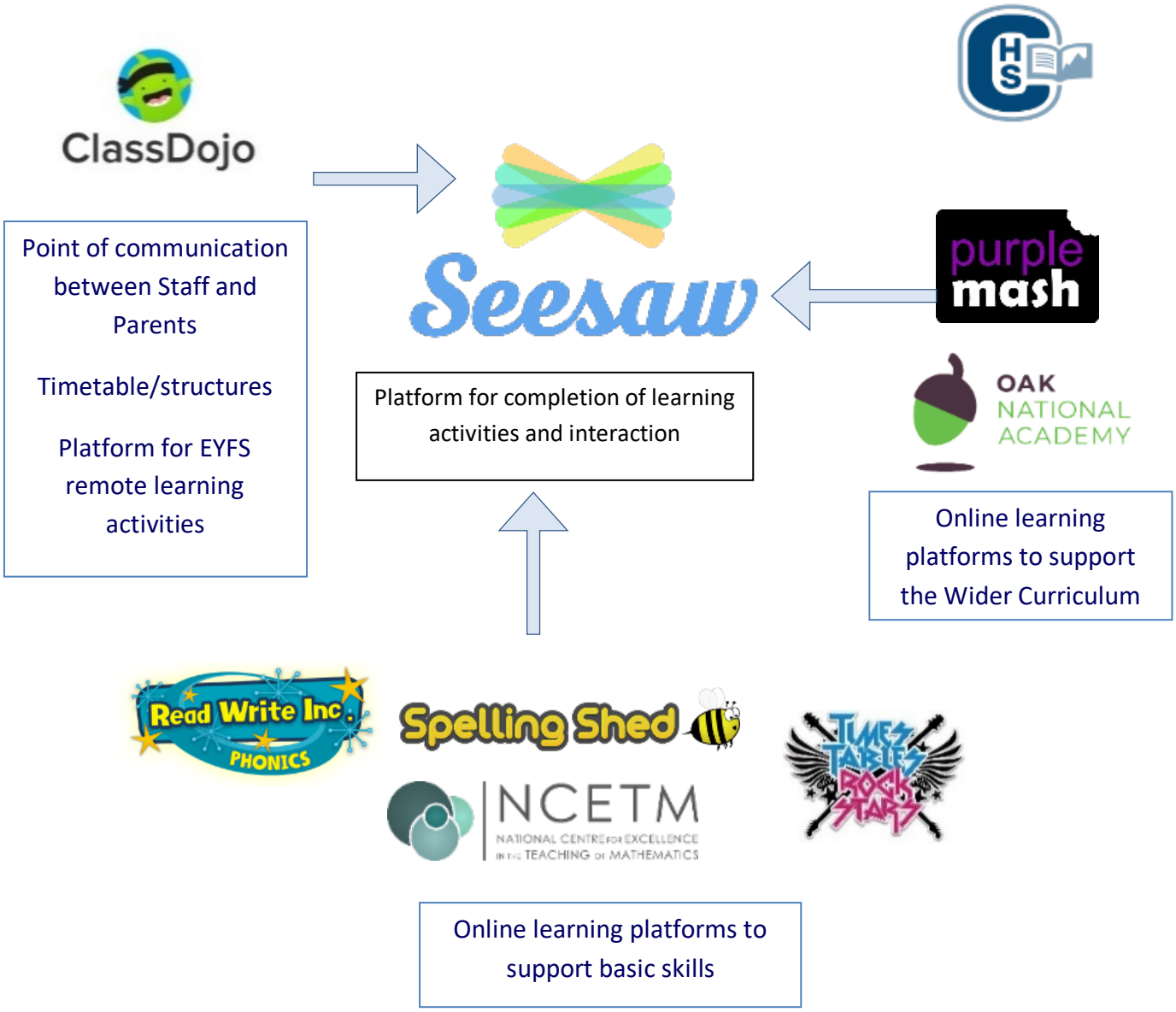
Coleshill Heath School

Remote Learning: Staff Policy

October 2020

Accessible platforms



In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Coleshill Heath School has developed the following plan to ensure that all children have access to remote learning opportunities whilst also acknowledging that some households may have limited access to devices and require hard-copies of work and resources. All children who are **absent from school due to self-isolation** are entitled to access remote learning.

