

COVID-19 HOME HOMELEARNING

FOR STAFF, STUDENTS, VISITORS AND PARENTS/CARERS

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**September 2020**

***March 2021 update***

**Home Learning Plan 2020/21**

**Policy Objectives**

* This policy outlines the on-going education Windmill and Low Road Music Federation will offer to pupils in the event that they are absent due to Covid-19.
* The policy has been adopted with the involvement of the whole school community.
* The Federation is committed to developing a 24-7 learning ethos where pupils can access high-quality work set for them by the staff who know them best, the teachers.

**Legislation**

The following policy has been created in accordance with DEF Guidance for full opening schools. <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

**Responsibility**

It is the responsibility of:

* The headteacher to communicate this policy to the school community, to ensure that home learning is applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
* School Governors to take a lead role in monitoring and reviewing this policy.
* All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
* Parents/carers to support their children and work in partnership with the school.
* Pupils to abide by the policy.

**Process**

Where a class, group or small number of pupils need to self-isolate (Appendix A), or there is a local lockdown requiring pupils to remain at home (Appendix B and C and D), The Music Federation have the capacity to offer immediate remote education to all pupils. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

**In developing this contingency plan, we propose to:**

* use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school’s curriculum expectations
* give access to high quality remote education resources
* select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
* provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
* recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
* use Tapestry and Google Classrooms

**When teaching pupils remotely, we propose to:**

* set online assignments so that pupils have meaningful and ambitious work each day in a number of different subjects via both live lessons and pre-scheduled tasks
* 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

**Marking and Feedback**

In accordance with The Federation’s Marking and Feedback Policy, the main types of feedback and marking at Low Road and Windmill Music Federation are:

* ‘Light’ marking of work, acknowledging and recognising attainment and/or progress, success and/or completion of pupils’ work. Pupils may be awarded a grade out of 100. This will be sent from the teacher to the pupil individually.
* In depth marking where a judgement is made and feedback on attainment and the success of a piece of work is given. This will be sent from the teacher to the pupil individually.
* Self-assessment and Peer assessment of the attainment and success of a piece of work. This may include answers being provided to the pupils for them to mark their own work.
* Active marking and feedback will be offered throughout the live lessons.

The Music Federation will consider these expectations in relation to the pupils’ age, stage of development or special educational needs, for example where this would place significant demands on parents’ help or support. The Music Federation will avoid an over-reliance on long-term projects or internet research activities. Please see Appendix A.

**Links with other school policies and practices**

This policy links with a number of other school policies, practices and action plans including:

* Behaviour and discipline policy
* Complaints policy
* Child protection policy
* Confidentiality policy
* GDPR policy
* Online safety and Acceptable use of mobile technology policies
* Homework policy
* 24/7learning policy
* Curriculum policies, such as: Marking and Feedback, English, Maths, PSHE and computing
* Home acceptable usage agreement

The following range of resources to support schools in delivering remote education is available.

**Catch-up support**

Schools can spend their catch up premium on contingency planning for remote education, for example purchasing additional devices or more textbooks. The [EEF Covid-19 Support Guide](https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/) includes information on how to support effective remote education and access to technology.

The Music Federation will endeavour to help those effected through offering the loan of technology when needed. An acceptable usage agreement is in place for families to adhere to.

**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 in 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. Please see Appendix A

**Live Lessons**

## From Spring term, The Music Federation will offer a number of live lessons to all pupils in the event of a national lockdown. Staff will be working from their classroom wherever possible to deliver the full national curriculum to children who are unable to continue to attend school.

The Music Federation will ensure that:

* No live 1:1s will take place and lessons will be taught to groups only. In cases where 1:1 tuition is essential, staff must seek formal written agreement from a senior manager and the pupil’s parent. See safeguarding policy. In the case where only one child arrives to the class, parental permission must be sought via telephone.
* Staff and children must wear suitable clothing, as should anyone else in the household.
* Any computers used should be in appropriate areas, for example, not in bedrooms; staff need to be mindful that backgrounds do not compromise personal confidentiality or breach the guiding principles of safer working practice guidance for staff working in educational settings.
* The live class should be recorded where possible so that if any issues were to arise, the video can be reviewed.
* Live classes should be kept to a reasonable length of time, or the streaming may prevent the family ‘getting on’ with their day.
* Language must be professional and appropriate, including any family members in the background.
* Staff must only use platforms specified by senior managers and approved by the IT network manager / provider to communicate with pupils – Google Classroom
* Staff should record, the length, time, date and attendance of any sessions held as follow (Appendix D).

