



Milverton Community Primary School

Remote Blended Learning Policy

Date; June 2021

Next review due by: June 2022

Contents

Introduction.....	2
Aims.....	2
Section 1: Remote Learning Strategy.....	3
Section 2: Safeguarding and Health and Safety.....	7
Section 3: Software and Hardware.....	8
Section 4: Subject Specific Information and Resources.....	9
Appendix 1: Links to useful online learning resources.....	10

Introduction

During the school closures in response to the coronavirus (COVID-19) outbreak in the UK, schools found they had to quickly adapt to providing pupils with learning opportunities they could access from home. Over the course of the subsequent lockdown period, school leaders and teachers had to develop systems for delivering home learning to their pupils for a significant amount of time. Now that schools have reopened to all pupils and classroom learning is returning largely to 'normal', it is more important than ever to have a plan in place to support any potential home learning for classes, year groups or the whole school, should a need to isolate or close again happen during the ongoing pandemic.

To be fully prepared in the event of future closures, partial closures or isolation of bubbles, Milverton Community Primary School and Pre-School has carefully considered, consulted on and developed this policy for remote learning. The overarching goal is to enable pupils to access high-quality teaching and learning even when they are unable to attend school. The policy outlines how teachers and other school staff will work to provide remote learning, whether they are delivering blended learning through the provision of both in-school and online lessons, or only accessing online home learning.

Aims

The aims of this policy are in line with current government guidance on schools reopening from September 2020. The specific aims are:

- to plan and outline how and when the remote learning policy will be implemented in Milverton Community Primary School and Pre-School
- to support all pupils in their access to high-quality remote teaching and learning
- to provide a clear remote learning strategy, including how and when learning should be assigned remotely, how it will be communicated, how pupils will submit work and how they will receive feedback on submitted work
- to anticipate, identify and address any concerns associated with remote learning, relating to safeguarding, data protection, and health and safety
- to make staff roles and responsibilities clear in relation to remote learning;
- to declare the software and online tools approved for use by the school to support remote learning;
- to declare how and when the school will support the delivery of home learning by staff, including the possible provision of hardware.

Section One: Remote Learning Strategy

Circumstances where this policy will become operational:

The systems and procedures outlined in this remote learning policy will come into effect under any of the following circumstances:

- a pupil, groups of pupils, class or bubble are required to self-isolate at home
- in the implementation of a local area lockdown and subsequent school closure
- if a member of staff is required to self-isolate but able to work from home

Systems and digital workspaces:

The systems, processes and workspaces to be used by the school to deliver remote learning:

The school website www.milvertonprimary.co.uk and Google Classroom (school domain) will be used as the communication tools throughout, to enable effective home-school links for parents and teachers.

If one or a small number of children are self-isolating at home, the school's website/Google Classroom will be used to share work from class that the child may undertake and this will be responded to using the class email address structure and Google Classroom messages.

Staff members will communicate clearly with the member of staff with access rights to the school website and submit agreed home-learning structures at agreed times.

Class email and Google Classroom accounts (not including Google Mail) will be monitored on a daily basis and any parental emails / messages will be responded to within 48 hours.

If a class or phase bubble of children are required to self-isolate, there is a local lockdown or there is a full school closure structured learning for each Key Stage can be seen in the overviews below. These are subject to change depending on current situations.

EYFS Overview:

Whole Class isolation/lockdown – On Day 1 Class R will follow the Oak Academy/White Rose Maths as set out in our Home Learning Offer letter on the school website. From Day 2, daily zoom sessions will be held at 9.30am to allow children to complete their phonics activities beforehand, and to introduce the story/activity of the day. This will also act as our class well-being 'check-in'. The daily zoom session will alternate between a literacy and maths focus. The second session of the day (again alternating between literacy and maths) will take place in video format, hosted on the school YouTube channel, and will be shared with parents via a timetable on the school website. Quest work will also be set on this timetable, with links to appropriate resources.

