



Tall Oaks Academy Trust

Education Continuity Plan 2020 - 21

Education Continuity Plan

In the event of lockdown or self-isolation for an extended period, we need to ensure learning continues for all of our children. Tall Oaks Academy Trust has developed the following Education Continuity Plan. It offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and would require hard-copies of work and resources.

This plan will be applied in the following instances:

1. An individual is self-isolating because of a positive test within the household;
2. A group of children are self-isolating because of a case of coronavirus in the bubble;
3. A whole bubble or cohort is self-isolating because of an outbreak of coronavirus
4. A local or national lockdown is applied.

The plan complies with the guidelines outlined in the DFE document Guidance for Full Opening of Schools.

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

The plan is:

- High quality and aligns as closely as possible with in-school provision;
- Integrated into school curriculum planning;
- Mindful of teacher workload in preparing learning for home at short notice;
- Able to be implemented immediately should a child/ren have to isolate or a lockdown is applied.

In the event of any form of isolation and loss of learning caused by coronavirus, parents/carers must understand the engagement in home learning is compulsory, as is the expectation that Tall Oaks Academy Trust makes that provision available and accessible to all. If children themselves are too ill to attend then they should not be expected to engage in home learning.

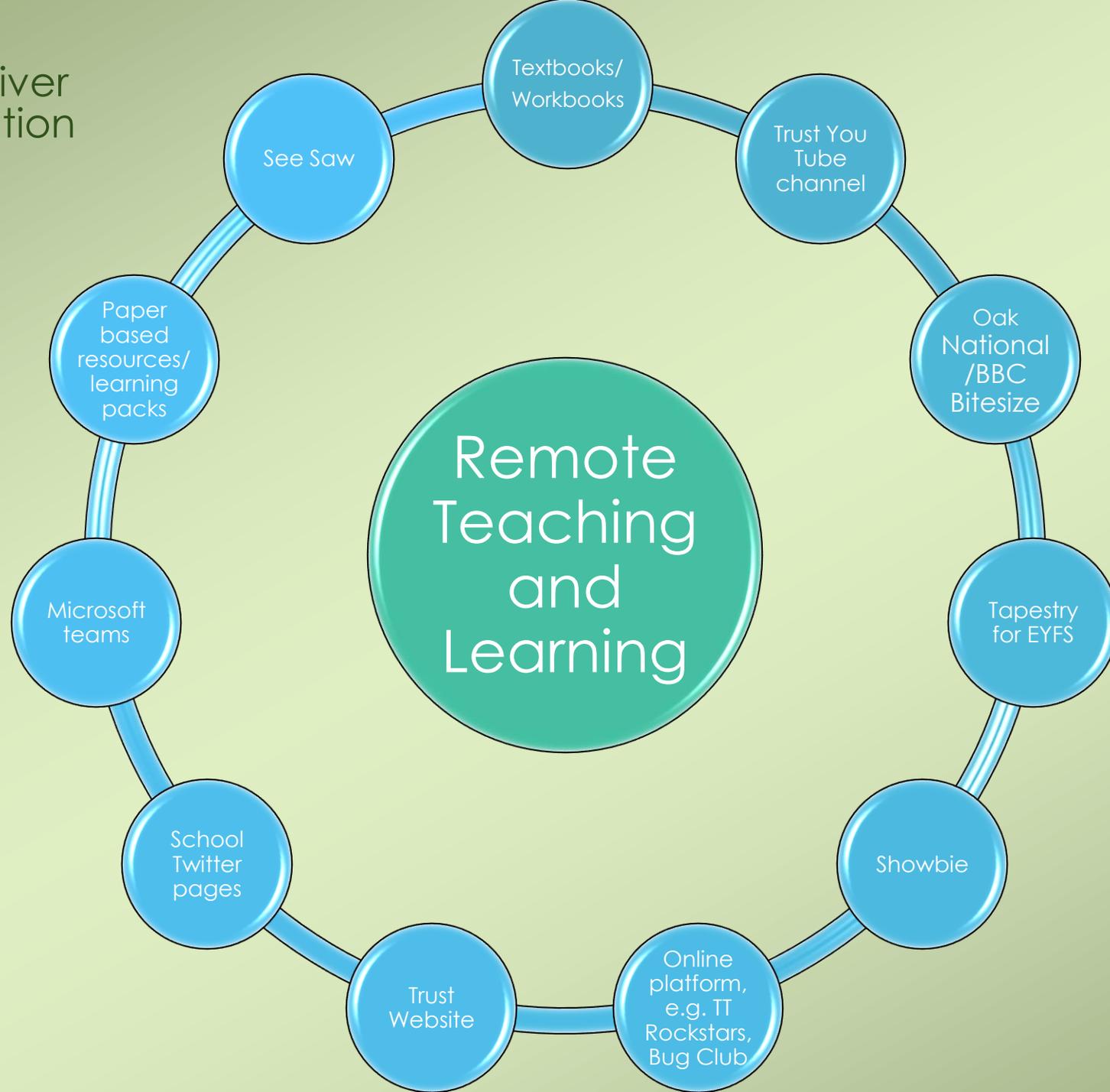
In preparation for home-learning, parents/carers and children need to receive logins and passwords for all of the learning platforms that the schools use. (likewise, teaching staff need to be familiar with them) Additionally, teachers need to know and be able to access the teaching websites and platforms that the schools subscribe to, e.g. Literacy Shed Plus.