This plan will be applied in the following instances:

1. **Individuals are self-isolating**
   This may be due to:
   - **themselves** or **household members** showing symptoms;
   - a positive test within the household;
   - they are a highly vulnerable individual or live with a highly vulnerable household member.
     In this case, the person with medical needs has a risk assessment in place and time-limited shielding is agreed by the Headteacher.
2. **A whole bubble is self-isolating**
   There has been a positive case of Covid-19 within the bubble

This policy complies with the expectations and principles set out in the DfE document 'Guidance for the Full Opening of Schools'. *Whilst teachers are aware that children at home may struggle with new learning as they would not be scaffolded in the usual way, the learning activities that would happen in the classroom must be available for children at home.*

Software and online platforms

Our main online learning platform will be Seesaw. *Seesaw is compatible with Chromebooks, computers, iPads, iPhones, Android tablets, Android phones and Kindle Fire tablets*. All learning activities set will be in line with our current curriculum. Parents will need to download the app and the children can access Seesaw by using a home learning code (a 16 digit code that is entered once).

The Seesaw application has the ability to record audio, upload pdf/jpeg/gif files, upload photos, drawing, videos, hyperlinks and notes within Seesaw. You can upload up to 10 images, 1 pdf and 1 video at a time (capacity per lesson).

Please note: *To save PowerPoints or Word documents as a pdf can be done through the Save As.. button on PPT or Word and change the file format from .doc or .ppt to .pdf*

The online resources to support remote learning will include:

- Maths No Problem/White Rose Maths/NCETM Guidance from the DfE
- Class Dojo
- Spelling Shed
- Read Theory (Y6)
- Oak Academy
- RWI Phonics
- TT Rockstars/ Numbots
- CHS class blogs
- Purple Mash

These have been selected because there is already a staff and pupil usage of these resources and it will diminish the various and on-going barriers to access that we have currently identified.

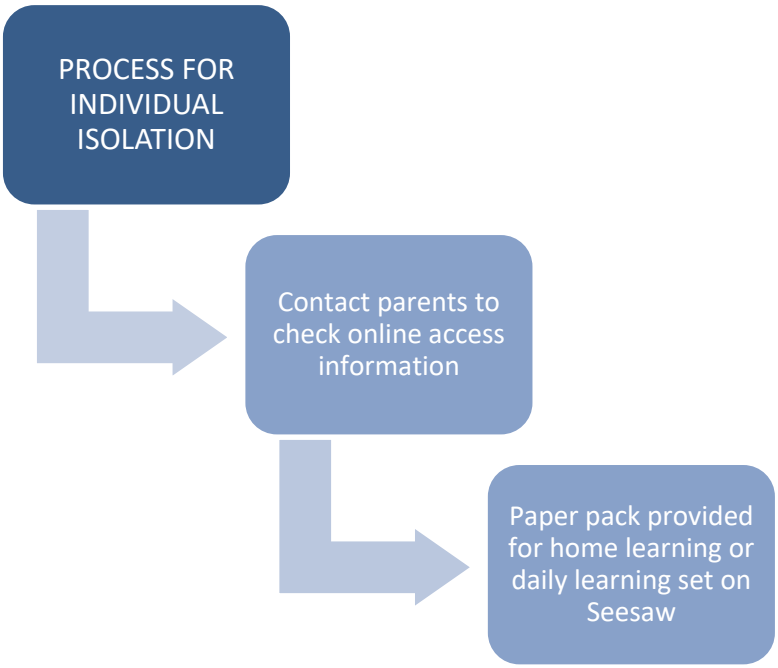
Seesaw will be the main point of learning contact between teachers and children. Learning activities uploaded by teachers will be submitted by pupils and feedback can be provided.

Class Dojo will remain in use as the means for communication between the teacher and parents/carers. Teachers and parents/carers will already be able to message one another to share information or offer support. The use of Class Dojo will be in line with the Class Dojo Usage Policy. It is an expectation that all year group staff are linked to each other's Dojo accounts.