Work completed should be shared with teaching staff via the class email address and will be replied to with feedback on a weekly basis.

Individual reading to an adult, phonic practise and daily exercise will be expected on a daily basis.

All children will have access to their Purple Mash logins and Espresso logins. If these cannot be found, a parent/carer should email the class mailbox requesting the details required.

Individual isolation – from Day 1, assuming the individual is well enough, work should follow Oak National Academy/White Rose Maths as set out in our Home Learning Offer letter on the school website. Work completed should be shared with teaching staff via the class email address and will be replied to on a daily basis. A weekly phone call will be made by a member of the class team as a well-being check-in.

KS1 Overview:

Whole Class isolation/lockdown – on Day 1 & 2 parents can access the Class home learning information on the website and use Oak academy and White Rose for maths and other links provided. A timetable of activities will then be uploaded to the class webpage with plans, links and resources. A weekly zoom meeting will be set up to check in on children. If they are unable to attend, communication will happen either via email or phone call. There will be an expectation of a set piece of work to be mailed in each week.

Individual isolation – Parents can read the home learning letter which is on the Class webpage with links to access current learning. Individual reading to an adult, phonic practice and daily exercise will be expected on

a daily basis. All children will have access to their Purple Mash logins and Espresso logins. If these cannot be found, a parent/carer should email the class mailbox requesting the details required.

KS2 Overview:

Whole Class isolation/lockdown – from Day 1 Classes will have lessons set, by the class teacher or, in her/his absence, the class cover teacher / HLTA, via Google Classroom that will continue the subject/quest learning originally planned for the term (or a suitable alternative). A full range of resources will be used and the children will be expected to respond on a daily basis to the learning objectives. All children can access Google Classroom from home and all children are able to use Google Docs, turn in work, access files and links and respond using Google Classroom messaging (not Google Mail). Each day will begin with a Google Meet (0900) in order for the teacher catch-up socially and explain the day's activities, success criteria and expectations for each session. If the isolation/lockdown extends for more than 2 weeks, some live lessons may be offered via Google Meet. All learning should be done electronically via this platform. All children have had e-safety training but the parent/carer must make sure their child remains safe online at all times.

Individual isolation – from Day 1 individuals will be able to access as much of the day's learning as possible (or a suitable alternative) via Google Classroom. After each day at home, the individual will be expected to turn in work (if appropriate) in the format requested in the instructions of the activity and message the member of staff using the messaging service available with the activity. It may also be possible to organise Google Meets with peers still in class during the period of isolation.

All children have had e-safety training but the parent/carer must make sure their child remains safe online at all times.

Individual reading to an adult, times tables practice and daily exercise will be expected on a daily basis.

If contact is not made via Google Meet / Zoom, a member of staff will make a phone call to the parent/carer at the first possible opportunity.

Please note: All children have access to their Google Classroom logins, Purple Mash logins, Espresso logins and MyMaths logins and they have been recorded in their reading record books. If these cannot be found, a parent/carer should email the class mailbox requesting the details required. Individual reading to an adult, times tables practice and daily exercise will be expected on a daily basis. Please contact your class teacher via the class email system or by messaging through the classwork facility on Google Classroom. Please note that the Google email account will not be monitored during this time.

In addition, if the class teacher is required to self-isolate but is able to work from home, they will be responsible for planning the work their class is to undertake whilst at school.

Should a child be unable to access remote learning digitally, paper copies of work could be provided. Parents must contact the **school office** to discuss arrangements.

Lesson sequences, content and planning

How, what and when teachers will plan and deliver learning remotely:

Members of staff, using the format for home learning agreed by the school, will plan lesson sequences.

The lessons / work set will follow the requirements of the National Curriculum for England.

The timetables / work set will contain quality resources chosen by teaching staff to maintain learning and progression.

The timetables / work set should take into account of the needs of the children (especially those with SEND) and, as far as possible, the needs of the child's home situation.

The timetables / work set adhere to the Governments recommendations of 3 hours of learning for Key Stage 1 and 4 hours of learning for Key Stage 2 pupils.

