

St Francis' Home Learning Plan

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COVID-19 contain framework: a guide for local decision makers - Updated August 28th 2020**Annex 3: tiers of national restriction for education and childcare****Tier 1**

The default position for areas in national government intervention is that education and childcare settings will remain open. An area moving into national intervention with restrictions short of education and childcare closure is described as 'tier 1'. There are no changes to childcare, and the only difference in education settings is that where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

All nurseries, childminders, schools, colleges and other educational establishments should remain open and continue to allow all their children and young people to attend, on site, with no other restrictions in place.

Tier 2

Early years settings, primary schools and alternative provision (AP) providers, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools move to a rota model, combining on-site provision with remote education. They continue to allow full-time attendance on site to vulnerable children and young people and the children of critical workers. All other pupils should not attend on site except for their rota time. Further education (FE) providers should adopt similar principles with discretion to decide on a model that limits numbers on site but works for each individual setting.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 3

Childcare, nurseries, primary schools, AP, special schools and other specialist settings will continue to allow all children/pupils to attend on site. Secondary schools, FE colleges and other educational establishments would allow full-time on-site provision only to vulnerable children, the children of critical workers and selected year groups (to be identified by Department for Education). Other pupils should not attend on site. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tier 4

All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. AP, special schools and other specialist settings will allow for full-time on-site attendance of all pupils. Remote education to be provided for all other pupils.

In all areas of national government intervention, education settings where pupils in year 7 and above are educated, face coverings should be worn by adults and pupils when moving around the premises, outside of classrooms, such as in corridors and communal areas where social distancing cannot easily be maintained.

Tiers 1-3

For Tiers 1, 2 and 3 primary schools are mostly unaffected in terms of being able to educate all children who are not isolating, on site in bubbles as previously.

St Francis Home Learning PHASE ONE

We are aware that we will have children and families who have to isolate due to symptoms therefore we have prepared paper **work packs** for the children to access at home during times which they are unable to attend school due to a period of isolation/waiting for test results.

St Francis Home Learning PHASE TWO

Staff have put Home Learning Grids in place which ensure that the children's learning can follow on from what is currently being taught in class. This has been achieved by creating tasks that can be completed and uploaded via Seesaw which follow the school's medium-term plans for the child's year group.

Example of home learning grid:

Year 6 Home Learning Grid A					Autumn 1 2020
<u>Science</u> Create a poster to show what you have been learning in your science lessons so far this term.	<u>English</u> Letters to the Lighthouse Create a bank of nouns, adjective, adverbs and verbs that link to what you have read so far. Use this bank to create a setting or character description	<u>Maths</u>	<u>English</u> Complete the comprehension activity in your learning pack. Remember to use the question to start your answer and to read the text carefully.	<u>French</u> Create a poster or PowerPoint presentation to showcase your knowledge of numbers, colours and part of the body.	
<u>Geography</u> <u>UK and Russia</u> Choose an area of the UK and an area of Russia - compare and contrast the similarities and differences of the two areas. Highlight the different geographical features. This could be in a table.	<u>Art</u> Kandinsky Record a radio or TV advert which discusses the work of Kandinsky. Upload to SeeSaw	<u>Maths</u> Times Tables Rockstars	<u>Geography</u> <u>UK and Russia</u> Compose a poster or presentation to explain the differences between ; Human, physical and environmental geography.	<u>English</u>	
<u>Maths</u> Complete the arithmetic paper in your home learning pack * to print	<u>Creative Writing</u> "As my hands frantically searched the blackness around me, my brain registered the fact that I was trapped. The soft earth walls felt like they were closing in". Write the paragraph before—	<u>PE</u> Design your own warm-up session. Think about how stretches prepare the body for exercise. Take a photo or video for seesaw	<u>Spelling</u> Use SpellingFrame to practise the spelling rules we have been working on in class. Can you use the words in context?	<u>RE</u> <u>Kingdom of God</u> How would Jesus see his Kingdom on earth? Depict this using a presentation form of your choice.	

Tasks for Maths and English will be added at the time to ensure they tie in with what has been taught up to that point within the classroom.

Tier 4 – PHASE THREE- Long term home learning

If we enter Tier 4 – this is akin to the nationwide lockdown we experienced in March in which all mainstream primary and secondary schools will close to all children except those who are vulnerable and children of critical (key) workers. If this were to happen, we as a school would revert to the structure used in Summer Term 2020 in which children would be in small bubbles, socially distanced with a member of staff (rota system in place).