Maths No Problem and White Rose resources will be used as they are matched to our current maths curriculum model. Spelling Shed, TT Rockstars and Numbots will be utilised to support the acquisition and retention of basic core skills.

linIn the event of any form of isolation and loss of learning caused by Covid-19, parents must understand that engagement in home learning is compulsory, as is the expectation that Coleshill Heath School makes that provision available and accessible to all. However, if the children themselves are too ill to attend then they should not be expected to engage in home learning. At Coleshill Heath, we recognise the unique circumstances of every family and their ability to access different platforms.

1. Expectations for Teachers in the event of individuals self-isolating

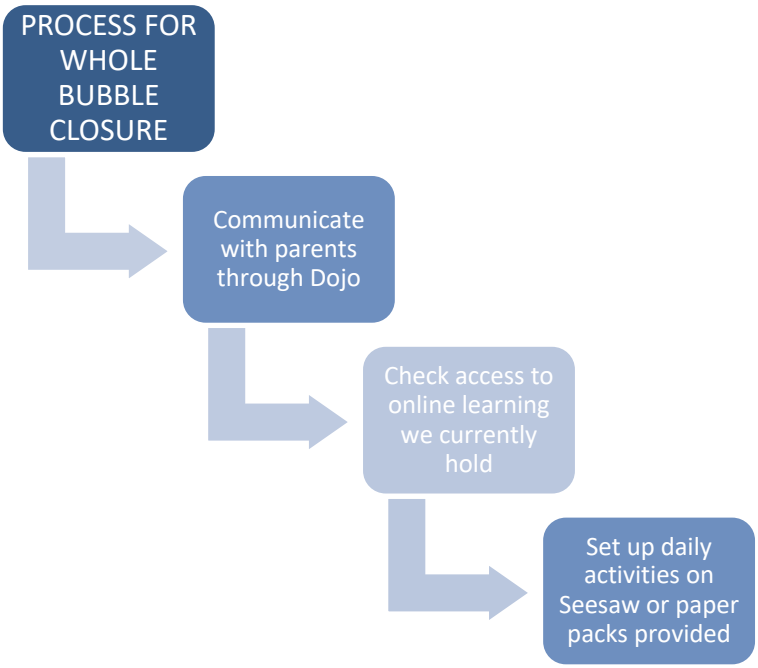


How will pupils access usual classroom practice at home?	In instances where individuals are self-isolating, on the first day, a member of year group staff will contact the family to evaluate the level of access to online learning. They will provide suggestions for learning activities for that day and set expectations for future provision. When there is an incident of a child self-isolating, online learning will need to be uploaded to Seesaw daily until that child returns. If the child does not have any access to online learning at home, a learning pack will need to collected on Day 2. Seesaw allows documents such as PowerPoints and Word documents to be uploaded as .pdf files. For children at home to be able to access these documents, teachers will need to consider the level of detail on them. For the purposes of remote learning, any instructional PowerPoints must include clear teaching points written onto slides and learning activities that are clearly instructed either on the PowerPoint or other file that is uploaded so that the pupils can access them without the direct teacher input.
Activities to be uploaded daily by 9am when individuals are self-isolating	The expectation of learning activities will be: • Daily Reading learning activity (Key Stage 2) • Daily Phonics lesson (Foundation Stage and Key Stage 1) • Daily English learning activity • Daily Maths learning activity • Daily Foundation learning activity for one of the foundation subjects linking to the children's current curriculum content in school (Science, History, Geography, Computing, Art).

