

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.

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

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

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

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

Teacher Responsibilities in the case of a school closure:

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

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

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

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

Class teachers will send parents SeeSaw login details when their child moves into a new class at the beginning of the new academic year or sooner if necessary. They will also send any other relevant details in order to help access programs, platforms or apps that will be

recommended by staff such as Purple Mash or Times Table Rock Stars. At times and if needed, 'how to' guides will be sent in order to inform parents of any process that may be new to them so that they can support their child.

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

Teacher responsibilities if in self-isolation:

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

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

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

Family Responsibilities:

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

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

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

- Oak National Academy at <https://www.thenational.academy/>

- BBC Bitesize at <https://www.bbc.co.uk/bitesize>

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

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

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

Pupil Responsibilities:

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

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

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

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

Staff Training:

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

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

Monitoring:

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

Appendix 1:

Remote Education Guide for Parents

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

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

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

In the event of a full or partial school closure

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

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

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

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

In the event of a child being asked to self isolate because they, or a member of their household, has coronavirus symptoms, work will either be sent home with the child at the

start of their period of isolation, sent via SeeSaw or sent to the child's home by first class Royal Mail.

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

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

Parental Support

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

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

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

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

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

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

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

Monitoring well being and mental health

Remote learning will probably mean that your child won't get the same level of social interaction as they do at school. Keep a check on their well being and try to encourage them to engage in play and talk with family and friends as much as possible. Whilst learning from home might seem fun and exciting to begin with, missing out on seeing friends everyday may have an adverse effect on your child.

Safety controls and privacy restrictions

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

Reporting concerns

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

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

10 TOP TIPS

REMOTE LEARNING FOR PARENTS

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

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

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



2) Monitor your child's communication and online activity

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



3) Establish a daily schedule and routine

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



4) Encourage screen breaks away from devices

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



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

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



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

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



7) Ensure your child only uses official school communication channels

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



8) Familiarise yourself with relevant school policies

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



9) Maintain feedback with teachers

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



10) Monitor your child's wellbeing and mental health

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



Appendix 2

Protocol for live video calls between school and home

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

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

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

Rules for engaging with a live online meeting from home:

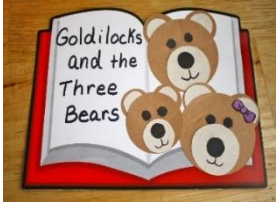
- 1 Online video meetings should take place in a family room in the house, such as a living room or kitchen. Children must not join an online meeting from their bedroom.
- 2 Check to make sure that nothing private is in view behind the person who is part of the meeting.
- 3 A supervising adult should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

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

Term 3 - Integrated Learning Curriculum Mapped to Relevant Online Resources

Year R/1 – Parrots Class - **What’s in the Bowl?**

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 fiction books</p> <p>To listen to and talk about selected fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Goldilocks and the three bears.</p>	<p>https://classroom.thenational.academy/lessons/to-listen-to-and-join-in-with-a-story-6mt62r?activity=video&step=1</p>		<p>https://www.youtube.com/watch?v=Rm3JsewQIW</p>  <p>w</p>
<p><u>Communication and Language</u></p> <p>To engage in fiction books</p> <p>To listen to and talk about selected fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use books or the internet to find out a fact about a real bear. You could draw a picture and ask someone to help you write a fact about a real bear.</p> <p>Discuss any new vocabulary.</p>			

<p><u>Understanding of the world</u></p>	<p>Can you make some porridge? Can you remember what words are used to describe the porridge in the story?</p> <p>Explore adding different amounts of ingredients or different toppings to alter the taste of the porridge.</p>			
<p><u>Understanding of the world</u> The natural world</p> <p>To explore and make observations of the natural world</p>	<p>The three bear's cottage is in the woods. Where is your home? What is your house close to?</p> <p>Can you draw a picture of your house and what is close by?</p>			
<p><u>Understanding of the world</u> The Natural World</p>	<p>Can you create a new bed for Goldilocks to sleep in, so she doesn't need to sleep in baby bear's bed?</p>			<p>Provide your child with different materials to explore and choose from.</p> <p>e.g. blankets, foil, sheets, wooden planks</p>
<p><u>Understanding of the world</u> People, culture and communities</p>	<p>Can you draw or paint a picture of the three bear family?</p>			
<p><u>Understanding of the world</u> The natural world</p>	<p>Can you visit a local woodland or go and see a cottage? Can you describe what you can see, hear and feel?</p>			