Worksheets and Practical Resources

If a child is isolated from school, i.e. the child is sent home from school to receive a test or self-isolate as someone in the household is being tested, they will ideally leave school with a pack of work ready. Children will have the immediate opportunity to continue their learning. If this is not safe and practicable to do so then a pack of work will be posted as soon as is possible.

The work packs should be basic skills work that should be relevant at any stage, i.e. arithmetic, spelling, reading, writing and handwriting. These will be provided for, by the class teachers.

How we can deliver a remote education



Other elements of a broad and balanced remote education

- Story time
- Assemblies
- Safeguarding our most vulnerable children and families
- Assessment and feedback
- Communication channels – children, parents, staff

Useful references:

- <https://www.talloaksacademy.co.uk/> (TOAT website)
- <https://www.thenational.academy/> (Oak National Academy)
- <https://www.youtube.com/channel/UCx4w6rj0WhqFx9lldHsigxg> (TOAT YouTube channel)
- <https://www.talloaksacademy.co.uk/home-learning-4/> TOAT website 'Home Learning page'

IT

- The schools bid for the first tranche of laptops for vulnerable children. 19 were received from the DFE.
- Each school have a bank of pupils' laptops that can be loaned out to parents with a signed loan agreement.
- According to the lockdown allocation each school would get the following in the event of either a local/national total lockdown.

CWA – 17 devices

MWA – 48 devices

WWA – 51 devices.

This is based on PP %.

- After surveying all parents in September 2020 and based on current data, we believe that there will be few children who will not have access to the internet or devices at home.
- <https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

Safeguarding – supporting children not in school

- Please refer to the **Trust's Safeguarding and Child Protection Policy and Procedures for 2020 – 2021**

- **Please refer to 'Keeping Children Safe in Education' September 2020.**

Children assessed as vulnerable by school

Children who have a social worker i.e. children who have a child protection plan and those who are looked after by the local authority.

A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Children and young people with an EHCP who cannot be safely supported at home.

The school will identify children on the edge of social care or who normally receive pastoral-type support in school through regular assessment, to ensure their safety and wellbeing.

Communication

In order to respond efficiently and timely to the needs of vulnerable children, communication is vital.

Communication with parents/carers – the school will ensure that up to date contact details for parents and other identified responsible adults are kept. (ARBOR). Those responsible for safeguarding and home contact should establish best times to call with the parents and a process for follow up if no response is forthcoming. For any child who has another key worker involved e.g. social worker, the school will endeavour to coordinate contact with the home and establish who is calling, when and the purpose of the call, to reduce undue duplication of contact to parents/carers.

Parents/carers communication with schools – the school will provide parents/carers with contact details for staff who they can talk to about any concerns and update this regularly to reflect staffing variations. If school have a manned office, this may simply be a school number, however if this is not the case, schools will consider how parents can inform them of changing circumstances or how to ask for advice. If schools are running fixed hours opening, this will be communicated to parents and school will consider how key messages can be received outside these hours. For families who do not have access to technology, the school will ensure this information reaches them, particularly if they are vulnerable. The same applies to families who do not speak English or are illiterate. If the school needs to communicate with a family in another language, staff will be able to contact EMTET@lincolnshire.gov.uk who may be able to help with access to a bilingual speaker and can also support communication with Traveller families.

Schools communication with social worker/Early Help and SEND worker – Efficient contact with a child's social worker or SEND worker is key to supporting pupils and families. Where a child does not have a social worker and the child is potentially vulnerable i.e. currently in TAC or the school are considering an EHA, the school can continue to contact the Early Help consultant who will support them to risk assess the current vulnerability of the child.

LWL_SendLocality@lincolnshire.gov.uk

West Lindsey FAST team and Cases open to Early Help in the Gainsborough Child_BS_Gainsborough@lincolnshire.gov.uk

Making Decisions about Vulnerable Children Attending School

In the event of a lockdown, schools will conduct a risk assessment regarding the vulnerability of every child. The risk assessment process should be clear and robust. And involve all other relevant agencies working with the child and families.

The majority of the children who are not attending school will be classified as 'not currently vulnerable'. For these children the school will consider routine checks on health and wellbeing as part of their overall communication plan around the learning at home.

All recording of communications, risk assessments and outcomes will be recorded on CPOMs and include relevant staff only.

Please also refer to COVID 19 School Safeguarding Policy Addendum

Communication

- **Vulnerable children and families** - as outlined in previous slides, will be contacted daily/every other day by Julie Jones and Jackie Neale (SWOs) to ensure safety and needs are being met in the home.
- **Children at alternative provision providers** (Springwell/Nurserys) will be contacted for clarification of their closure procedures and attendance of children by Sarah Holdsworth (AHO).
- **Children with EHCP/SEND** – Amy Willis and Jess Highland will contact once a week and when appropriate thereafter.
- **All other children** – class teachers, assistant heads, heads of school to contact every 2 to 3 weeks or more regularly if requested by parents or deemed necessary by staff. (This is outside of feedback through Seesaw and Showbee)
- **The local authority/RSC and other schools** – Sue Wilson to communicate when needed.
- **Trustees and Governors** – Jenna Comins (PA to Exec team/clerk) to contact and keep informed.
- **Staff** – Line Mangers to communicate through emails, texts, calls etc.

Time tables for home learning:

- Are realistic in what can be achieved at home
- Acknowledge that not all children will have support at home (parents may be working from home themselves)
- Split learning into small chunks.
- Do not require specialist resources.