The timetables / work set will be a daily session-by-session approach. There will be three distinct sessions: maths (60 minutes), English (60 minutes to including reading/phonics, writing, weekly spelling and grammar)

and quest (60 minutes including history, geography, art, DT, RE, MFL, PSHE). There will also be links to quality daily PE/exercise sessions, free reading material, times tables games and parental support material. This will be the remainder of the Government's expectation for hours spent on home learning.

Resources for home-learning, if not web based, will be either: copied onto the timetable, accessed via Google Classroom / Drive or linked via the class pages of the school website. The school YouTube channel might also be used by the EYFS and Key Stage 1 to share staff reading books with pupils.

Timetables will be submitted to the member of staff with access rights to the school website by the end of Thursday of any given week. The member of staff with the responsibility for the upkeep of the school website will upload the required resources for parental access on the Friday of any given week. Google Classroom daily sessions will be set/updated each day and introduced/explained via Google Meet at 0900 on the day.

Video and Live Lessons:

How will teachers deliver online lessons?

Pre-recorded lessons are video lessons provided either by school staff, or, other Government recommended or teacher evaluated quality sources. These are not 'live' but made available for pupils / families to access when needed.

Live video sessions involve live interaction between staff and pupils at a set time during the day.

Teachers will not be expected to deliver live video lessons, as there are a wide range of high-quality, professionally produced pre-recorded video resources available, however they may do so if they wish.

Teachers may provide pre-recorded teaching through the use of videos uploaded to Google Classroom or provided via a YouTube link using the school account.

Live video sessions using Google Meet and/or Zoom may be used to engage all pupils and to support pupil wellbeing. These might take the form of a 'class meet' or opportunity for teachers to answer questions, give feedback and clarify key learning points.

Safeguarding & Online safety expectations:

How will everyone stay as safe as possible when online?

School will ensure the following:

- Only accounts set up by the school are used. Administrative access to these accounts is by our technology support provider.
- Staff and learners will use a safe and appropriate place with no bedrooms, inappropriate objects or inappropriate information visible.
- There will be two members of staff with the video session. If this not be possible, the session will be recorded to ensure that children and staff have peace of mind about safety and security.
- Staff will keep written records of anything that causes concern during the session and report this immediately to the headteacher or, in his absence, the deputy headteacher or DSL.
- Permission for recording must be obtained from parents and carers, stating that videos of sessions will be stored within the class drive in the school's G-Suite account.
- Recordings will only be accessed by staff linked to that class (including staff with responsibility for safeguarding) and staff with administrative responsibility for the G-Suite account.
- Recordings will be made available to pupils unable to attend the live streamed session.
- Staff responsible for safeguarding will have access to the recordings in the event that an issue with the session being reported.
- Recordings will be kept for 10 days before being deleted.
- Expectations for behaviour will be the same as those in the classroom.
- Inappropriate behaviour will be dealt with in line with our school behaviour policy and may result in the school removing access for individuals, for a class or for the school.
- Online safety habits will be reinforced within each session and learners will be helped to understand livestreaming as part of learning and not something for primary aged children to use through social media.

- 'Chat' will be used only for learning purposes.
- Video can be used as this may benefit the well-being or learning of children. There may be times when staff request that video be turned off.
- Our Data Protection Officer has been informed about our use of livestreaming and a privacy impact assessment has been done.
- Parents and carers will be informed when a livestreaming session will be taking place and the time limit for the session.

Parents and Carers must ensure the following:

- Online sessions must only be accessed in a shared family area (never a bedroom).
- They know and have agreed that if the session is recorded, this will be saved within the school network
- No one else will take screen shots or recordings of the session.
- No images or recordings of the session will to be shared within or outside of the safe environment created by home and school.
- Normal classroom standards of behaviour are reinforced and expected.
- If these are not adhered to, they know and support the removal of access to these sessions.
- Chat is used only within the session, when made available by staff, and is used positively and appropriately.
- Livestreaming may be used for learning and that all livestreaming by primary aged children, must be supervised by a trusted and competent adult.
- Habits for responsible use of technology are expected and reinforced, including the wearing of appropriate clothing.