All other children would be provided with work to do from home, this would then be accessed remotely by the child's class teacher through Seesaw – and feedback and other tasks would be set. If access to Seesaw is not possible, as before paper work packs would be available from school. (Noted in gov guidance 05.05.20)

Guidance for full opening: schools

September 2020 (last updated on the 17th)

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have 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, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work

- enable teachers to 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, ideally including daily contact with teachers
- Video lessons -From that start of the autumn term, Oak National Academy will make available video lessons covering the entire national curriculum, available to any school for free. These are being developed in partnership with a wide group of teachers and school leaders to develop lessons in the popular topics. The resources will be as flexible as possible, allowing schools to reorder topics and lessons, to match their own plans and curriculum.

In line with the guidance and support available, we would continue to use Seesaw as the platform for directing children to the tasks/videos available on Oak National Academy and White Rose Maths – reposting the content in an order which matches our own school curriculum. Teachers would then be able to provide individual feedback to children on the tasks completed on a daily basis – this will allow any misconceptions to be addressed and the pace of learning could be adjusted where required.

In cases where the ONA does not match our curriculum it may be necessary to supplement the videos provided with tailored content/videos from our staff.

Foundation Subjects

Example – Geography unit: Rivers

Taught in Autumn Y3/4 'A River Study'

[Key Stage 2](#) > [Subjects](#) > [Geography](#)

Unit: Rivers


Lessons:

6 lessons

Where are the world's rivers?

In this lesson we will be learning about rivers around the world. We will mainly be focusing on the continents of South America, Africa and Europe.

 [Copy Lesson Link](#)

 [View Lesson in classroom](#)

[Lesson overview →](#)

How do rivers shape the land?

In this lesson, we will be learning about how rivers shape the land. We will be learning about the four types of erosion, the four types of transportation and learning about what deposition is.

● Units in Geography

[Population](#)

[Globalisation](#)

[Local Fieldwork](#)

[Biomes](#)

[Energy and Sustainability](#)

[Mountains, Volcanoes and Earthquakes](#)

[Building Locational Knowledge: Europe](#)

[Water, Weather and Climate](#)

This provides the children with 6 lessons (as they would have over a half term in school) with live lesson videos and tasks to complete which will then be uploaded to Seesaw for feedback by staff. Although the units will not match our own Medium-Term Plans exactly – teachers may choose to adapt content to apply this to what has already been taught if tier 4 comes into effect part way through a cycle of learning.

English

There are currently 59 English units available for KS2 (not including grammar and spelling focussed lessons which are separate), many of these can be adapted to fall into line with our long-term plans for English (taken from the individual year group's curriculum maps). Units and resources can be edited to be tailored for a particular cohort, making them more accessible.

[Key Stage 2 > Subjects](#)

Units: English

Below you'll find the units for Key Stage 2 English. You can view the units, and individual lessons with units, and access resources to edit or download. You can also download the Key Stage 2 English curriculum map to edit or print.

[English Curriculum \(PDF\) !\[\]\(830769b31eeeaca920791081939ff8ba_img.jpg\)](#)[English Curriculum \(docx\) !\[\]\(0b5e7e25e8775f7e7e80906ada4f0021_img.jpg\)](#)

59 units

Suggested order 

Maths

Video links from White Rose Maths (which we follow within our lessons in class) can be posted with our own staff's notes beneath on Seesaw so that teachers can provide additional support or clarification of any vocabulary used if it differs from what we use in our own setting. We will then link the children to a task to complete which follows on from the lesson content in the video (see below):

White Rose Maths Resources Professional Development Home Learning Who We Are News Premium Resources Centre

Next

Home Learning

Early Years

Year 1

Year 2

Year 3

- Week 1

- Week 2

- Week 3

Year 4

Year 5

Represent numbers to 100

10s and 1s using addition

REPRESENT NUMBERS TO 100

10s AND 1s USING ADDITION

05:50

06:11

Tasks can then be assigned and can be edited using the 'draw tool' they can then be uploaded to Seesaw for feedback from teachers.

Represent numbers to 100

1 Complete the sentences to describe the number.

a)

There is ten and ones.

The number is

b)

2 Complete the sentences.

a)

There are tens and ones.

The number is

b)

There are tens and ones.

The number is

c)

There are tens and ones.

As a school we are confident that we have a comprehensive home learning strategy in place for all of the tiers set out by the government. We can access the resources quickly whenever necessary to ensure that your child/ren's learning is able to continue at home.