Deploying and configuring Google Classroom/Google Meet

We aim to set company-wide defaults and controls wherever possible.

Default settings will be configured in such a way so as to balance user needs with security. For example, the ability to share screens may be appropriate for some audiences, but not others.

Configuring user accounts

* Staff will need to log into Google classroom to be able to schedule meetings this will allow users to authenticate to join meetings.
* We recommend implementing single sign-on where possible, integrating the video conferencing service with our existing Google Classroom offer. This means that the service will inherit the same identity protections as our other services. It will significantly improve the user experience by reducing the number of times that authentication is required thus providing a streamline transition to live lessons.
* Staff will need more privileged accounts, so they can (for example) configure the service, or access logs, transcripts, or recordings.
* Being able to control who can join (or initiate) meetings will help protect the confidentiality of the discussions, and prevent unwanted interruptions. Participants usually join meetings arranged in advance by clicking on a link, or by entering a unique code.

We will ensure that:

* Only users from The Music Federation are allowed into a meeting
* Unauthenticated users will not be allowed access

Configuring features available during meetings

The following extra features will be available for staff to use:

* screen sharing
* automatic call transcript generation – available for those who are hard of hearing. (Will be used if needed)
* remote control to mute or switch off video for any participant
* ability to remove any participant
* Many services allow calls to be recorded, and for text chats and shared files to be saved. We will not be using this feature at The Music Federation.
* The Music Federation recommend avoiding installing extra APPs to minimise the need to analyse the security impact of installing those apps.

**SEND**

Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for next academic year will include an expanded range of content for the specialist sector. The Music Federation SEND team will monitor and review the content and select as appropriate. SEND pupils will be offered printed copies of work which will be posted out by the third day of absence.

**Digital education platforms**

The Music Federation uses Tapestry and Google classroom as our chosen education platform. Google classroom is one recommended by the Government.

**EdTech Demonstrator programme**

This is a network of schools and colleges for help and support on the effective use of tech for remote education that can be accessed through the [EdTech Demonstrator Programme](https://edtech-demonstrator.lgfl.net/).

The Music Federation will continue to work with the DFE to access Laptops, tablets, 4G wireless routers and Wifi hotspots to vulnerable pupils who meet the set criteria. Please visit <https://www.gov.uk/guidance/get-help-with-technology-for-remote-education-during-coronavirus-covid-19> for more information.

Support to staff, pupils and families on delivering remote education safely is available from:

* [Safe remote learning](https://swgfl.org.uk/resources/safe-remote-learning), published by SWGfL
* [Online safety and safeguarding](https://www.lgfl.net/online-safety/default.aspx), published by LGfL, which covers safe remote learning
* The National Cyber Security Centre, which includes [which video conference service is right for you](https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations) and [using video conferencing services securely](https://www.ncsc.gov.uk/guidance/video-conferencing-services-using-them-securely)
* [Safeguarding and remote education during coronavirus (COVID-19)](https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19), published by DfE
* annex C of [keeping children safe in education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

**Appendix A – On-going education for individuals**

**EYFS Tapestry/Online Learning Expectations**

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| --- | --- | --- | --- |
| **Task** | **When/how often** | **When to delete** | **Staff Responsibility** |
| Work for absent pupils | Weekly Phonics and Maths planning uploaded | Active for parents to use as a bank of learning ideas | Parent calls/emails to support with additional home learning – where appropriate. |
| Bedtime Story | Weekly – every Friday | Active for parents to access bank of bedtime stories. | Different staff members reading bedtime stories each week. |
| Home Learning Grid | Once per half term | Active for parents to use as a bank of learning ideas | Provided families the opportunity to select activities from the home learning, linked to the areas of learning. |