Content for Phonics (Reception – Y2)	**Daily**: Children will access their usual RWI phonic teaching sequence via video through an online package. The link must be uploaded daily to **Class Dojo** for Reception and **Seesaw** for Years 1 and 2.
Content for Reading (Y3-6)	**Uploaded daily by 9am** Teachers will aim to provide learning for all reading skills by using extracts of a text and providing a reading activity to go alongside this text. This will be the content of your usual Reading lesson and needs to be uploaded to Seesaw. The text can be photographed, a voice note or .pdf of a PowerPoint can be uploaded to instruct the children of their task.
Content for English (Y1-6)	**Uploaded daily by 9am** For children who are absent due to isolation (Bubble is open): The remote learning for English will follow the Talk4Writing sequence. Children will have access to writing tasks linked to a text with the final outcome being the expectation that they will produce a piece of writing around their given focus. The resources created by the teacher to be used in the normal lesson should be uploaded to Seesaw to support the children at home. For example, you could upload a PowerPoint with your key teaching points and then a worksheet with examples for the children to follow. Voice notes could also be uploaded as instructions. Children can submit their responses as a photo, notepad, drawing or directly onto a worksheet. Children in Y1-2 need to have activities which they can do on paper, as they won't be able to sit and type responses. Seesaw allows children to write on paper and upload a photo of their learning which the teacher can then respond too. Alternatively, if the activity lends itself to the children writing directly onto Seesaw, they have that option too.
Content for Maths	**Uploaded daily by 9am** Remote learning activities for Maths should be the same as being delivered in school. Any resources (inc. work tasks and PowerPoints) should be uploaded to Seesaw. Links to the NCETM videos can also be uploaded as part of an assignment. These should be linked on your daily PowerPoint that is uploaded. Children who are remote learning should be completing the same learning as the children attending school. *As part of teachers' planning, they will need to locate the NCETM videos that support the learning taking place in the classroom and have these links available for remote learning.*

Content for foundation subjects	**Uploaded daily by 9am** One foundation learning activity should be uploaded each day that is also being delivered in class. This should be supported by the lesson resources to enable children to complete the activity independently. Key teaching points, resources and instructions must be clear and a WAGOLL of what the learning should look like should be provided. *Remember, if you are asking children to conduct research into a certain topic at school, to consider the safeguarding around this for the children who are learning remotely. Many children at home have access to the full internet – there may not be child safety filters on their Wi-Fi at home as there is in school. If asking a child to complete a piece of learning based on research, consider uploading a range of resources or links for the children to use rather than exposing them to internet search engines.*
Guidance for Nursery and Reception	**Monday by 9am:** Direct communication with parents through Dojo with weekly information. **Daily by 9am** A daily Dojo post with the home learning activities: e.g. Today in Nursery we are _____. If you're at home, why not try_____. Parents to photograph what their children have been doing and teachers to feedback. You will need to include a phonics link, maths, writing and an exploratory activity (e.g. make a cake, go for a walk and find… etc.) Please see Terri for further guidance.

2. Expectations for Teachers in the event of Whole Bubble Closure



Staff expectations during a Whole Bubble Closure	**All Staff** • Ensure all staff can access each other's Dojo and Seesaw accounts • If a member of staff is ill during a bubble closure, they will need to log that in the usual way by ringing into the office. • SLT will check in with staff who are isolating. **Teaching Staff** • Ensure year group classes are linked on Seesaw (N.Singh) • All learning activities to be posted by 9am daily onto SeeSaw or Dojo (EYFS only) • Families who are not submitting work to be contacted if they are completing online learning (Paper learning will be collected on return to school) • All learning activities and resources posted onto Seesaw are to be consistent across the year group and of the usual high-standard. • If a member of teaching staff is ill, year group colleagues should upload learning to Seesaw and feedback to children as best as they can. *Use of Whole Class/Whole Bubble feedback could be appropriate in this situation and could be part of the following day's learning activities to support staff having to feed back to a large number of pupils.* **Teaching Assistants** • Teaching Assistants are expected to be linked to their year group classes on Dojo • Make comments and respond to posts on Dojo • Monitor the Reading Record returns and message families to: - Congratulate them on returning the form - Encourage them to return the form - Offer/Provide support to overcome any difficulties associated with reading that families may be experiencing. • Have a record of the current Reading Bands for children in that year. • Keep in touch with all of the children once a week and vulnerable children twice a week. *(A mobile phone will be provided by school for this and a list of contact numbers)* • DSLs will contact any children with a social worker