Communication and visibility

How will communication take place?

Teacher to teacher:

- Teachers will communicate with each other via email or phone or verbally when part of a bio-secure bubble.

Teacher to parents/carers:

- Teachers will communicate with parents using the class email system and via private messages within Google Classroom depending upon which platform has been chosen at the time.
- Teachers will be available and 'online' within their contracted school hours on their normal working days if they are **not** teaching children entitled to come to school. If teaching face to face, a response should be attempted with 48 hours.
- Weekly phone calls will be made to parents or carers who's child is unable to join Zoom, who have not emailed within the week or have not submitted work via the class email system. A weekly record is kept.

Teacher to pupil and pupil to pupil:

- Teachers will not reply to any form of communication sent from a child's own email account.
- Google Meet or Zoom will be used on a weekly basis to meet live with pupils when an adult/carer is present within the close proximity of the child.
- Weekly phone calls will be made and parents and carers will be asked if the member of staff making the call can speak with the pupil(s) who were unable to join Google Meet or Zoom, or from whom we have not had email contact or work submitted via the class email system. A record of this is kept, patterns studied and relevant staff notified.
- Private peer communication will not be permitted on Google Classroom for pupils, but communication can be made using the Class Stream, which the class teacher or teaching assistant will monitor closely.
- 'Google Meet' can be used for live interaction with pupils – this does not have to take the form of lesson delivery, but can be used for stories, games or activities to encourage participation and

communication from pupils. Any Google Meet sessions will be recorded by the class teacher leading them.

Providing pupils with feedback

How will pupils will submit and receive feedback on their work?

Pupils will:

- submit their work via the class email system or Google Classroom using the upload/turn in links.
- receive feedback on their work via the class email system or Google Classroom.
- have a written comment, firstly stating positives and then no more than two possible areas for improvement. These will be completed by the class teacher / staff member responsible for reviewing the piece of work, ideally on the same day it is submitted, or within two working days of it being submitted if the teacher has teaching commitments.
- submission dates set depending on the pupils' work and if appropriate to the age and the needs of the child.

Pupil engagement

How will staff engage and encourage pupils during online learning?

Teachers will engage and encourage children during their online learning through the use of carefully chosen and evaluated activities and positive reinforcement, for example:

- Using supportive private feedback
- Using supportive comments on class streams
- Using questions and activities designed to encourage collaboration and communication, for example, through the use of other secure websites / apps designed to encourage participation in their own learning.

Parental engagement

How will staff encourage parents to engage in their children's remote learning?

Parents will need to support children in their remote learning, therefore activities planned should:

- be clearly explained with relevant supporting material, if appropriate
- require some parental involvement in some activities
- be 'offline' as well as computer based

Parents should be encouraged to communicate with teachers via Google Classroom messages or the class email system if they require support.

Phone calls can also be placed to families if appropriate, particularly those who are not able to access online learning.

Building independence

How will staff support pupils to develop their levels of independence?

Pupils will be able to:

- see the work set / timetables of work and are encouraged to set their own timescales
- access their daily sessions on Google Classroom and the deadlines for submission.
- weblinks are used to guide pupils towards appropriate resources to support their learning, including explanatory videos, texts and knowledge bases they may need.

Roles and responsibilities

What are the roles and responsibilities of all staff, pupils and parents involved in remote learning?

Class teachers will:

- plan and deliver engaging lesson content and tasks
- feedback on work that children complete.
- communicate with parents regularly, including more specific support via private messages on Google Classroom and/or email and phone calls where necessary.