Reception timetable

Day	9:00-9:30	9:30-10.00	10.00 – 10.30	10.30 – 11.00	11.00 – 11.30	11.30 – 12.00		1.00 – 2.00	2.00 – 2.45	2.45 – 3.15
Monday	P.E with Joe Wicks	Outdoor Free Play	Phonics or Reading Challenge	Snack Numberblocks Alphablocks Or Audio Book	Maths/Writing Challenge	Free Play	Lunch	Animal Magic Topic	Free Play	1:1 Reading Share a story/poem
Tuesday	Cosmic Kids Yoga	Outdoor Free Play	Phonics or Reading Challenge	Snack Numberblocks Alphablocks Or Audio Book	Maths/Writing Challenge	Free Play		Life Skill	Free Play	1:1 Reading Share a story/poem
Wednesday	P.E with Joe Wicks	Outdoor Free Play	Phonics or Reading Challenge	Snack Numberblocks Alphablocks Or Audio Book	Maths/Writing Challenge	Free Play		Art Topic	Free Play	1:1 Reading Share a story/poem
Thursday	Cosmic Kids Yoga	Outdoor Free Play	Phonics or Reading Challenge	Snack Numberblocks Alphablocks Or Audio Book	Maths/Writing Challenge	Free Play		Science Exploration	Free Play	1:1 Reading Share a story/poem
Friday	P.E with Joe Wicks	Outdoor Free Play	Phonics or Reading Challenge	Snack Numberblocks Alphablocks Or Audio Book	Maths/Writing Challenge	Free Play		Music	Free Play	1:1 Reading Share a story/poem

Year 1 timetable

	8.30-9.00	9.00-9.10	9.10-9.20	9.20-9.45	9.45-10.00	10-10.15	10.15-10.45	10.45-11.30	11.30-11.45	11.45-12.30	12.30-12.45	12.45-1.15	1.15-2.15	2.15-2.30	2.30-2.45
Mon	Finger Gym	Cosmic Yoga	Speed Sounds	Maths	Milk and snack	Free play	English - book talk	Child initiated learning	Tidy up time	Lunch	Speed Sounds	Art	Child initiated learning	Tidy up time	Story
Tues												Topic			
Wed												PSHE			
Thur												Art			
Fri												PSHE			

Year 2 timetable

Day	9:00-9:30	9:30-9.45	9.45 – 10.30	10.30 – 10.45	10.45 – 11.15	11.15 – 12.00		12.45-1.15	1.15-1.45	1.45 – 2.00	2.00-2.30	2.30 – 2.45
Monday	<u>Youtube:</u> PE with Joe Wicks	Break	Phonics/Writing	Break	Reading	Maths		Handwriting	PSHE	Break	PE	1:1 Reading Share a story/poem
Tuesday	<u>Youtube:</u> Cosmic Kids Yoga	Break	Phonics/Writing	Break	Reading	Maths		Handwriting	PE	Break	Topic	1:1 Reading Share a story/poem
Wednesday	<u>Youtube:</u> PE with Joe Wicks	Break	Phonics/Writing	Break	Reading	<u>TTRockstars</u>		Handwriting	Science	Break	Picture news	1:1 Reading Share a story/poem
Thursday	<u>Youtube:</u> Cosmic Kids Yoga	Break	Phonics/Writing	Break	Reading	Maths		Handwriting	Topic	Break	PE	1:1 Reading Share a story/poem
Friday	<u>Youtube:</u> PE with Joe Wicks	Break	Phonics/Writing	Break	Reading	<u>TTRockstars</u>		Handwriting	PSHE	Break	Art	1:1 Reading Share a story/poem

Year 3 timetable

Day	9:00-9:30	9:30-9.45	9.45 – 10.30	10.30 – 11.00	11.00 – 11.30	11.30 – 12.00		1.00 – 1.45	1.45 – 2.15	2.15 – 2.45
Monday	<u>Youtube:</u> PE with Joe Wicks	Break	Maths	Outdoor Break	Phonics	<u>TT</u> Rockstars		English	Break	1:1 Reading Share a story/poem
Tuesday	<u>Youtube:</u> Cosmic Kids Yoga	Break	Maths	Outdoor Break	Phonics	Handwriting		English	Break	1:1 Reading Share a story/poem
Wednesday	<u>Youtube:</u> PE with Joe Wicks	Break	Maths	Outdoor Break	Phonics	<u>TT</u> Rockstars		Art	Break	1:1 Reading Share a story/poem
Thursday	<u>Youtube:</u> Cosmic Kids Yoga	Break	Maths	Outdoor Break	Phonics	Handwriting		Science	Break	1:1 Reading Share a story/poem
Friday	<u>Youtube:</u> PE with Joe Wicks	Break	Maths	Outdoor Break	Phonics	<u>TT</u> Rockstars		Topic	Break	1:1 Reading Share a story/poem

CWA 8.45 – 9.00 Digital learning feedback each day.