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| **KS1 KS2** | **Reading - Daily** | **English (Writing or Grammar)  - Daily** | **Maths - Daily** | **Topic - 1 x a week** | **Science - 1 x a week** | **Other (RE, PSHE, Computing)** |
| Year 1 | Phonics | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Use the Rising Stars resources | Use Hamilton Resources where appropriate | Handwriting, PSHE and Art activities |
| Year 2 | Phonics | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Use the Rising Stars resources | Use Hamilton Resources where appropriate | Handwriting, PSHE and Art activities |
| Year 3 | Read Theory and 3 x Booth Activities | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Use the Rising Stars resources | Use Hamilton Resources where appropriate | Handwriting, PSHE and Art activities |
| Year 4 | Read Theory and 3 x Booth Activities | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Use the Rising Stars resources | Use Hamilton Resources where appropriate | PSHE and Art activities |
| Year 5 | Read Theory and 3 x Booth Activities | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Use the Rising Stars resources | Use Hamilton Resources where appropriate | PSHE and Art activities |
| Year 6 | Read Theory and 3 x Booth Activities | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Use the Rising Stars resources | Use Hamilton Resources where appropriate | PSHE and Art activities |

**Appendix B – Education for classes/larger groups**

**Y1-6 will receive 3 Live Lessons per day (English, Maths and one other) EYFS will receive Phonics and story Live**

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| --- | --- | --- | --- |
| **Task** | **When/how often** | **When to delete** | **Staff Responsibility** |
| Work for absent pupils | Weekly Phonics and Maths planning uploaded  Live Phonics Lessons daily | Active for parents to use as a bank of learning ideas | Parent calls/emails to support with additional home learning – where appropriate. |
| Bedtime Story | Daily - Live | Recordings of Live Stories can be active for parents to access bank of bedtime stories. | Different staff members reading bedtime stories each day. |
| Home Learning Grid | Once per half term | Active for parents to use as a bank of learning ideas | Provided families the opportunity to select activities from the home learning, linked to the areas of learning. |

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| **KS1 KS2** | **Reading - Daily** | **English (Writing or Grammar)  - Daily** | **Maths - Daily** | **Topic - 1 x a week** | **Science - 1 x a week** | **Weekly afternoon lessons:** |
| Year 1 | Phonics – live and scheduled | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Live Lesson  Use the Rising Stars resources and scheduled for later completion. | Live Lesson  Use Hamilton Resources where appropriate and scheduled for later completion. | PE  PSHE  Computing /e-safety  Art |
| Alternate live lessons between English and Maths | |
| Year 2 | Phonics - live and scheduled | Teacher to upload input and resources | Use WRM resources.  Upload activities when needed | Live Lesson  Use the Rising Stars resources and scheduled for later completion. | Live Lesson  Use Hamilton Resources where appropriate and scheduled for later completion. | PE  PSHE  Computing /e-safety  Art |
| Alternate live lessons between English and Maths | |
| Year 3 | Read Theory and 3 x Booth Activities | Live English lesson and scheduled for those who do not attend. | Live Maths lesson and scheduled WRM work. | Live Lesson  Use the Rising Stars resources and scheduled for later completion. | Live Lesson  Use Hamilton Resources where appropriate and scheduled for later completion. | PE  PSHE  Computing /e-safety  Art |
| Year 4 | Read Theory and 3 x Booth Activities | Live English lesson and scheduled for those who do not attend. | Live Maths lesson and scheduled WRM work. | Live Lesson  Use the Rising Stars resources and scheduled for later completion. | Live Lesson  Use Hamilton Resources where appropriate and scheduled for later completion. | PE  PSHE  Computing /e-safety  Art |
| Year 5 | Read Theory and 3 x Booth Activities | Live English lesson and scheduled for those who do not attend. | Live Maths lesson and scheduled WRM work. | Live Lesson  Use the Rising Stars resources and scheduled for later completion. | Live Lesson  Use Hamilton Resources where appropriate and scheduled for later completion. | PE  PSHE  Computing /e-safety  Art |
| Year 6 | Read Theory and 3 x Booth Activities | Live English lesson and scheduled for those who do not attend. | Live Maths lesson and scheduled WRM work. | Live Lesson  Use the Rising Stars resources and scheduled for later completion. | Live Lesson  Use Hamilton Resources where appropriate and scheduled for later completion. | PE  PSHE  Computing /e-safety  Art |

**Appendix C – Education for classes/larger groups**

In addition to the bespoke lessons mentioned above, The Music Federation will offer fun indoor and outdoor learning opportunities for pupils based on age phases.

