

Bubble Closure – Remote Learning Arrangements



In preparation for the possibility of bubble closure:

- All class teachers to ensure they have readily available copies of Seesaw, Purple Mash / Mini Mash / Rising Stars logins which can be sent home.
- SLT to ensure there is a stock of paper / exercise books and A4 envelopes.
- Office to prepare address label stickers for all classes which can be easily printed.

In the event of bubble closure please ensure the following is completed:

- On the day of closure, children should be sent home with an exercise book or pages of lined and squared paper to complete work on and their Seesaw, Purple Mash logins (and Rising Stars y6).
- Throughout the period of closure, teachers are required to prepare daily learning plans with associated videos and resources.
- These need to be shared with NR/MQ by 3pm each day for the following day of learning.
- These plans will be posted to the Remote Learning area of the school website daily.
- Teachers will also host daily MS Teams class meetings at the beginning and end of the school.
- Teachers will be asked to contact every child in their class once a week.

Maths:

- We will be directing children to their current/next Maths unit on Oak National Academy, ie: <https://classroom.thenational.academy/subjects-by-year/year-4/subjects/maths>
- Year groups will, where necessary, need to create the worksheet to go alongside the Oak National videos – screen shots may be possible.
- As before, include a scaffold and challenge activity.

Reading:

- On the day of closure, children need to be sent home with 2 colour banded reading books and their reading records.
- Read to Succeed – style lesson will be recorded and tasks and questions to be prepared for the daily plan.

Writing

- Teachers will film themselves delivering the class input and a modeled example of the genre.
- The daily plans will have the model example, and the steps for children to complete their English and SPAG work.

Wider Curriculum

- Each day, an additional lesson will be filmed for the daily plan from the broader curriculum to ensure breadth.

Computing

- A teacher from the year group will ensure computing tasks are set via the Purple Mash portal for children to work on over the week.








Feedback

- Children will be expected to upload evidence of their learning to the Seesaw platform. Teachers will then provide timely feedback to children through the Seesaw App.

• **Suggested Daily Timetable**

9.15	Live TEAMS Morning Briefing
9.30	Reading / Phonics
10.15	Writing
11.00	Break
11.30	Maths
12.30	Lunch
1.15	Reading for Pleasure
1.30	Science/ Humanities / Computing
2.30	Live TEAMS Afternoon Briefing
2.45	End of school day

• **Sample Daily Plan**

 Monday Home Learning – Year 5	
Hello everyone! Welcome to your Week 5 home learning pack. We are all very impressed by how engaged you are with your learning during these difficult times. We have many exciting lessons planned for you this week: from the adventures of the seafaring dolphin Tuffy in Reading to the invention of hot chocolate by the Mayans in History. We really hope you enjoy all the lessons we have planned for you. Therefore, if you want to, you can send in pictures of any learning you complete or activities you get involved in. Don't forget to sign in for our daily meetings! link Mr Green, Miss Adams and Mr Orsbourne	
Reading 	Listen to your teacher read “An Unexpected Adventure” by Anne Gilbert here This text will be used tomorrow as well. LO: To retrieve information from the text Questions 1. Where does George live? 2. How does George feel about Grandad at the beginning of the story? 3. How does George react when he learns that Grandad was trapped on an ice floe? 4. What was Grandad's childhood like? 5. Why did Grandad throw his knife down on the ice floe? Answers are provided at the end of booklet, on page 14.
Writing 	Do you recognise this building? It's the Eiffel Tower! It is one of the most famous landmarks in Paris, the capital city of France. This week we will be writing a non-chronological report about Paris. The key features of a non-chronological report are on page 5. Before we start writing, we need to make a fact file about Paris. See your teacher here showing you how to do this. Use the fact file template on page 6 to help you. Tomorrow we will use your fact file to plan our reports. To help you with your research, a series of fact sheets is provided on pages 7 to 10. You can also try to do your own research online. Use this website to get you started: https://kids.britannica.com/kids/article/Paris/345991
Maths 	This week we are going to continue to learn about converting between different units of measure . Today's lesson is about converting between miles and kilometres. https://www.thenational.academy/year-5/maths/to-convert-miles-and-kilometres-year-5-wk4-1
Topic 	What did the Ancient Maya eat and drink? Last week, we studied the writing and number system of the Ancient Maya. This week we will look at what the Maya ate and drank. Access your lesson recording here .
Fabulous Finish 	Don't forget to do at least 20 minutes Reading for Pleasure! We recommend: The Jabberwocky and other poems by Lewis Carroll Free eBook here: https://www.oxfordowl.co.uk/api/digital_books/19686.html
Seesaw 	Don't forget to upload your work for us to see via your Seesaw learning platform!