Year 4 timetable

Day	9:00-9:30	9:30-10.00	10.00 – 10.30	10.30 – 11.00	11.00 – 11.30	11.30 – 12.00		1.00 – 1.30	1.30 – 1.45	1.45 – 2.30	2.30 – 3.00
Monday	Joe Wicks	Outdoor Play	Reading Challenge	TT Rockstars	Free Play	Writing	Lunch	Maths	Free Play	Topic	1:1 Reading Share a story/poem
Tuesday	Yoga Ed	Outdoor Play	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play 	Topic	1:1 Reading Share a story/poem
Wednesday	Joe Wicks	Outdoor Play	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play	PSHE	1:1 Reading Share a story/poem
Thursday	Yoga Ed	Outdoor Play	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play	Science	1:1 Reading Share a story/poem
Friday	Joe Wicks	Outdoor Play	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play	Spanish and Handwriting	1:1 Reading Share a story/poem

Year 5 timetable

Day	9:00-9:30	9.30 – 10.00	10.00 – 10.45	10.45 – 11.00	11.00 – 11.15	11.15 – 12.00		1.00 – 1.45	1.45 – 2.00	2.00 – 2.45	2.45 – 3.00
Monday	Joe Wicks	Spellings	Reading Challenge	TT Rockstars	Free Play	Writing	Lunch	Maths	Free Play	Topic	Independent Reading
Tuesday	Yoga Ed	SPaG	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play	Topic	Independent Reading
Wednesday	Joe Wicks	Spellings	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play	PSHE	Independent Reading
Thursday	Yoga Ed	SPaG	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play	Science	Independent Reading
Friday	Joe Wicks	Spellings	Reading Challenge	TT Rockstars	Free Play	Writing		Maths	Free Play	Spanish and Handwriting	Independent Reading

Year 6 timetable

	8.45 - 9.05 (20 mins)	9.05 - 9.55 (50 mins)	9.55 - 10.45 (50 minutes)	10.45 - 11.00	Session 1 (11.00 - 11.40) Session 2 (11.50 - 12.30)	11:50-12:30	12.30 - 1.15	1:15 - 1:30	Session (1.30 - 2.25)	2.30-2.40	2.45-3.15	
Mon	Early bird - 20 questions	MATHS - NUMBER	ENGLISH - WRITING	BREAK	READING - COMPREHENSION ACTIVITIES	DAILY RUN	PUNCTUATION & GRAMMAR	LUNCHTIME	STORY	HISTORY/ART WW2		CAROUSEL
Tues	Early bird - 20 questions	MATHS - NUMBER	ENGLISH - WRITING		READING - COMPREHENSION ACTIVITIES	PHYSICAL EXERCISE - BIKE RIDE/TRAMPOLINE			STORY	HISTORY /ART		CAROUSEL
Wed	Early bird - 20 questions	MATHS -NUMBER	ENGLISH - WRITING		READING - COMPREHENSION ACTIVITIES	DAILY RUN	SPELLINGS - YEAR 5 & 6 LISTED WORDS		STORY	SCIENCE - LIGHT & HOW WE SEE		CAROUSEL
Thur	Early bird - 20 questions	MATHS - NUMBER	ENGLISH - WRITING		READING - COMPREHENSION ACTIVITIES	DAILY RUN	PUNCTUATION & GRAMMAR		STORY	HISTORY/GEOG/ART - WW2		CAROUSEL
Fri	Early bird - 20 questions	MATHS - NUMBER	ENGLISH - WRITING		READING - COMPREHENSION ACTIVITIES	PE			STORY	WELL BEING/ PSHE	SPANISH	ASSEMBLY

Phonics

- https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIlg9GdxtQ/videos

All Trust schools follow RWI phonics. This will be delivered via pre-recorded teacher/TA led video clips that can be shared on the Trust's You Tube page or Home Learning page on the TOAT website.

There are some RWI videos on Youtube (link above) and these can be used for immediate phonics learning until teachers set up remote learning online. However this is only anticipated to be a couple of days.

English Writing (including SPAG)

- Oak National Academy and BBC Bitesize lessons have been linked to the TOAT writing curriculum.
- Any gaps in genres will be addressed through our own pre-recorded lessons. These can be clearly identified on the long term overview.
- Word and sentence level teaching is part of the writing/text level units from Oak and this mirrors our own way of planning, teaching and learning.
- BBC Bitesize SPAG/handwriting lessons have been linked where possible.
- Teachers can also use 'Pobble' to locate any writing curriculum content.
- <https://app.pobble.com/lessons/discover>
- The Trust also has a subscription to Literacy Shed Plus:
- <https://www.literacyshedplus.com/en-gb>



English Writing Planning

Year 1 English with texts - ECP version - Word

File Home Insert Design Layout References Mailings Review View Tell me what you want to do... Susan Wilson Share

Text Level/Genres

Write for a range of contexts, purposes and audiences
Revise and evaluate their writing
Ensure arrange of forms are covered: labels, lists, captions, information texts, messages, letters.

Narrative		Instructions
<p>1 - Familiar settings</p> <p>https://teachers.thenational.academy/units/honey-and-trouble-character-23fa</p> <p>https://teachers.thenational.academy/units/honey-and-trouble-recycled-story-character-9413</p> <p>2 - Traditional/Fairy Tales</p> <p>https://teachers.thenational.academy/units/jack-and-the-beanstalk-characters-mood-problems-5b0f</p> <p>3 - Fantasy Stories</p>	<ul style="list-style-type: none">• Identify the beginning, middle and end in stories.• Make predictions about story endings.• Recall the main events.• Listen with sustained concentration.• Talk about how the author created interest or excitement in the story; the 'voice' telling the story is called the narrator.• Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales;• Identify the goal or motive of the main character and talk about how it moves the plot on;• Notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud.• Know that settings can be familiar or unfamiliar and based on real-life or fantasy.	<ul style="list-style-type: none">• Listen to and follow a single more detailed instruction and a longer series of instructions.• Think out and give clear single oral instructions.• Routinely read and follow written classroom labels carrying instructions.• Read and follow short series of instructions in shared context.• Contribute to class composition of instructions with teacher scribing. <p>https://teachers.thenational.academy/units/instructions-how-to-make-a-paper-crown-aa36</p>

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English Reading Planning

- Oak National Academy and BBC Bitesize lessons have been linked to the TOAT reading curriculum and the 8 themes of learning.
- Any gaps in the themes will be addressed through our own online recorded lessons. These can be clearly identified.
- Guided sessions will be delivered to children via 'Microsoft Teams' with texts uploaded on to the website or through the online platforms themselves.
- **Story time** – various teachers reading their favourite stories on our YouTube channel.
- <https://www.youtube.com/channel/UCx4w6rj0WhqFx9lldHsigxg/videos>
- There are also links to online stories for foundation subjects, e.g. RE, History on our Foundation Subjects Curriculum Overview ECP version.