How will pupils access usual classroom practice at home during a Bubble closure?	Planning for Remote Learning will be part of daily practise for the duration of the bubble closure. When planning lessons, resources should be saved as daily documents to enable ease of upload to Seesaw. Teachers will need to consider the activities planned and ensure they are accessible to children at home. During a bubble closure, teachers may rely more on retrieval practice to support learning. However, new learning is also expected to take place. Seesaw allows documents such as PowerPoints and Word documents to be uploaded as .pdf files. For children at home to be able to access these documents, teachers will need to consider the level of detail on them. For the purposes of remote learning, any instructional PowerPoints must include clear teaching points written onto slides and learning activities that are clearly instructed either on the PowerPoint or other file that is uploaded so that the pupils can access them without the direct teacher input.
Timetable	**First day of Bubble closure by 9am:** Teachers will upload a suggested timetable for parents onto Dojo, with a brief overview of the learning activities for that week and a suggested daily timetable. For example: *This week, we will be reading How To Train a Dragon in Reading lessons and practising our prediction and retrieval skills. We will be learning about simple and compound sentences in English. In Maths, we will be learning to compare, order and round numbers up to 1 million. In our foundation subjects, we will be looking at the lives of people in the Anglo-Saxon times in History, which materials are insulators and conductors in Science and how Sikhs show they are dedicated to their religion in RE.* *A daily structure could look like:* *9:00- 9:30 Reading* *9:30- 10:30 English* *Break* *11-12 Maths* *Lunch* *1-2 Foundation Subject* *2-2:30 Spelling Shed or TT Rockstars*
Activities to be uploaded daily by 9am	The expectation of learning activities will be: • Daily Reading learning activity (Key Stage 2) • Daily Phonics lesson (Foundation Stage and Key Stage 1) • Daily Spelling learning activity (Key Stage 2) • Daily English learning activity • Daily Maths learning activity • Daily foundation learning activity for one of the foundation subjects linking to the children's current curriculum content in school (Science, History, Geography, Computing, Art).
Content for Phonics (Reception – Y2)	**Daily**: Children will access their usual RWI phonic teaching sequence via video through an online package. The link must be uploaded daily to **Class Dojo** for Reception and **Seesaw** for years 1 and 2.

Content for Reading (Y3-6)	**Uploaded daily by 9am** Teachers will aim to provide learning for all reading skills by using extracts of text and providing a reading activity to go alongside this text. This will be the content of the teacher's usual Reading lesson that would have been taught in school and needs to be uploaded to Seesaw. The text can be photographed, a voice note or a .pdf of a PowerPoint can be uploaded to instruct the children of their task. If children have no access to online learning, a paper pack of previously taught Reading activities will be provided to provide the opportunity for the consolidation of learning.
Content for English (Y1-6)	**Uploaded daily by 9am or a paper pack provided (Prepared in advance in case of Covid-19 closure)** Bubble closure: If the whole bubble closes, a Talk4Writing home learning pack should be issued for the two-week closure. This should include activities which the children can access at home, independently and return to the teacher either via Seesaw or in paper form upon return. The Talk4Writing home learning packs are available online and should be adapted to suit the ability of children in the year group. The Talk4Writing home learning packs will contain learning activities where children practise basic skills within a new context. The daily activities should also be uploaded onto Seesaw for children to access remotely if they are able to.
Content for Spelling (Y2 - 6)	**Uploaded on Day 1 and Day 6 of isolation** Children to access spelling activities set on Spelling Shed. Each week, a spelling rule is set and the children can practice this through their 'hive'. The Spelling Shed PowerPoint should be shared on Seesaw **weekly** *(Day 1 and Day 6)* with one ppt per week. The Spelling Shed ppt will need to be edited only when the year group bubble is isolating. *(The PowerPoints will ask children to talk to a partner, talk to a teacher etc. It will need to be adapted to suit children learning independently at home.)*
Content for Maths	**Uploaded daily by 9am** The remote learning for Maths will follow the year group's current curriculum with an additional focus on retrieval practice. This will be supported with NCETM home learning videos where appropriate. Children who are remote learning should be completing the same learning as if they were in school. Any resources (inc. work tasks and PowerPoints) should be uploaded to Seesaw and links to the NCETM videos can also be uploaded as part of an assignment to support children. If children have no access to online learning, a pack of learning relating to basic skill retrieval should be provided. This will be a consolidation of previously taught place value and number facts.

