

Oak class remote learning Autumn term second half

Hello, if you are reading this, I assume that either you or a member of your family is self isolating, shielding or has tested positive or is awaiting Covid-19 test results. I hope that you are all managing and are not finding it too stressful - your wellbeing is, as always, our first priority!

The government have instructed us to provide remote learning contingency plans for you to use with your children at home that match, as closely as possible, the learning sequence happening in school. They expect us to provide you with a mixture of online and offline resources and links to videos designed to support learning. The government also expects us to engage with parents and to allow you to submit work for assessment and feedback.

This plan is designed to provide work for the first 5 days of remote learning, if it is longer than that, further planning will be sent to you.

If you or your child becomes unwell during this period, please email the school and let us know as we do not expect them to complete remote learning tasks if they are sick or if you are unable to support them. We do understand that this time will be challenging for us all.

Please support your child with their remote learning. Please select three pieces work from different subject areas to send me over the course of the 5 days, for example a piece of maths, English and art to send to me via email so that I can see what they have been doing. You might chose to send me a word document, a photograph of them working or a screenshot of their finished piece of work. If there are any questions, please do not hesitate to email me at julia.beaven@benington.herts.sch.uk

This planning is for 5 days and follows topics being taught in school

We expect all children to read for at least 20 minutes each day and to practise their spellings and times tables.

Our focus in English is Narrative set in the Victorian period. There is a well -structured Oak academy set of lessons to support this based on the story of Oliver Twist and I have included links to the lessons on the plan below. If you are able to watch the film of Oliver! This would also really help with the context of our work in school.

Our focus in maths this half term is multiplication and division. I have also used Oak Academy lessons, for this which are on the plan. There will be tasks for year 5 and year 6. If your year 5 child wants an extra challenge, please feel free to use the year 6 task. If your year 6 child needs a slightly less challenging task, use the year 5 task. If your child is really struggling, please look on the Oak Academy website for alternative lessons from other year groups.

Worship

For these of you wishing to engage in a daily act of worship, please see the collective worship planning in the remote learning section of the school website.

DAY	Target work	English	Year 5 maths	Year 6 maths	Foundation subjects	
Day 1	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	Exploring the historical context of Oliver Twist https://classroom.thenational.academy/lessons/to-understand-the-historical-context-of-oliver-twist-75jkgd	A lesson recapping multiples and factors that will really help with multiplication and division. https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d	Common factors and multiples https://classroom.thenational.academy/lessons/understand-the-terms-common-factor-and-common-multiple-as-properties-of-a-number-cdk68c	<u>PSHE</u> We are looking at human rights in school. Discuss with someone at home what this means to you - what should your rights be? Make a poster showing your rights as a child.	<u>PE</u> Spend at least half an hour doing something physical. This might be dancing, yoga, cycling round the garden, walking up and down the stairs etc
Day 2	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	A spelling lesson exploring suffixes https://classroom.thenational.academy/lessons/to-investigate-suffixes-tion-cian-sion-ssion-c8up2c	Revision of thinking of factors in pairs https://classroom.thenational.academy/lessons/factor-pairs-61k3cd	Prime and composite numbers https://classroom.thenational.academy/lessons/identify-properties-of-numbers-6vv34t	<u>ART</u> Look at the work of William Morris online. He was a famous Victorian artist. Have a go at recreating your own piece of artwork in his style. You could paint, draw, collage whatever you like, be creative!	<u>PE</u> Spend at least half an hour doing something physical. This might be following a Joe Wicks work out, aerobics on UTube etc
Day 3	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	An exploration of word classes https://classroom.thenational.academy/lessons/to-explore-word-class-68tkjc	Prime numbers revision lesson https://classroom.thenational.academy/lessons/prime-numbers-65j38e	Multiplying decimals by whole numbers https://classroom.thenational.academy/lessons/multiply-a-decimal-number-by-a-whole-number-6mwpcd	<u>COMPUTING</u> Go onto the safety think you know site and play the interactive game suitable for 8-10 years https://www.thinkuknow.co.uk/8_10/	<u>RE</u> Our topic is light. Many religions use candles as part of worship. Ask an adult to supervise you and light a candle. Watch the flame and reflect on how it makes you feel.

						Why do you think candles are used in worship?
Day 4	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	To analyse a film clip and write descriptively https://classroom.thenational.academy/lessons/to-analyse-a-film-clip-and-generate-vocabulary-6nh3gr	A second lesson looking at multiples and factors https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c	Multiplication problems with money https://classroom.thenational.academy/lessons/solve-multiplication-problems-using-known-and-derived-facts-6ngk2t	SCIENCE Look at the grid from the Royal Society of Chemistry. Do the task in the section on Nutrition. https://edu.rsc.org/download?ac=15543 Thousands of homeless children lived on the streets of Victorian London. They wouldn't be able to keep clean and most of the time they would be starving. Dr Barnardo decided to set up children's homes for these 'urchins' to make sure they were fed and well cared for. What foods would you include in a healthy meal for a street urchin? What can we do to keep clean and healthy?	
Day 5	Target work. All children have <u>individual targets</u> that you have already been informed of. Please spend 1 hour during the day practising this target. This might be in 2 half hour sessions or 3 x 20 minute sessions, it is up to you.	Developing a rich vocabulary https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-meals-6mw68d	Using doubling and halving to help with multiplication and division. https://classroom.thenational.academy/lessons/doubling-and-halving-strategies-65hpac	Choosing efficient strategies when multiplying https://classroom.thenational.academy/lessons/use-efficient-strategies-to-multiply-numbers-including-decimals-6rr3at	TOPIC Our topic is a Victorian childhood watch the BBC clip about children in coal mines. https://www.bbc.co.uk/bitesize/clips/z73b4wx What do you think about children having to do this? You can either write down your thoughts about children working in mines or use the internet to find out more about this practice.	

Now choose 3 pieces of work you're especially proud of to share with me. Just like in our BOB assembly it might be something you found challenging, but persevered at.