HLTAs will:

- support the teaching and learning within the classroom bubble
- feedback to children in class
- support the class teacher with their responsibilities

Teaching assistants will support:

- the planning and development of resources
- the responding to children's work and messages
- the class teacher when making welfare phone calls

Pupils will be expected to:

- participate in remote learning, either digitally or on paper, completing tasks as asked and responding to feedback where necessary
- they will also participate in class communications, through public comments, whole class activities and Google/Zoom meetings.
- maintain their self-discipline and standard of work as if they were in class
- support other members of their family with learning

Parents will be expected to:

- support their child in their remote learning as much as possible by assisting them in completing tasks ensure the child has access to the work they need to do (whether digitally or on paper),
- help their child to use technology responsibly and safely
- communicate with staff respectfully if they need support or in order to give feedback on how they and their child are managing the work set.

Section Two: Safeguarding, Health and Safety Considerations

Security and online safety

How will the school ensure remote learning complies with GDPR regulations and provide a safe learning environment for all pupils and staff?

All staff are up-to-date with GDPR.

All timetables and school website communication is GDPR compliant.

Google Suite for Education is GDPR compliant. Pupils have a personal log on for Google Classroom. As such, personal data is protected. Where staff use 'Google Meet' they will ensure that meetings are recorded from the outset so there is a record of each one. YouTube will only be used for sharing videos of staff providing lesson content, and this will be done through an unlisted link added to timetables and Google Classroom. Other collaborative sites used require a given code, link or password to join, and will not contain any personal information relating to pupils or their images.

Promoting good digital citizenship

What strategies will be implemented to encourage pupils to be good digital citizens?

How will online pupil behaviour during remote learning be monitored and managed?

All classes undertake regular E-Safety units of teaching, and E-Safety rules are embedded within all lessons

involving technology. Pupils and parents agree to an AUP, and a digital version of this will be uploaded to each class stream within Google Classroom asking parents to discuss with their children agree once more before accessing the online learning provided.

Pupils are not able to communicate with each other privately within Google Classroom, and public comments will be monitored by staff. If inappropriate comments are identified, they will be deleted and parents will be contacted with a reminder about the AUP for digital learning.

Screen time and being active

How will the school ensure that staff and pupils take precautions to limit screen time and encourage children to be active in their home environment during times of remote learning?

Staff will be available and responsive online between the hours of 9am and 3pm. Daily tasks set for pupils online will not exceed those given in a normal school day, and will be a mix of activities that can be completed on and offline, including activities that require children to utilise resources at home in a creative, physical or social way.

Workload

How will school leaders manage the workload of staff?

Staff will only be required to monitor and respond to work submitted or messages from parents during normal working hours (9.00am – 3:30pm).

It is the responsibility of all staff to manage their workload and discuss with a colleague or line manager if they have concerns.

It is not expected that the provision of online learning should lead to an overall increase in working hours and staff should endeavour to complete planning, uploading, marking and providing feedback within their normal working hours.

Wellbeing

How will the wellbeing of all stakeholders be monitored and supported during times of remote education, and what strategies will the school employ to support the wellbeing of those pupils, families and staff with identified concerns?

We have had high levels of uptake for critical worker face-to-face class lessons.

Class emails will be the first point of contact for parents to share concerns with staff.

If families are not engaging, staff will make a weekly phone call.

In the event that no regular contact is made, a home visit might be made by a member of SLT to ensure the wellbeing of pupils and their families and to determine if any further support is needed.

Staff will remain in regular contact with their phase colleagues and the SLT.

Staff in school will regularly check in with those isolating and will be proactive in offering support in the event of concerns arising.

All staff will have access to the Care First counselling line (0800 174319), which is staffed 24 hrs a day and available to all staff to use.

Section Three: Software and Hardware

What software will the school approve for use during remote learning and how will this be accessed?

Primarily, Google Chrome, Google Drive and Google Classroom will be used for remote learning.

The school YouTube account may be used to upload and share videos by staff where appropriate.

The website will be updated with whole school messages.

All of these are accessible via PC, laptop, iPad and other mobile devices.

What hardware and software is available for staff when providing remote learning while in the school building?