Reading Book Websites:

Some children will not have access to a wide range of reading material at home.

The Trust schools subscribe to online Bug Club where the teachers can allocate children reading material and track their progress through this. Children will be given passwords for this.



English Reading Planning

Year 2 TOAT Reading Curriculum - ECP version - Word

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Read Mode Print Layout Web Layout Outline Draft Ruler Gridlines Navigation Pane Zoom 100% One Page Multiple Pages Page Width New Window Arrange All Split View Side by Side Synchronous Scrolling Reset Window Position Switch Windows Macros

Reading Curriculum – ECP version

Year 2		
Autumn	Spring	Summer
Global Citizen	1666 and all that	Well-being in Britain

There are **8 themes** of learning within the Reading Curriculum for all year groups, outlined below. Within each theme there are **key strands** to break the learning down and give you an understanding of what it means. Each one has **specific objectives** as to what **you need to teach** and what **children need to learn**. These are pitched at expected standards.

Theme 1.	Strands:	Theme 2.	Strands:
Develop positive attitudes to reading https://www.bbc.co.uk/bitesize/articles/zthkbtq https://www.bbc.co.uk/bitesize/articles/zhqsf4j	<ul style="list-style-type: none">- Take pleasure in reading- Read independently and in groups. Enjoy listening to books read to them- Discuss books: Participate in discussion about what is read to them, taking turns and listening to what others say- Extend their range of reading	Skills and strategies to read for understanding https://www.bbc.co.uk/bitesize/articles/z2bsxbk	<ul style="list-style-type: none">- Use prior knowledge to support understanding- Check that books make sense to them- Ask questions to improve their understanding- Skim, scan and read closely- Use strategies to locate or infer the meaning of unfamiliar words- Annotate text- Visualise their understanding of what they read

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Maths

- A 2 week programme for each year group initially.
- The content covers key skills or content from the summer term 2020 the children have missed.
- There is also a 'Number of the day' activity for Monday and Friday each week. The activities will be suitable for the majority of each class. The odd SEND or G&T child might need some tweaks in terms of provision.
- Each year group has a timetable with links to videos as well as a document for each day – either the number of the day activity or a worksheet related to the video.
- Nothing should need printing. Answers can just be written on paper.
- PDFs so they can be emailed directly in their current format and opened on any device.
- All children across the Trust have access to TT Rockstars and Numbots.

(Children will be given log on details for these)



Science – linked to Oak National and BBC Bitesize

Microsoft Word interface showing a document titled "Tall Oaks Academy Trust Adventurous Curriculum Long Term Overview V3 [Read-...". The document is divided into columns of science topics, each with a title and a link to a resource.

SCIENCE

weather-change-across-the-seasons
<https://classroom.thenational.academy/lessons/how-do-trees-change-across-the-seasons>

Everyday materials
What is a material?
<https://classroom.thenational.academy/lessons/what-is-a-material-74u30t>

What are objects made from?
What they're made of.
<https://classroom.thenational.academy/lessons/what-are-objects-made-from-61qp8d>

How can I describe an object?
Distinguish between an object and the material from which it is made and identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
<https://classroom.thenational.academy/lessons/how-can-i-describe-an-object-c9h38c>

Floating and sinking
Describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.
<https://classroom.thenational.academy/lessons/what-is-sound-chh30r>

What is a microhabitat?
Identify and name a variety of plants and animals in their habitats, including micro-habitats
<https://classroom.thenational.academy/lessons/what-is-a-microhabitat-64w3ct>

Desert habitat
<https://classroom.thenational.academy/lessons/what-lives-in-a-desert-habitat-64ukgd>

Rainforest habitat
<https://classroom.thenational.academy/lessons/what-lives-in-a-rainforest-habitat-6dgp2r>

Food chains
Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
<https://www.bbc.co.uk/teach/class-clips-video/science-ks1-the-food-chain/zbr8d6f>

Materials:
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some

Recognise that shadows are formed when the light from a light source is blocked by an opaque object
<https://classroom.thenational.academy/lessons/how-are-shadows-formed-6wt66d>

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

How can we change the size of a shadow?
Find patterns in the way that the size of shadows change.
<https://classroom.thenational.academy/lessons/how-can-you-change-the-size-of-a-shadow-6cv66r>

Rocks:
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock
Recognise that soils are made from rocks and organic matter.
<https://www.bbc.co.uk/bitesize/articles/zvb2kty>

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
<https://classroom.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c>

Insulators and conductors
<https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t>
recognise some common conductors and insulators, and associate metals with being good conductors.