	Can you collect items and recreate a small world wood land or cottage?			
<u>Expressive arts and design</u> To sing and perform songs	Can you learn this song? When Goldilocks went to the house of the bears			Resource to be added by class teacher.
<u>More activities you may want to try</u>	Goldilocks didn't mean to break the chair and make baby bear sad. She wants Baby Bear to know she is sorry, but she can't find her way back to the cottage. Can you help her to write a letter to say sorry?			

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

Year 1/2 – Owls Class - **The Great Fire of London**

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Science	<p>Which materials are waterproof?</p> <p>What material can I use to build a wall?</p> <p>Is the wall waterproof?</p> <p>Which materials can withstand strong winds?</p> <p>Will the wall withstand strong winds?</p>	<p>Watch this lesson: https://classroom.thenational.academy/lessons/which-materials-are-waterproof-cmypad Have a go at the investigation.</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/what-material-could-i-use-to-build-a-wall-c5hpad Have go at building the wall. Can you take photos?</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/is-the-wall-ive-built-waterproof-cru68d Have a go at the investigation.</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/which-materials-can-withstand-strong-winds-cruk2c Have a go at the investigation.</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/will-the-</p>	<p>Watch this video: https://www.bbc.co.uk/bitesize/topics/zjty4wx/articles/zdpcbqct</p>	<p>Watch this video: https://www.youtube.com/watch?v=5C_P8SoMv8c</p>

		wall-ive-built-withstand-strong-winds-c8wk0r Have a go at the investigation.		
Art/Design and Technology	Create a painting of the London skyline and the fire. Make some bread. Paint a picture of a Tudor house. Make a model of a Tudor house.		Look at these images of the fire: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr	Pictures of the fire (Provided on SeeSaw) Recipe and instructions to make bread rolls. (Provided on SeeSaw) Tudor house photo pack. (Provided on SeeSaw) 'How to make a Tudor house' pack. (Provided on SeeSaw)
History	How did the Great Fire of London start? How was the fire put out?	Watch this lesson: https://classroom.thenational.academy/lessons/how-did-the-great-fire-of-london-start-6mv62r Create a picture that shows the fire. Watch this lesson: https://classroom.thenational.academy/lessons/how-was-the-great-fire-of-london-put-out-6rwkit	Watch/listen to this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-story/z4xx7nb Watch/listen to this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-image-slideshow/zdttmfr	Watch this video: https://www.youtube.com/watch?v=DSH81jl-uAk Have a look at this website. What can you find out about the Great Fire? https://www.fireoflondon.org.uk/ Watch these videos: https://www.youtube.com/watch?v=VarSSAwimU

	<p>What was the impact of the Great Fire on London?</p> <p>What changes were made as a result of the fire?</p> <p>Can you create a timeline?</p> <p>How do we know about the Great Fire?</p> <p>To find out about other great fires.</p>	<p>Watch this lesson: https://classroom.thenational.academy/lessons/what-was-the-impact-of-the-great-fire-on-london-c9h6cd</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/what-changes-were-made-as-a-result-of-the-great-fire-of-london-crwp4c</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/to-create-a-timeline-of-the-events-of-the-great-fire-of-london-c8vkje</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/how-do-we-know-about-the-great-fire-of-london-cmvkgc</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/to-learn-about-other-instances-of-destructive-fires-in-london-and-other-major-cities-around-the-world-68tk0c</p>	<p>Watch this video about Samuel Pepys: https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zhgxcqt</p>	<p>https://www.youtube.com/watch?v=yslKve7TJxl</p>
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<p>Geography</p>	<p>What is the United Kingdom?</p> <p>What can you find in the UK?</p> <p>What is the history of London?</p> <p>What are the landmarks of London?</p>	<p>Watch this lesson? https://classroom.thenational.academy/lessons/what-is-the-united-kingdom-71k32c Draw a map of the UK.</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/what-can-you-find-in-the-united-kingdom-60u68d Can you add some of the main features to your map?</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/what-is-the-history-of-london-6dgp8r</p> <p>Watch this lesson: https://classroom.thenational.academy/lessons/what-are-the-landmarks-in-london-71k3cc Make a map of London showing the landmarks. Make a poster to advertise tourist attractions in London.</p>	<p>Watch this video: https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhy</p> <p>Watch this video: https://www.bbc.co.uk/bitesize/clips/zhv4wmn</p> <p>Follow this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-pudding-lane/zd8w47h</p> <p>Follow this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-</p>	<p>Map of UK UK information PowerPoint (provided on SeeSaw).</p> <p>London information PowerPoint. (Provided on SeeSaw)</p> <p>UK Places and Landmarks PowerPoint Map of London Landmarks. London I-Spy game London Landmarks display posters (Provided on SeeSaw)</p>
<p>PE (Dance)</p>	<p>The Fire begins in Pudding Lane.</p> <p>The Great Fire spreads.</p>			