All teaching staff have class PCs that can be used to provide remote learning whilst in the school building. The software being used is all accessible online.

What hardware will teachers have access to if working from home and how will any technical issues be addressed?

The majority of teaching staff have a school laptop which they can use when offsite. Software can also be accessed via personal PCs, laptops, iPads and other mobile devices. The ICT subject lead and ICT technical support are able to offer support in the event of technical difficulties.

How will the school support and enable pupils to access remote learning through the technology available to them?

How will the school address the technological divide for disadvantaged pupils?

Whilst the majority of our pupils have been able to access remote learning through technology they have available at home, we recognise that not all can do this. In such situations, we will provide paper-based versions of the online learning. We may also be able to arrange a loan of school equipment, such as a laptop or Chromebook, to support children without easy access to technology at home, **if this has not already been done e.g. laptops for FSM children**. Parents must contact the school office to discuss this

Section Four: Subject Specific Information and Resources

Maths

WhiteRoseMaths will provide the bulk of the maths resources suitable for home learning. Parents and children can access videos explaining topics. Teachers will provide additional resources to complement these units, including White Rose worksheets.

See Appendix 1 for further resource suggestions

Reading

Oxford Owl, Getepic, Lovereading4kids all offer free ebooks or pdf extracts from books that can be used for reading.

See Appendix 1 for further resource suggestions

Writing

A variety of resources will be used for writing activities. The writing tasks set will be engaging and use a variety of stimulating video, pictures and texts. Talk 4 Writing may be used as a structure as it is in school.

See Appendix 1 for further resource suggestions

Foundation Subjects

See Appendix 1 for a wealth of resources

Wellbeing

Coram Life Education SCARF resources have been updated to provide a great deal of content to support pupils wellbeing and SEMH

Appendix 1 – Links to useful online learning resources

Printables

Twinkl provides resources and downloads for all curriculum areas. Usually their premium content requires a subscription but they are offering all resources free in the event of school closures.

<https://www.twinkl.co.uk/>

Teacher's Pet is another site offering lots of free printables for download across a wide range of

subjects.

<https://tpet.co.uk/>

First News is a newspaper for children containing lots of (panic free!) sensible information on loads of the top international news stories. You can subscribe at a cost but everyone can download one digital copy for free at any time.

<https://subscribe.firstnews.co.uk/free-downloadable-issue/>

Online Learning

Teach Your Monster to Read is a wonderful game made in association with leading educational experts and follows phonic phases 1, 2 and 3 in separate games. Perfect for EYFS through to KS1. Apps are available and paid for but the online website version is always free. Your child can follow their monster around and learn without realising how much they are learning to read!

<https://www.teachyourmonstertoread.com/>

2Simple's Purple Mash is an online platform full of content which keeps children engaged and supported through the curriculum in every subject. Games, videos, activities and ebooks are available. Suitable for ages 4-11. Usually a paid subscription but free in event of closures.

<https://2simple.com/blog/using-purple-mash-when-school-closed/>

Pobble is an online writing platform. They post a free picture a day with prompts for discussion and writing.

<http://www.pobble365.com/>

BBC Bitesize is always free and has videos, lessons, and games covering the whole curriculum all the way up to GCSEs.

<https://www.bbc.co.uk/bitesize>

Oxford Owl provides free ebooks all the time for children of primary age.

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Duolingo is a free website made for language learning. One for all the family. Not specifically made for schools and you can pick whichever language you like. An initial assessment helps to pick up your current level if you want to improve rather than start from scratch.

<https://www.duolingo.com/>

Handwriting practice a bit a day will be essential for infant and junior age children. **Handwriting**

Heroes has premium content and apps but their letter formation videos are always free so will help remind children of the right formation while practicing.

<https://appytherapy.com/handwriting-heroes/>

Mangahigh maths games are for children age 5-11. Usually a paid subscription but free for school closures.

<https://www.mangahigh.com/en-gb/blog/2020-03-06-free-access-schools-online-maths-coronavirus>

Music Theory has some content always free with lessons and exercises to do at home. For all ages and musical abilities.