Common electrical appliances
Identify common appliances that run on electricity
<https://classroom.thenational.academy/lessons/how-much-do-we-rely-on-electricity-cnhkct>

Sound:
How sound travels
Identify how sounds are made, associating some of them with something vibrating
Recognise that vibrations from sounds travel through a medium to the ear
<https://classroom.thenational.academy/lessons/what-is-sound-chh30r>
How different sounds are

Separating mixtures
<https://classroom.thenational.academy/lessons/how-can-we-separate-mixtures-into-pure-substances-6hh3ce>

Separating sand, salt and water
Demonstrate that dissolving, mixing and changes of state are reversible changes
Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
<https://classroom.thenational.academy/lessons/how-can-you-separate-a-mixture-of-sand-salt-and-water-6rtpct>
give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Burning
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
<https://classroom.thenational.academy/lessons/what-happens-to-when-action-and-how-can-we-use-it-cmv34e>

The human eye
<https://classroom.thenational.academy/lessons/how-do-we-see-light-cnk3ac>

Making rainbows!
<https://classroom.thenational.academy/lessons/where-do-different-colours-come-from-6dhp4t>

Electricity (air raids)
associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzer and the on/off position of switches
use recognised symbols when representing a simple circuit in diagram.

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History – linked to Oak National and BBC Bitesize

Term 1&2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme	Exploring Gainsborough	Global Citizen	Absolute Power	Resilient Romans	Local Study – The (Hi)Story of Our Town	The Children of WW2
Links to values	ASPIRATION	ENGAGEMENT	WELL-BEING & ASPIRATION	WELLBEING & RESILIENCE	ENGAGEMENT	RESILIENCE & WELL-BEING
HISTORY	<p>Vikings: Who were the Vikings? Where did they come from? https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty</p> <p>The Vikings in Gainsborough The Capital of England</p> <p>Raids and invasions https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zy9j2hv</p> <p>Longboats https://www.bbc.co.uk/bitesize/clips/zrwbwmn</p> <p>Edward the Confessor Norse Gods (Thor) https://www.bbc.co.uk/bitesize/clips/zvy9wx</p> <p>Home Learning Pack - VIKINGS</p> <p>Short animations: Vikings https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f</p>	<p>Dungeons and Dragons! Castles and warfare 1066 Why Castles were built where they were? https://www.bbc.co.uk/bitesize/clips/zqr4d2p</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f</p> <p>https://www.bbc.co.uk/bitesize/clips/zxsqkqt</p> <p>Early castles (Motte and Bailey), Keep https://www.bbc.co.uk/bitesize/topics/z74jpv4</p> <p>The Normans https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-the-normans-animation/z4xjmf</p> <p>Medieval soldiers</p> <p>Home Learning Pack - CASTLES</p>	<p>(Tudors & the current Monarchy) Kings and Queens of Britain https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-the-monarch-song</p> <p>Compare the lives of Henry VIII and Queen Elizabeth II https://www.youtube.com/watch?v=X1ZKbFz7558&v=en-GB</p> <p>Compare the absolute power of the Tudor monarchy with the constitutional power of the modern monarchy.</p> <p>Understanding the difference between primary and secondary sources https://www.bbc.co.uk/bitesize/articles/zdi8wtj</p>	<p>Romans Local impact of the Romans (Lincoln)</p> <p>How were the Romans Resilient (the Roman Army, conquest and the Empire)? https://www.bbc.co.uk/bitesize/topics/zwmpf98/articles/zqbnf98</p> <p>Roman Roads https://www.bbc.co.uk/bitesize/clips/zdqrkat</p> <p>Well-Being – inventions – aqueducts, bath houses, hygiene, toilets https://www.bbc.co.uk/bitesize/clips/z8xtsbk https://www.bbc.co.uk/bitesize/clips/z38w2hv</p> <p>Julius Caesar https://www.bbc.co.uk/bitesize/clips/zs2mhyc</p> <p>Spartacus https://www.bbc.co.uk/bitesize/articles/ztryxbk</p> <p>https://www.bbc.co.uk/cbbc/games/horrible-histories-romans-vs-celts</p> <p>Audio story – https://www.bbc.co.uk/teach/school-radio/audio-stories-the-mayflower-mastiff/zkqn6v4</p>	<p>Mayflower journey from Plymouth to America carrying the pilgrims who founded modern America. Local heritage links to Gainsborough. (2020 is the 400th anniversary of the sailing of the Mayflower in 1620)</p> <p>https://www.bbc.co.uk/iplayer/episode/m000mmln/horrible-histories-series-8-12-mayflower-malarkey?xtor=CS8-1000-Discovery_Cards-[Multi_Site]-[SL07]-[PS_IPLAYER~N~~P_HorribleHistories:MayflowerMalarkey]</p> <p>Audio story – https://www.bbc.co.uk/teach/school-radio/audio-stories-the-mayflower-mastiff/zkqn6v4</p>	<p>World War 2 https://www.bbc.co.uk/teach/class-clips-video/history-ks2-world-war-two/zjnyscw</p> <p>(Holocaust / Kindertransport https://www.bbc.co.uk/newsround/46877532</p> <p>focus with a visit to the national holocaust centre. Link this to British children in the war, evacuation then Lincolnshire's role in WWII (RAF bases, The Casualties Were Small by May Hill)</p> <p>Local History study – link to Lincolnshire tank making.</p> <p>Audio story – https://www.bbc.co.uk/teach/school-radio/audio-stories-jam-jar-children/zfj9qwx</p> <p>Carrie's War (full audio book) https://www.bbc.co.uk/teach/school-radio/english-ks1-ks2-carries-war/zk7mcqt</p> <p>Friend or Foe (full audio book) https://www.bbc.co.uk/teach/school-radio/english-ks2-friend-or-foe-michael-morpurgo-index/znb78xs</p>

