



Remote Education Support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, as a school, we will offer immediate remote education.

In developing these contingency plans, we have:

- used a curriculum sequence that allows access to high-quality resources and teaching videos, and that is linked to the school's curriculum expectations
- given access to high quality remote education resources
- selected the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback
- provide printed resources, such as textbooks and workbooks, **for pupils who do not have suitable online access**
- recognised that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we will:

- set meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, through high quality curriculum resources and/or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks
- adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school



Individual Home Learning
Autumn Half Term 2 2020-21
Top Tips for Parents

Welcome to the "Individual Home Learning" document for parents!

Here you will find:

- ✓ an overview of home learning for the period 2/11/2020 - 18/12/2020;
- ✓ online links to support home learning;
- ✓ a suggested weekly timetable.

Top Tips:

- Keep periods of work little and often - see **Timetable** for suggested timings
- Stay active - encourage your child to be active every day
- Checkout Mr Richardson's top tips for home learning on his Treehouse Tutorials website (see links section)

FAQs

- **Do I have to print off worksheets?** No. You could, but you could equally use a blank sheet of paper to complete the suggested activities.
- **Does my child need to submit their work for marking?** No, there are currently no expectations for teachers to assess and mark remotely, but do encourage a sense of pride and achievement at them completing tasks each week. Submitting work via Google Classroom for teachers to see is an option: ask your class teacher about this.
- **Is this compulsory?** No, we are providing this as a supportive measure to offer additional structure and guidance for you at home. Keep doing all of the lovely things you might not always get the chance to do with your children - just do what you can and do what works for you and yours!
- **What if we're just really not sure what to do?** Email your class teacher: they'll be able to point you in the right direction!



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Year Five

WEEK BEGINNING	Maths	English	Topic	RE	Science
2/11/2020	Follow Oak National Academy lessons	Follow Oak National Academy lessons and spag.com	What were the pagan beliefs of the Anglo-Saxons?	What do Christian references about God tell us about how they see him? (e.g. God as Father, Spirit, Son, eternal, almighty, holy, shepherd, rock, fortress, light). If this God exists, what difference would 'he' make to the way people live?	How can we demonstrate that dissolving, mixing and changing are reversible changes?
9/11/2020			How did beliefs around Christianity influence key events in saxon history?	How do sources of authority of Christians (e.g. Bible, Church teachings, religious leaders, individual conscience) compare with some non-religious sources (e.g. individual conscience, some philosophers and other thinkers).	Why are some changes irreversible?
16/11/2020			How was Bede influential in the documentation of Saxon history?	Explore some reasons why people do or do not believe in God. Consider some of the main reasons. These include: family background, experiences, creation, suffering and Science.	How can we use magnetism, filtration, sieving and evaporation to separate materials?
23/11/2020			What were the key roles in Saxon society?	Why do Christians still believe in God in a time of science? What examples can you find? (e.g. Jennifer Wiseman, John Polkinghorne, Denis Alexander, Russell Stannard, and local examples e.g. David Wilkinson from Durham University)	What everyday material would make the best bag for carrying food goods and how can we test this?
30/11/2020			Why was the Sutton Hoo excavation so significant?	What impact believing in God might make on the way someone lives his or her everyday life. Is faith in God restricting or liberating? How do people respond to God? E.g. from personal responses in private prayer, study, worship; communal responses of worship and striving for justice.	What everyday material would be best for clearing up a spillage and how can we test this?
7/12/2020			Who was more significant to Saxon	What are the benefits and challenges of believing in God? Should your viewpoint affect how you think about others?	What everyday material would make the best

			culture Offa or Harold?		electrical insulators and how can we test this?
14/12/2020			How did Saxon society ensure justice?	What Would Jesus Do?	What everyday material would make the best ear defenders and how can we test this?
21/12/2020	Christmas holidays				



Individual Home Learning
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Year Five Online Links

Curriculum Area	Websites
Home learning tips	Treehouse Tutorials: https://treehousetutorials.wixsite.com/home/home-learning
Maths and English	Daily lessons: https://classroom.thenational.academy/year-groups/year-5 www.spag.com
Topic	See medium term plan
RE	Being thankful: www.happierhuman.com/benefits-of-gratitude/ Christian views on God: https://www.bbc.co.uk/bitesize/guides/zygbtv4/revision/8 Authority on beliefs and values: https://www.bbc.co.uk/bitesize/guides/zxcrpbk/revision/7 Nonreligious values: https://www.bbc.co.uk/bitesize/topics/zkyn2sq/articles/zfs2kmn Reasons people may choose atheism: https://www.bbc.co.uk/religion/religions/atheism/beliefs/reasons_1.shtml How different people see God: https://rightchoice.wiltshire.gov.uk/Page/10622
Science	Kitchen Science, Science Museum, downloadable PDF file from www.sciencemuseum.org.uk Bestival clean up: https://www.youtube.com/watch?v=Zu7bJ1qGcN4 Insulators and conductors: http://www.educationquizzes.com/ks2/science/thermal-insulators-and-conductors/ How paper is made: https://www.bbc.co.uk/education/clips/z89g9j6 Circuit and conductivity game: http://www.sciencekids.co.nz/gamesactivities/circuitsconductors.html



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KS2 Timetable

	Worship & PSHE (30 mins)	Morning Activity 1 (60 mins)	Morning Activity 2 (30 mins)		Morning Activity 3 (60 mins)	Morning Activity 4 (30 mins)		Afternoon activity (90 mins)
Mon	Worship - see Talk Homework	Maths Oak National Academy Lesson 1 of 5	Times Tables Rockstars		English Oak National Academy Lesson 1 of 5	Reading Plus		RE Answer weekly big question
Tue		Maths Oak National Academy Lesson 2 of 5			English Oak National Academy Lesson 2 of 5			Topic Answer weekly big question (to be continued)
Wed		Maths Oak National Academy Lesson 3 of 5			English Oak National Academy Lesson 3 of 5			PE See school website/Facebook page
Thu		Maths Oak National Academy Lesson 4 of 5			English Oak National Academy Lesson 4 of 5			Topic Answer weekly big question (continued)
Fri		Maths Oak National Academy Lesson 5 of 5			English www.spag.com Weekly test			Science Answer weekly big question