<https://www.musictheory.net/>

Useful Websites for Home Learning

ED SHED (MATHS & SPELLING SHED)

Children will need their Ed Shed logins to access Spelling Shed and Maths Shed.

KHAN ACADEMY

Khan Academy offers personalized lessons across the curriculum for children aged 2-19. There is a huge amount of content for children to master. Children do need to register but all the content is free.

HAMILTON TRUST

Hamilton Trust offer weekly learning packs for Maths and English. These resources are printable.

OAK NATIONAL ACADEMY

Oak National Academy offer lessons for all areas of the curriculum. You can pick and choose resources from the resources available.

PE

5 MINS A DAY

GO NOODLE - DANCING

Early Years

CRICKWEB - EARLY YEARS

TOPMARKS - EARLY YEARS

Phonics

EDUCATION.COM

**LETTERS &
SOUNDS**

PHONICS BLOOM

PHONICS PLAY

Maths

[SNAPPY MATHS](#)

[CRICKWEB YEARS 1 & 2](#)

[CRICK](#)

[MATHS FRAME](#)

[DK FIND
OUT -
MATHS](#)

[THE SCHOOL RUN - M](#)

[TOPMARKS - MATHS](#)

[THE MATHS
FACTOR](#)

[MATHS](#)

English

[CRICKWEB - YEARS 3-6](#)

[THE SCHOOL RUN - ENGLISH](#)

[CRICKWEB YEARS 1 & 2](#)

[TALK FOR WRITING](#)

Reading

[FAMOUS AUTHORS](#)

[READING THEIR BOOKS](#)

[LOVE READING 4 KIDS](#)

[WORLD BOOK READER - FREE EBOOKS & AUDIOBOOKS](#)

[BOOK TRUST](#)

[OXFORD OWL - FREE EBOOKS](#)

Science

[DK FIND OUT
- SCIENCE](#)

[CRICKWEB
SCIENCE -
YEARS 1 & 2](#)

[CRICKWEB
SCIENCE -
YEARS 3-6](#)

[BBC BITESIZE -
SCIENCE](#)

[WOW
SCIENCE](#)

[TOPMARKS -
SCIENCE](#)

[8 SIMPLE SCIENCE EXPERIMENTS YOU CAN DO AT HOME](#)

Geography

[BBC BITESIZE -
GEOGRAPHY](#)

[CRICKWEB
GEOGRAPHY -
YEARS 1 & 2](#)

[CRICKWEB
GEOGRAPHY -
YEARS 3-6](#)

[NATIONAL
GEOGRAPHIC
KIDS](#)

[NATIONAL
GEOGRAPHIC
YOUTUBE
CHANNEL](#)

History

[CRICKWEB HISTORY -
YEARS 3-6](#)

[CRICKWEB HISTORY -
YEARS 1 & 2](#)

[DK FIND OUT -
HISTORY](#)

[BBC BITESIZE -
HISTORY](#)

Religious Education

[CRICKWEB RELIGIOUS
EDUCATION - YEARS 3-6](#)

[TOPMARKS - RELIGIOUS
EDUCATION](#)

[BBC BITESIZE - RELIGIOUS
EDUCATION](#)

Music

[BBC BITESIZE - MUSIC](#)

[OUT OF THE ARK - SONGS](#)

Computing

[BBC BITESIZE - COMPUTING](#)

[DK FIND OUT - COMPUTING](#)

[CODE.ORG](#)

French/Modern Foreign Languages

[BBC BITESIZE - FRENCH](#)

[CRICKWEB - FRENCH](#)

[DUOLINGO](#)

Art

[THE SCHOOL
RUN - ART](#)

[TOPMARKS -
ART](#)

[LEARN TO
DRAW WITH
MO
WILLIAMS](#)

[YOUTUBE -
ART FOR
KIDS](#)

[DRAW WITH
ROB](#)

[DRAW WITH
SHOO
RAYNOR](#)