**Indoor and Outdoor Home Learning W/C May 11th**

**EYFS EXAMPLE**

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| **Day** | **Indoor Activity** | **Outdoor Activity** |
| **Monday** | **Observational painting**  Paint a picture of your pet (or a minibeast you can see outside if you don’t have a pet) | **How many?**  How many star jumps, hops, jumps, claps, roly polys, can you do in 10 / 20 / 30 seconds? |
| **Tuesday** | **Make Cloud Dough**   You need:   * 1 cup of oil (vegetable or baby oil) * 8 cups of flour * Food colouring   What to do:   * Mix oil and flour together * If using food colouring - ad to oil first.   Enjoy moulding and exploring the cloud dough that you have created! | **Hop Scotch**  Using chalk, draw a scotch grid on the floor and practice counting as hopping and jumping through it. You can practice counting in 1’s or 2’s |
| **Wednesday** | **Weaving**  Develop fine motor skills through weaving. You can use strips of paper/magazines/string/wool | Using a ball practice some key gross motor skills. Throwing, catching, kicking, dribbling.  **Throwing and catching:** play hot potato countdown from 10 to 0. The person holding the ball on 0 losses, they have the hot potato.  **Kicking and dribbling:** Set up some obstacles to dribble the ball in and out of. Could you set up a goal and take turns trying to score/block the goal? |
| **Thursday** | **ICT**  Think of your favourite animal. Draw a picture of it. Can you label parts of its body?  With your grown up, use books/google to find out some facts about it. Where does it live? What does it like to eat? How much does it weigh? How fast can it run? Etc..  Have a go at writing down your 3 favourite | **Natural Art**  Collect a variety of natural resources. Use them to create a collage. (Leaves, petals, flowers, twigs, bark, stones, mud, grass) |
| **Friday** | **Shaving Foam Bath Paints**  You’ll need shaving foam, washable paints and some containers/baking tray.  <https://www.youtube.com/watch?v=ty5n5rC7LvA> | **Create an obstacle course**  Can you set out a track which involves changing levels and moving around different objects.  What could you climb over? What could you crawl under?  What could you run around? What could you jump through?  What could you step through? |