Geography – linked to Oak National and BBC Bitesize

Curriculum Long Term Overview ECP version - Word

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				https://www.bbc.co.uk/cbbc/games/horrible-histories-romans-vs-celts Audio story – https://www.bbc.co.uk/teach/school-radio/audio-stories-the-story-of-saint-george/zdbst39		https://www.bbc.co.uk/teach/school-radio/english-ks2-friend-or-foe-michael-morpurgo-index/znb78xs
GRAPHY	<p>Where are we? Locality study (The School, Gainsborough & Lincolnshire). Seasonal weather and daily patterns in <u>Uk</u>.</p> <p>https://classroom.thenational.academy/units/villages-towns-and-cities-28b9</p> <p>https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhw</p>	<p>UK & abroad UK & contrasting non-European Country The 7 continents and 5 oceans Weather in hot and cold areas of the world. World maps, atlas and globes. Locate UK and comparison country on world map.</p> <p>https://classroom.thenational.academy/units/seven-continents-cf8c</p> <p>https://classroom.thenational.academy/units/oceans-and-seas-a546</p>	<p>Locate and name counties and cities in UK. Identify human features. Identify land use over time in Lincolnshire. (Lincolnshire Life) Compare farming areas to <u>Butlins/Skegness</u>.</p> <p>https://classroom.thenational.academy/units/building-locational-knowledge-united-kingdom-4ae1</p>	<p>Locate key world countries on maps. Focus on European countries to include the section of Russia which is part of Europe. Find similarities and differences of human and physical features of a region in any European country.</p> <p>https://classroom.thenational.academy/units/building-locational-knowledge-europe-0322</p>	<p>North America and South America comparison study. Focus on major cities – physical and human features.</p> <p>https://classroom.thenational.academy/units/building-locational-knowledge-north-america-faad</p> <p>https://classroom.thenational.academy/units/building-locational-knowledge-south-america-f4d0</p>	<p>Use maps/atlas to describe and explain how and why WW2 started.</p>
	<p>Seasonal changes The Great British Year</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-the-great-british-year/zmcqf4j</p> <p>Audio story – https://www.bbc.co.uk/teach/school-radio/audio-stories-same</p>	<p>Living things and their habitats Explore https://classroom.thenational.academy/lessons/what-are-the-characteristics-of-living-things-70u30c</p> <p>What is a habitat? Identify most living things live in</p>	<p>Light: What is light?</p> <p>https://classroom.thenational.academy/lessons/what-is-light-c4w30d</p> <p>How can we see objects? Recognise that they need light in order to see things and that dark is the absence of light</p>	<p>Electricity: Components of a circuit Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit</p>	<p>Materials: compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Mixtures</p>	<p>Light (black out) Investigating light</p> <p>https://classroom.thenational.academy/lessons/what-is-light-and-where-does-it-come-from-6rv3je</p> <p>Specular and diffuse reflection</p> <p>https://classroom.thenational.academy/lessons/specular-and-diffuse-reflection</p>

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Art – linked to Twinkl resources

Table Tools | Tall Oaks Academy Trust | Adventurous Curriculum Long Term Overview V3 [Read-...]

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ART	<p>Drawing Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p> <p>Portraits Planning Pack https://www.twinkl.co.uk/resource/tp-ad-028-planit-art-ks1-portraits-unit-pack</p>	<p>Drawing Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p> <p>Portraits Planning Pack https://www.twinkl.co.uk/resource/tp-ad-028-planit-art-ks1-portraits-unit-pack</p>	<p>Drawing Experiment with different grades of pencil and other implements.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>Autumn Planning Pack https://www.twinkl.co.uk/resource/tp2-a-001-planit-art-lks2-autumn-unit-pack</p>	<p>Drawing Make informed choices in drawing inc. paper and media.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Autumn Planning Pack https://www.twinkl.co.uk/resource/tp2-a-001-planit-art-lks2-autumn-unit-pack</p>	<p>Drawing Use a variety of source material for their work.</p> <p>Experiment the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>South America Planning Pack https://www.twinkl.co.uk/resource/tp2-a-092-planit-art-uks2-south-and-central-american-art-unit-pack</p>	<p>Drawing Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Manipulate the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p> <p>Wildlife Planning Pack https://www.twinkl.co.uk/resource/tp2-a-010-planit-art-uks2-wildlife-unit-pack</p>
D&T	NO UNIT TAUGHT HERE	Mechanisms - Sliders and levers	Food - Healthy and varied diet	Mechanical Systems - Levers and linkages	Mechanical Systems - Cams	Food - Celebrating culture and seasonality Wartime rationing recipes.

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Physical Education/Exercise

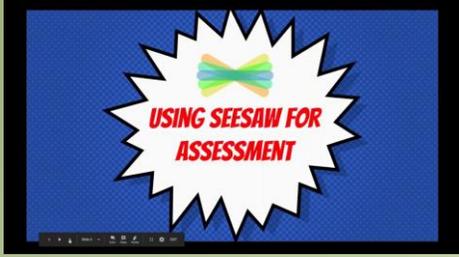
- PE with Jo (The Body Coach) <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Cosmic Kids Yoga <https://www.youtube.com/user/CosmicKidsYoga>
- Just Dance <https://www.youtube.com/JustDance>
- Andy's Wild Workouts <https://www.bbc.co.uk/iplayer/episodes/p06tmmvz/andys-wild-workouts>
- BBC Teach Supermovers <https://www.bbc.co.uk/teach/supermovers>
- Go Noodle <https://www.gonoodle.com/>
- Zumba kids <https://www.zumba.com/en-US/party/classes/class-kids>