Content for foundation subjects	**Uploaded daily by 9am** One foundation learning activity should be uploaded each day that is also being delivered in class. This should be supported by the lesson resources to enable children to complete the activity independently. Key teaching points, resources and instructions must be clear and a WAGOLL of what the learning should look like should be provided. *Remember, if you are asking children to conduct research into a certain topic at school, to consider the safeguarding around this for the children who are learning remotely. Many children at home have access to the full internet – there may not be child safety filters on their Wi-Fi at home as there is in school. If asking a child to complete a piece of learning based on research, consider uploading a range of resources or links for the children to use rather than exposing them to internet search engines.*
Guidance for Nursery and Reception	**First day of isolation by 9am:** Direct communication with parents through Dojo with weekly information. **Daily by 9am** A daily Dojo post with the home learning activities: e.g. Today in Nursery we are _____. If you're at home, why not try_____. Parents to photograph what their children have been doing and teachers to feedback. You will need to include a phonics link, maths, writing and an exploratory activity (e.g. make a cake, go for a walk and find… etc.) Please see Terri for further guidance.
On return to school following a bubble closure	For children who were provided with paper packs, feedback should be provided on return to school. For children completing remote learning, feedback should be given on Seesaw daily.

Autumn Term Curriculum Resource Suggestions for Teachers

The Oak National Academy and NCETM have released lots of learning materials to support school with planning for and providing remote leaning to pupils.
Looking at the Autumn Term and the content of the curriculum being taught, suggestions have been added into this table that link to the curriculum content being covered in each year group.
The Oak National Academy resources can be accessed through https://www.thenational.academy/

Year 1	**Autumn 1** **8 weeks**		**Autumn 2** **7 weeks**		**Teaching resources including Oak National Academy Materials**
Topic Title	**Where I live**				
English – Talk4Writing	Fiction text: Focus:	Owl Babies Losing tale	Fiction text: Focus:	Little Charlie and the Chocolate Journey tale	Teacher created T4W resources
	NF text: Focus:	Missing poster Persuasion text.	NF text: Focus:	A trip to the local area Recount	
Reading	Vocab Retelling		Prediction Retrieval		RWI Phonics online platform
Maths	Number: Place value (within 10) Number: Addition and subtraction (within 10) Geometry: Shape Number: Place value (within 20)				Teacher created resources NCETM videos Maths No Problem resources
Science	Plants		Weather		Teacher created resources
History	A look at how the local area has changed within living memory. Talk to a visitor and ask questions about the past. Design a playground of the future (understand that change will continue to occur)				Teacher created resources Oak Academy: Have people's lives changed in living memory
Geography	A geographical study of the local area. Use field skills and study to find out about the local area.				Teacher created resources Oak Academy: Villages, Towns and Cities; Sketch my settlement; features of my settlement
Art/ D&T	Create a landscape Design and make a playground with moving pieces.				Teacher created resources
Computing	Online Safety		Pictograms		Purple Mash
RE	Creation story		Christmas		Teacher created resources
PSHE	Being Me		Celebrating Differences		Teacher created resources Jigsaw resources

Year 2	Autumn 1 8 weeks		Autumn 2 7 weeks		Teaching resources including Oak National Academy Materials
Project Title	Bright Lights, Big City				
English – Talk4Writing	Fiction text: Focus:	Warning Story - Kaseem and the dragon Focus: Character description (dragon)	Fiction text: Focus:	Losing Tale - Princess and the Frog Focus: Style – varying sentence and speech.	Teacher created T4W resources Spelling Shed
	NF text: Focus:	Non-chronological report - Dragon	NF text: Focus:	Instructions – How to find a Forever Friend	
Maths	Number: Place Value Number: Addition and Subtraction Measure: Money Number: Multiplication and Division				Teacher created resources NCETM videos Maths No Problem resources
Science	Animals including humans		Materials		Teacher created resources
History	Changes within living memory – Looking at how Birmingham and London have changed over time. Significant people – The Queen. Significant events – The Gunpowder Plot.				Teacher created resources Cornerstones resources Oak Academy: London and the United Kingdom
Geography	Name and locate the 4 countries and capital cities of the United Kingdom. Comparing geographical similarities and differences in different cities. To use aerial photographs and plans to locate landmarks in significant cities Using geographical vocabulary. Looking at key physical and human features of a city.				Teacher created resources Cornerstones resources Oak Academy: Villages, Towns and Cities
Art D&T	Drawing- Cityscape artwork in the style of Stephen Wiltshire. To design and make a chocolate bar				Teacher created resources
Computing	Online Safety		Questioning		Purple Mash
RE	What did Jesus teach?		Christmas – Jesus as gift from God		Teacher created resources Oak National Academy: Christianity -The Nativity
PSHE	Being Me		Celebrating Differences		Teacher created resources Jigsaw resources