**Key Stage 1  - EXAMPLE**

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| **Day** | **Indoor Activity** | **Outdoor Activity** |
| **Monday** | **Life Skills - Learning how to fold clothes**  Watch the video(s) below and use this to teach your child how to fold their own clothes then put them away in the correct drawers.  There is a folding hack, using a cardboard box, that may help!  Thank me later when all your washing is put away!  <https://www.youtube.com/watch?v=E-qw-0NiCwc>  <https://www.youtube.com/watch?v=LVjSf6kQmJE>  (2 minutes in.) | **Science - Plant hunt!**  Go outside in your garden or on a walk around your local area with an adult. What plants do you see? What colour are they? Are they plants you can eat or not? Do they have leaves or petals?  Create sticky postcard using a small rectangle piece of card and some double sided sticky tape. Use this to collect pieces of different plants you find, sticking them to your board. |
| **Tuesday** | **Art - Bubble Art!**   * Bubble mixture (washing up liquid)  Liquid food colouring – choose the colours depending on what you want your final outcome to be! Is it a Galaxy – choose purples and blues. Is it a garden? Choose greens and yellows! * Bubble wands or you could have fun making your own bubble blowing devices! (make a hole in the bottom of a plastic cup/plastic drink bottle/straw/funnel) * Sheet of paper/card * Containers to dip your wands into!   **Activity**  Simply tip a little bubble mixture into a container (one for each colour).  Add a little food colouring to each tray and stir gently (you don’t want to make too many bubbles  in your container because the bubbles don’t work as well when the mixture is all bubbly).  It’s time to blow bubbles all over your paper! |  |
| **Wednesday** | **Phonics/English**   * Play snap or bingo with letters/sounds/capital letters and lowercase letters/High Frequency Words. Write letters on pieces of paper or card, to create homemade flashcards. Make two for each letter. Use them to play snap. * Play ‘I spy’ games (for example, ‘I spy something beginning with a…’, using the letter sound) when you are out and about.   Phonic sounds you could use  qu,ch,sh,th,ng,ee,igh,oa,oo,ar,or,ur,ow,oi,ear,ure,air | **Religious Education/Team Building - make a Sukkah!** Judaism – Sukkah The Jewish festival of Sukkot can be marked by building a shelter or ‘sukkah’ which is used for the 7 day duration. The shelter commemorates the time that the Israelites spent in the wilderness after they were freed from slavery in Egypt. **Sukkah Specifications:**  1. Be large enough to fit at least 1 person, a table for eating and a space for sleeping  2. 2½-4 windproof walls  3. The roof must provide shade but also gaps to view the sun/stars  4. It must have a doorway  5. It must not be under any other form of shelter  **Suggested Equipment** Tarpaulins, Sheets, Long sticks Fixed posts or trees, Crates or pallets, Leafy branches or straw, Pegs, bungee, twine or other fixings, Ropes Decorations. |
| **Thursday** | **Reading**   * Have a look in your cupboards and ask your child to find the things you will need to buy when next shopping by reading the labels on products together. * Ask them to make you a list of the foods they would like you to buy! * Maybe they could create a recipe and write a set of instructions using their favourite ingredients! | **Geography**  This is an engaging hook for a geography lesson in which children consider routes and mapping in miniature. They are challenged to think about the detail that they see, the panoramic views, the paths, climbs and tunnels that they may be travelling through all from the perspective of an ant. The activity can also support literacy by stimulating the use of descriptive language and imaginative place naming. Children could write their own guided tour or even record an audio tour as a speaking and listening extension.  **You will need:** String, or wool a few metres long,  Masking tape and a pen to create small flags for landmarks, A varied natural landscape such as beneath a hedgerow or a patch of longer grass, A camera or tablet and mirrors/magnifying glasses (optional)   1. Take a length of string. 2. 2. Lay the string out across a small stretch of varied terrain. 3. 3. Get down low to the ground and examine the ‘route’ that the string takes from an ant’s point of view. 4. Interesting points can be marked with short twigs and masking tape labels. 5. Mirrors or magnifying glasses can give a different perspective and cameras or tablets used to take macro-pictures. |
| Friday | Topic: Pick your favourite Intrepid Explorer and create their choice of transport.  Most parents can remember building a den as a child, usually with nothing more than a table, some cushions and a sheet. Let your child's imagination run wild as they pretend to go flying like Amelia Earhart.  They could build a ship for Christopher Columbus or a space ship for Neil Armstrong..  To be super creative you could create a video with your den creation and pretend you are that intrepid explorer. | Science: Mini-Beast Hunt.  Globally scientists have identified almost one million species of insect, but many more species have still to be discovered. Some scientists think there might be as many as 30 million different species!  You will need something pale to collect minibeasts. You could use a tray, sheet or large piece of paper, or alternatively a dustpan and brush.  Here's how you can find lots of different kinds of insects in a three-metre stretch of hedge:  You can find hedges in many streets, parks, school grounds and the countryside. If necessary, find them first by looking at local maps and photographs.  Very gently, shake the branches above your container so that the invertebrates fall in, or use a dustpan and brush to gently sweep the outer leaves of the hedge to knock the invertebrates into the dustpan.  Now use [**Opal's Invertebrate Identification Guide**](https://www.opalexplorenature.org/sites/default/files/7/image/Invertebrates%2520guide-%2520UPDATED%2520FINAL.pdf) to help identify what you have found.  Take care not to disturb nesting birds. |

**Lower Key Stage 2**

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| **Day** | **Indoor Activity** | **Outdoor Activity** |
| **Monday** | **Maths- Baking**  Find a recipe online to bake some sweet treats! Measure the ingredient out precisely using scales. | **Maths- Outdoor Symmetry**  You will need: any materials you can find in your garden, short lengths of ropes or string and a camera.  Start with a hunt for natural symmetrical objects. Then, start to create a large design using those materials together. The line (or lines) of symmetry can be shown using rope or string. Take a picture of your design! |
| **Tuesday** | **Art - Sketch a Portrait**  Have someone in your family sit for you while you draw their portrait. Can you do the whole family?  Why not find a mirror and do a self-portrait? Maybe you could catch a pet sleeping and draw them too. | **English (Speaking and listening) - Make your own moustache!**  Make a moustache out of twigs, grass or anything else you can find outside. When your moustache is in place, give an exactly one minute talk, describing the good and bad things about your moustache. |
| **Wednesday** | **English - Make a Story Sack**  Choose a favourite book and collect some items in a bag that have something to do with the book. Can someone else guess the book based on the items you have collected? | **Geography - Draw a Map**  Draw a map of the rooms in your house to begin with. Then take your daily exercise and have a walk in your local area. Include interesting landmarks or objects. When you get home turn it into a treasure map and write some clues. Can someone else solve the clues and work out where the ‘treasure’ is hidden? |
| **Thursday** | **Maths - Investigate Capacity**  Get a collection of containers, such as cups, saucepans, egg cups and bowls. Estimate how many smaller containers it takes to fill a larger one, e.g how many egg cups of water it takes to fill a saucepan. Try it out and see if your estimate was close.  Use the water on household plants or in the garden so it doesn't go to waste | **PE - Garden Dance**  In your garden, or somewhere outside, can you create a dance that includes something you would find outside? E.g. could you dance with a flower? Create a stage area with some twigs? See how creative you can get! |
| **Friday** | **PE - Design a workout**  Imagine you are Joe Wicks. Design a workout using things you find around your home and write it down as a set of instructions. For example:   1. Use a tin of beans as a weight and curl your arm up to your shoulder ten times, then swap arms and repeat. 2. Step up and down on the lowest stair on your staircase for one minute, then pause for 30 seconds and repeat this twice more. | **Science - Listening Challenge!**  Sit in your garden (or do this while on a walk) and listen to the sounds of the outdoors.  Create a table to record your findings as you listen, with one column for the name of the sound, and the other as a tally chart for how many times you heard that sound.  Then, write a conclusion sentence about which sounds you heard the most frequently and why this might be. |