	Put the Fire out!		fire-of-london-great-fire-spreads/z7ybf4j Follow this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-put-the-fire-out/zdnypg8	
Music	Samuel Pepys and the Great Fire of London (Part 1) Samuel Pepys and the Great Fire of London (Part 2) Samuel Pepys and the Great Fire of London (Part 3)		Follow this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-samuel-pepys-part-1/zrkdcqt Follow this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-samuel-pepys-part-2/zbvbscw Follow this lesson: https://www.bbc.co.uk/teach/school-radio/history-great-fire-of-london-pepys-part-3/z6m6qp3	

Year 3/4 – Hawks Class - **Ancient Egypt**

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
<p>History (and computing for certain lessons)</p>	<p>To understand the importance of the Nile to Ancient Egyptians. Research key facts about why the River Nile was important in Ancient Egypt and create a fact file with your findings.</p> <p>To understand the importance of farming in Ancient Egypt. You will become an ‘expert’ on a specific aspect of farming by reading through a fact sheet and retrieving the most important facts from the sheet. Record the key information in bullet point form on a recording sheet. You will then present your ‘expert’ findings to another group for them to learn about your area of farming and for you to learn about theirs.</p> <p>To show what life was like for farmers in Ancient Egypt. Present your previously gathered information about farming in a sensible way of your</p>		<p>https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-river-nile/zkvmjsg</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywty</p>	<p>Teacher produced resources (facts and recording sheets about different aspects of farming)</p> <p>A4 paper, Microsoft word or PowerPoint is required to present your information about farming.</p>

	<p>choice (poster, mind map or written account). Don't forget to use correct punctuation, subheadings and bullet points if required.</p> <p>To find about the jobs people had in Ancient Egypt. Over the next 2 lessons you will be researching some important jobs in Ancient Egypt. With the research you collect you will put together a video interview, so you need to become familiar with the job roles. By the end of the lesson, you should have bullet pointed information on 4 jobs: Bakers, Scribes, Doctors and Craftsmen.</p> <p>To communicate knowledge of jobs in Ancient Egypt. Work sensibly to produce an Ancient Egyptian documentary about a job role of your choice (from the four you previously researched). You must take your acting role seriously and include appropriate information about your job.</p>		<p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zr4s8xs</p>	<p>Use other child appropriate websites to research the four job roles.</p> <p>Guidance on how to use camera/iPad to record documentary.</p>
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	<p>To find out about Ancient Egyptians from artefacts that are left behind. Look at physical artefacts (or images on google if not available) and think about what this tells us about the past. For example, if a necklace has been found, this tells us that they were capable of making jewellery and they possibly cared about their appearance. Sketch the artefact you have been presented with and write as much information around it as possible describing what we can assume about Ancient Egypt from it.</p> <p>To under the importance of archaeology and how we learn about the past. We will be looking at what an archaeologist is and why they are so important to historical findings. Before you get into the main task, you need to create a mind map about all the information you currently know about what an archaeologist is (without researching) and you will update this</p>		<p>https://www.bbc.co.uk/bitesize/clips/zb4kjsx</p>	<p>Teacher produced resources (physical artefacts or images of them).</p> <p>Teacher produced resources (PP about archaeology and required materials for an excavation).</p>
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	<p>in the next lesson. After learning who they are/what they do, we will become archaeologists and go on our own excavation to hopefully find artefacts. Once found, you will need to work out whether it's modern or old and what it might tell us about Egypt if it's from there.</p> <p>To select and record information about the discovery of Tutankhamun. Watch video about finding the tomb of King Tut and make notes of important information. Focus on the storytelling and important names, dates, and places. You will then re-enact the moment of discovery in a group.</p> <p>To generate and ask historical questions to Howard Carter. Think carefully about what you would want to ask Howard Carter about his discovery of Tutankhamun. Consider:</p> <ul style="list-style-type: none">- How long it took.- Why was he so insistent on finding him?			<p>https://www.youtube.com/watch?v=hXp_00E54JY</p> <p>Teacher produced resources (recap of key information from Howard Carter's discovery)</p>
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	<p>Did he ever think about giving up? - How did he feel when he found the tomb? Was he surprised by anything he found? You will be asking/answering questions about the discovery, so you need to be confident with your questions and answers and take your role seriously.</p>			
Geography	<p>To understand where Egypt is in relation to other countries. Use an atlas to locate Egypt and label it on a map, alongside the surrounding countries, oceans, and continents.</p>			<p>Google earth/maps, atlas and teacher produced resources (map of Africa to label)</p>
Art	<p>To make your own shaduf. Using a range of materials, create a shaduf that would have been used in Ancient Egypt to transport water from the Nile.</p>			<p>Teacher produced resources (instructions for creating a shaduf)</p>

