saying your name, age and birthday in Spanish</p>	<p>https://classroom.thenational.academy/lessons/introducing-and-describing-yourself-in-spanish-70tkgc</p> <p>https://classroom.thenational.academy/lessons/saying-your-age-in-spanish-68u38d</p> <p>https://classroom.thenational.academy/lessons/months-of-the-year-in-spanish-c5k30d</p> <p>https://classroom.thenational.academy/lessons/saying-your-name-age-and-birthday-in-spanish-6cu62c</p>		
Science	<p>What is light and where does it come from?</p> <p>What is reflection and how can we use it?</p> <p>What is light and where does it come from?</p> <p>How do we see light?</p> <p>Where do different colours come from?</p>	<p>https://classroom.thenational.academy/lessons/what-is-light-and-where-does-it-come-from-6rv3je</p> <p>https://classroom.thenational.academy/lessons/what-is-reflection-and-how-can-we-use-it-6mt3gd</p> <p>https://classroom.thenational.academy/lessons/how-do-we-see-light-cnk3ac</p> <p>https://classroom.thenational.academy/lessons/how-do-we-see-light-cnk3ac</p> <p>https://classroom.thenational.academy/lessons/where-do-different-colours-come-from-6dhp4t</p>	<p>https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr</p> <p>https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/zqdx82</p> <p>https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/zp7f8mn</p>	

	<p>Creating fact pages about Golden eagles, breeding, habitat diet and features</p> <p>Creating food chains for eagles – challenge to create a food web instead</p> <p>Creating bar Charts using excel showing different information about birds of prey in the UK – wing span, weight and breeding pairs</p>			<p>Teacher to provide resources</p> <p>Teacher to provide resources</p> <p>Teacher to provide resources</p>
History	<p>In 1066, who was the rightful heir to the throne?</p> <p>Who was responsible for the death of Thomas Becket?</p> <p>Who was the worse king: Richard I or John</p> <p>In what ways was Edward I a 'great and terrible king'?</p> <p>How did Henry VIII initiate the Reformation?</p> <p>Was Elizabeth I 'weak and feeble'?</p>	<p>https://classroom.thenational.academy/lessons/in-1066-who-was-the-rightful-heir-to-the-throne-65hkgr</p> <p>https://classroom.thenational.academy/lessons/who-was-responsible-for-the-death-of-thomas-becket-74v3er</p> <p>https://classroom.thenational.academy/lessons/who-was-the-worse-king-richard-i-or-john-c4u36t</p> <p>https://classroom.thenational.academy/lessons/in-what-ways-was-edward-i-a-great-and-terrible-king-75jkjd</p> <p>https://classroom.thenational.academy/lessons/how-did-henry-viii-initiate-the-reformation-74vpad</p> <p>https://classroom.thenational.academy/lessons/was-elizabeth-i-weak-and-feeble-crwk4t</p>		

	To plan and write an essay about medieval monarchs	https://classroom.thenational.academy/lessons/to-plan-and-write-an-essay-about-medieval-monarchs-71k62d		
Art	Drawing golden eagles from tutorial thinking about perspective and shading. What Is Tone? Lesson on using tone in art work			https://www.youtube.com/watch?v=CUzxPVRh13Y Twinkl – Teacher to provide
PE	I'm A Celebrity Get Me Out Of Here Fitness Camp			Teacher to provide