Year 3	Autumn 1 8 weeks		Autumn 2 7 weeks		Teaching resources including Oak National Academy Materials
Topic Title	**Stone Age to Iron Age**				
English – Talk4Writing	Fiction text: Genre: Focus:	The Hare and the Tortoise Defeating the monster Characterisation	Fiction text: Genre: Focus:	The Magic Faraway Tree Journey and fantasy Setting	Teacher created T4W resources Spelling Shed
	NF text: Focus:	News Report Structure	NF text: Focus:	Instructions Openers and structure	
Reading	Vocabulary Retrieval		Summarising Inferencing		Teacher created resources
Maths	Number: Place Value Addition and Subtraction Multiplication and Division				Teacher created resources NCETM videos Maths No Problem resources
Science	Rocks		Light		Teacher created resources
History	Change in Britain from Stone Age to Iron Age Use evidence to describe the culture, leisure activities, clothes, way of life and actions of people. Use a timeline to place historical events in chronological order.				Teacher created resources Oak Academy – the Stone Age resources
Geography	Types of settlement and land use, economic activity including trade links. Geographical similarities and differences through the study of places linked to other topic areas e.g. Prehistorical Britain.				Teacher created resources Cornerstones resources
Art D&T	Research and explore the artist Banksy. Create a stencil and background in the style of modern-day stone age cave painting to tell a story. Study, design and create an Iron age hill fort. Using a variety of materials. Create a light source.				Teacher created resources Cornerstones resources
Computing	Online Safety		Touch Typing		Purple Mash
RE	Diwali		Christmas		Teacher created resources Oak National Academy: Hinduism/Christianity
PSHE	Being Me		Celebrating Differences		Teacher created resources Jigsaw resources

Year 4	Autumn 1 8 weeks		Autumn 2 7 weeks		Teaching resources including Oak National Academy Materials
Topic Title	**Romans Invade Britain!**				
English – Talk4Writing	Fiction text: Genre: Focus:	The Golden Touch Wishing tale Use conjunctions, adverbs and prepositions to express time and cause	Fiction text: Genre: Focus:	Awful Andrew and Marvellous Megan Character Flaw Use and punctuate direct speech	Teacher created T4W resources Spelling Shed
	NF text: Focus:	Recount Newspaper report – Midas's Massive Mistake Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	NF text: Focus:	Explanation How a present sorter works. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although	
Reading	Vocabulary Retrieval Summarising		Inference Meaning and effect		Teacher created resources
Maths	Number: Place value Number: Addition and subtraction Measure: Length and perimeter Number: Multiplication and division				Teacher created resources NCETM videos Maths No Problem resources
Science	States of matter		Electricity		Teacher created resources
History	The Roman Empire and its impact on Britain Study of the two armies (Celts and Romans) similarities and differences and the impact of these. Study the role of Queen Boudicca – her life and her impact on events. Study the growth of the Roman Empire in Europe and the development of trade links.				Teacher created resources Cornerstones resources
Geography	Location and place knowledge – Rome, Italy, the Roman Empire and the route the Roman's took to reach England. Continent of Europe.				Teacher created resources Cornerstones resources
Art D&T	Portraits – charcoal and chalk Clay coins Research, design and create a ballista (catapult machine) used by the Roman army (based on the designs of the Ancient Greeks).				Teacher created resources
Computing	Online Safety		Animation		Purple Mash
RE	Beliefs and Practices		Christmas		Teacher created resources Oak National Academy: Christianity
PSHE	Being me		Celebrating Differences		Teacher created resources Jigsaw resources