Assessment for and of Learning

Showbie

- Teachers can set work on it
- Work in books can be photographed and submitted
- Teachers can look at the work, mark it and feedback instantly (verbal or written feedback)
- Designed for I pads/Laptops/Browser use
- Voice notes can be recorded and linked to particular parts of the learning outcomes
- Children can respond and re-submit.
- Teachers can lead pre-recorded or live teaching



Assessment for and of Learning

Seesaw

- Teachers can mark work (once)
- An electronic portfolio can be saved
- Teachers can communicate with parents
- Work can be shared and commented on

Assemblies

- Leaders in schools will pre-record assemblies for children to view at home . These will be placed on the Trust's YouTube page:

<https://www.youtube.com/channel/UCx4w6rj0WhqFx9lldHsigxg>

In addition on the Trust website 'Home learning page'

<https://www.tallooksacademy.co.uk/home-learning-4/>

- Teachers will also utilise 'Oak National Academy' selection of assemblies: <https://classroom.thenational.academy/assemblies>

There are assemblies on: The Science Behind Why, Space, Dinosaurs, Kindness, Togetherness, Movement, Resilience, Discovery, Well-being, Hope.

Behaviour Support to be shared with parents and carers

Managing Tricky Behaviour

Adults and Children

Relationships between adults and children are not equal. As adults, we are responsible for our children's safety and wellbeing and have to make decisions for them – sometimes decisions that they will not appreciate! The relationships that we have with our children are caring, loving, friendly and supportive **but they are not equal relationships**. Our children are not our friends as friendship is a relationship between equals. This does not mean that we cannot be friendly, kind and supportive of our children, just that we are the ones in the house that have the responsibility. We are the grown ups!

If there is a point of conflict in your house, remember that you are the adult and they are children. If we find ourselves arguing with our child about something we know we are in the right about, why are we arguing? We are the grown ups and we are there to make decisions.

Of course, there are times that we want our children to engage us in discussion and to question the decisions that are made. However, this needs to be nurtured and developed at the right time. Should we debate with our children about why they need to eat vegetables? Of course. Do we need to argue with a 10 year old about whether she should clean her teeth? Absolutely not.

Choices and Consequences

We live by a simple code at Mercer's Wood Academy. The choices that children make have consequences. Poor behaviour choices lead to negative consequences (sanctions such as having to repeat tasks, losing break times etc) and good choices have good consequences (the chance to choose an activity, stickers, other positive rewards). At any negative incident, we talk to children and discuss that their behaviour is a choice that there are always choices to make. We discuss the poor choice and explain the consequence. This stage is vital to make our children understand

- what they have done wrong
- what they should have done
- agree that the consequence that is in place is fair and proportional

Following Through on Consequences

Quite simply, if you tell your child that their actions are going to have a consequence then these reasonable consequences must be followed through. If you told your child that, for example, their breakfast bowl needs clearing and if they choose not to then their tablet time will be lost then this must be followed through. If your child learns that consequences are not followed through, they will have no reason to believe that any consequence is going to be given.

Matching the consequence to the choice

It is important that the consequence needs to match the action. Think about the ultimatum we are giving our children – does the threat of never eating chocolate again or losing their Xbox forever match the crime of not getting a pair of socks on in time? Are you going to follow through with this? Probably not. Likewise, does the consequence of simply offering an apology for deliberately hurting a sibling match the choice? If you are struggling with what sanctions to use at home, there are lots of appropriate suggestions online.

We use 'thinking time' at school. Children are placed on a table or safe area for a set amount of time. When the time is up and they are ready to talk things through then apologies can be made and we can move on. If your child is not ready, is being rude or not apologising sincerely, then they are not ready and the thinking time starts again until they are. This method gives both your child and yourselves some 'buffer time' to calm and reset.

What to do when you are feeling stressed?

Remember that shouting and becoming angry at your children can be damaging for your relationships and for their development. If we want our children to grow up understanding how to resolve conflicts without resorting to shouting or violence then we must model that to them.

At times like this, it is perfectly understandable and ok to feel stressed as adults. We know that our own children can press our buttons like no others! When you are feeling overwhelmed or at the edge of your control here are some simple suggestions for keeping cool. These are simple tips that I am sure we are all using but it is always worth repeating them.

- Step out of the room. If your children are safe, there is nothing wrong with you taking a minute or five out of the room to calm down before talking to them.
- Distraction. If you know you are about to bubble over, find something that you can focus on to distract you from letting negative emotions take over. This could be anything from repeating a mantra to having something in your pocket to fiddle with.
- Ask the right question. Why is my child doing this? Are they bored, tired, hungry? Do they need the toilet? Are they poorly? If you can go through these questions and realise that your child is simply bored and wants a new activity or is low on medication when under the weather then conflict can be avoided.
- Talk about your emotions – Instead of being cross, talk to your children about *why* you are cross. When children are shouted at, they have often have a panic response and lose the ability to think rationally. *I am getting cross because I asked that television to be turned off. What do you need to do before I get very cross?* will achieve much better results in the long term than simply raising a voice.

Remember that your wellbeing is important

If we are away from school or inside for a long period of time, you need to find time for yourself. Think about what makes you tick – gaming, crafting, television, keeping fit. While we are looking at extended periods of time at home, it is important that you find time and space to be able to look after your own mental wellbeing. This is important for your whole family, not just you.