Year 5/6 – Eagle Class - **Crime and Punishment**

Subject Area	Integrated Learning Theme	Oak National Academy Resources	BBC Bitesize Resources	Additional Teaching Resources
Spanish	<p>Saying your nationality</p> <p>Saying which country you live in and which language you speak</p> <p>Saying which language you don't speak, which country you don't live in and which nationality you aren't</p> <p>Saying where you live, your nationality and which language you speak</p>	<p>https://classroom.thenational.academy/lessons/saying-your-nationality-cguk8t</p> <p>https://classroom.thenational.academy/lessons/saying-which-country-you-live-in-and-which-language-you-speak-6gu3ec</p> <p>https://classroom.thenational.academy/lessons/saying-which-language-you-dont-speak-which-country-you-dont-live-in-and-which-nationality-you-arent-c4t6ct</p> <p>https://classroom.thenational.academy/lessons/saying-where-you-live-your-nationality-and-which-language-you-speak-65jk0e</p>		
Science	<p>What is a physical change and how can we identify them?</p> <p>What is a chemical reaction and how can we identify them?</p> <p>What is the difference between physical and chemical changes?</p>	<p>https://classroom.thenational.academy/lessons/what-is-a-physical-change-and-how-can-we-identify-them-6xgk8d</p> <p>https://classroom.thenational.academy/lessons/what-is-a-chemical-reaction-and-how-can-we-identify-them-c4t34d</p> <p>https://classroom.thenational.academy/lessons/what-is-the-difference-between-physical-and-chemical-changes-64upcr</p>		

	<p>What can we do to investigate chemical reactions?</p> <p>What happens when we place metals into acid?</p>	<p>https://classroom.thenational.academy/lessons/what-can-we-do-to-investigate-chemical-reactions-70vk8d</p> <p>https://classroom.thenational.academy/lessons/what-happens-when-we-place-metals-into-acid-cgrp8d</p>		
History	<p>The Roman legacy - how did the crime and punishment system back then influence ours today</p> <p>Anglo Saxon laws and Justice lesson - matching crimes to their punishments</p> <p>The torturing Tudors – create a fact page about Tudor crimes and punishments.</p> <p>Highway man – Hero or villain – learning about the highwayman and his crimes.</p> <p>Victorian crimes and punishments – looking at the different punishments during the Victorian era.</p>			Teacher to provide all resources via Twinkl Links
Art	<p>Highway man vanishing point pictures using watercolours.</p> <p>Graffiti names – creating names in a graffiti styles</p>			<p>Teacher to provide</p> <p>https://www.youtube.com/watch?v=ryu1JZiSbHo</p>
PE	I'm A Celebrity Get Me Out Of Here Fitness Camp			Teacher to provide