Year 5	Autumn 1 8 weeks		Autumn 2 7 weeks		Teaching resources including Oak National Academy Materials
Project Title	**Invaders and Traders (Anglo-Saxons and Vikings)**				
Reading	In Year 5, all Reading Skills are taught across the year using a range of text types.				Teacher created resources
English – Talk4Writing	Fiction text Genre: Focus:	***Wild Dragon Cliff*** Warning Story Speech	Fiction text: Genre: Focus:	***Wonder*** Defeating a monster Range of sentence types inc. description -ed openers *(Beowulf)*	Teacher created T4W resources Spelling Shed
	NF text: Genre: Focus:	***Komodo Dragons*** Non-chronological report Structural layout and text organisation Vocabulary choices	NF text: Genre: Focus:	***Grendel Defeated!*** Newspaper Report Tenses	
Maths	Number: Place Value Number: Addition and Subtraction Statistics Number: Multiplication and Division Geometry: perimeter and area				Teacher created resources NCETM videos Maths No Problem resources
Science	Mixtures and reactions				Teacher created resources
History	Chronology of the Anglo-Saxons and Vikings in relation to the Romans (Y4) Knowledge and Understanding – Why did the Anglo-Saxons come to Britain? Why did the Romans leave? Study the lives and settlements of the Anglo-Saxons. Compare similarities and differences with Romans. Where did the Vikings originate from? Were they courageous or brutal? Why did they invade Britain? Study of the invasion of Lindisfarne.				Teacher created resources Cornerstones resources
Geography	Location and Place - where they came from / where they settled Human and Physical – why people settled in certain areas – Farming and agriculture and trade				Teacher created resources Oak Academy resources; Building locational knowledge: United Kingdom Building locational knowledge: Europe Cornerstones resources
Art/D&T	Lettering and Imprinting Anglo Saxon illuminated lettering		3d Viking Boats		Teacher created resources
Computing	Online Safety		3d Modelling		Purple Mash
RE	Belief into action		Christmas		Teacher created resources Oak academy resources: Sikhism/Christianity
PSHE	Being me		Celebrating Differences		Teacher created resources Jigsaw resources

Year 6	Autumn 1 8 weeks		Autumn 2 7 weeks		**Teaching Resources if not Oak National Academy**
Topic Title	**Frozen Kingdom**				
Reading	In Year 6, all Reading Skills are taught across the year using a range of text types.				Teacher created resources
English – Talk4Writing	Fiction text Genre: Focus:	**Zelda Claw** Suspense Suspense through setting	Fiction text Genre: Focus:	**Kidnapped** Flashback Story Text and sentence Structure	Teacher created T4W resources Spelling Shed
	Non - Fiction text Genre: Focus:	**The Perilous Rain Cat** Non- Chronological report Cohesion	NF text: Genre: Focus:	**Dear Kidnapper** Persuasive Letter Emotive Language	
Maths	**Number:** Place Value **Number:** Four Operations **Number:** Fractions **Geometry:** Position and Direction				Teacher created resources NCETM videos Maths No Problem resources
Science	Evolution		Classification		Teacher created resources
History	Significant Person: Robert Scott Significant Event: Race to the South Pole What was similar and different between Scott's and Amundsen's expedition?				Teacher created resources Cornerstones resources Oak academy: KS1 Geography video on Antarctica
Geography	Similarities and differences between two polar regions: Arctic and Antarctic Longitude and Latitude Trade and Tourism Effects of humans on the environment Global Warming				Teacher created resources Oak Academy resources; Building locational knowledge: Hemispheres and tropics; what is the geography of the Arctic and Antarctic? Cornerstones resources
Art D&T	Create a Landscape of Northern Lights using mixed media to create a real-life painting in the style of Julie Dumbarton. **Topic:** Constructions and Mechanisms **Inventor**: Charles Wicksteed Children will learn about simple joining mechanisms. Thinking about the materials that are best suited and who they are making their construction for.				Teacher created resources
Computing	Unit 6.2 – 2 lessons Online Safety		Unit 6.1 – 6 lessons Coding		Purple Mash
RE	Beliefs and Practices		Christmas		Teacher created resources Oak National Academy: Christianity
PSHE	Being Me		Celebrating Differences		Teacher created resources Jigsaw resources