**Upper Key Stage 2**

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| --- | --- | --- |
| **Day** | **Indoor Activity** | **Outdoor Activity** |
| **Monday** | Talk about your family’s history. Think about aunts and uncles, grandmas and grandads, great grandmas and great-grandads. Create a family tree. Look through old photographs. Create individual or family portraits. | On a sunny day, can you try to make a sundial?  Use a pop bottle and chalk to trace the shadow at different times in the day. Check if the sundial works the following day. |
| Tuesday | Do an alphabet hunt: find 26 different items in your house, one for each letter of the alphabet. For example, an apple for A. | Use homemade Play Doh or garden soil (if solid enough to mould) to create your own creature. Remember to wash your hands thoroughly after handling soil or anything in your garden.  Recipe for homemade playdoh:  Makes 1 coloured ball  Prep 10 minutes  You will need  8 tbsp plain flour  2 tbsp table salt  60ml warm water  food colouring  1 tbsp vegetable oil  Method  1. Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.  2. Pour the coloured water into the flour mix and bring together with a spoon.  3. Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.  4. Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh. You can make a batch of colours and give away as kids’ party bag favours or hold a playdough party for your child’s next birthday.  <https://www.bbcgoodfood.com/howto/guide/playdough-recipe> |
| **Wednesday** | Design and make your own board game. You’ll need to think about a board, challenges and questions, counters, a spinner/dice and of course, the rules. Once you’ve made it, play it together. | Create a Haka  Take inspiration from Maori culture for your own ceremonial dance.  The Haka is a ceremonial dance from Maori culture, used by the New Zealand All Blacks rugby team. It is a group line dance combining a series of powerful movements, foot stomps and rhythmic chanting.  Follow the link to watch the New Zealand All Blacks for inspiration.  <https://www.youtube.com/watch?v=yiKFYTFJ_kw> |
| Thursday | Plan and cook a meal together. You could learn a new recipe from a family member or try a new one from a recipe book.  IF the recipe is for 4 people, and you need the ingredients for 6 people, what will you do? Create a recipe card.  Maths link: weighing and measuring, ratio. | The Japanese art of Hapa Zome  Hapa-zome is a Japanese term meaning ‘leaf-dye.’ Equipment: Mallets: rolling pins or even just hand-sized rocks  Cotton fabric such as calico, cut up bed sheet or muslin. Kitchen roll also works.  Various leaves, berries and flowers.  1. Collect a range of leaves, berries and flowers.  2. Position the natural matter as desired on a small piece of cotton fabric.  3. If creating a symmetrical image place the natural matter on one half so that the fabric can be folded over.  4. Or cover the natural matter with a second piece of fabric or kitchen roll.  5. Hammer all over the top layer of material until the dye can be seen seeping through.  6. Remove the top layer and the plant matter to enjoy the resultant imprint on the fabric. |
| **Friday** | Create an indoor treasure hunt using clues and ask another member of the family to follow the clues to find the treasure. What will your treasure be? | Make a set of outdoor dominoes to play with the family.  Collect a range of stones and paint them 2 colours. When they are dry, paint the dots on - an easy way to do this would be to use a Q-tip. Traditional domino sets have up to six dots on each side of a domino.  Once they are ready, you can play! |

**Appendix D**

**Live Lesson Log**

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| Date and subject | Start time | End time | Names of pupils in attendance | Recording available |  |
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