



## **Remote Learning Policy**

### **Vision Statement**

**“Life in all its fullness” (John 10:10)**

*Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.*

Member of staff responsible	D Baxter
Governor responsible for this policy	G Denison/J Butler
Date of policy approval	19.10.2020: Updated 12.01.2021

### **Statement of Intent**

In September 2020, all our classes returned to full-time education following the Covid 19 partial closure in March. **There then followed a January lockdown with new guidance – identified within this policy in red.** We hope that the majority of our children will now have an uninterrupted school experience. The ‘Remote Learning Policy’ would apply if:

- children need to self-isolate because someone in their house has received a positive test result;
- children have been required to self-isolate as a result of official contact via the Test and Trace system, which has been confirmed with school;
- bubble groups are dissolved after the confirmation of a positive Covid-19 result in accordance with the advice of the Department of Education (DfE) and Public Health England (PHE). This will require children to self-isolate for **10** days from last contact with an infected person.
- local or national lockdowns are put in place.

### **Our Intention**

- offer home learning so that all our children can continue with their education regardless of circumstance;
- ensure that the curriculum being delivered in school is also able to be delivered as robustly and consistently for any child, class or school facing a national or local lockdown;
- ensure consistency in the school’s approach to remote learning (including SEND) who are not in school through the use of quality online and offline resources;
- support effective communication between the school and families and support **engagement for all families with home online/remote learning.**

This meets the expectations set out in the DfE guidance 'Remote Education Support'

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

This Policy also takes into account the BDAT guidance document 'BDAT GUIDANCE: USE OF ICT FOR COMMUNICATIONS AND TEACHING DURING COVID-19' issued: OCTOBER 2020 which can be found in full on the BDAT website by following this link:

<https://www.bdat-academies.org/covid-19-policies-and-guidance/>

### **Aims**

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. We aim to follow their advice in order to:

- ensure pupils receive clear explanations;
- support growth in confidence with new material through scaffolded practice;
- enable pupils to apply new knowledge or skills;
- enable pupils to receive feedback on how to progress.

### **Our Remote Learning Offer**

#### **Access**

We have gathered information regarding the levels of access that individual pupils have to online learning. For some of our pupils accessing remote learning digitally may not be possible. For these pupils, paper copies of work will be made available and arrangements will be put in place to deliver and collect work where parents are unable to collect and drop off directly to school (if we have enough notice and we have the staffing capacity). **Regulations relating to accessing in school education during a national lockdown can be found here:**

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>

**Updates on the 8th of January stressed that children MUST stay at home if they can.**

#### **Individuals Self-isolating**

In the event that children need to self-isolate because someone in their house has received a positive test result and/or children have been required to self-isolate as a result of official contact via the Test and Trace system, which has been confirmed with school, the school will commence remote learning through a telephone call and/or an email. Teachers will remain in contact with the families in either of these ways to ensure that work is completed and to identify and support the family in removing barriers where children are not engaging with learning. Feedback will be given through the response to work sent in – via e-mail. Phone calls will be made twice a week and a week's worth of work will be set up with a means for feedback arranged to suit all.

#### **Bubble Closure**

Where a bubble closure is necessary the class teacher will send work directly via email and videos initially. Teachers will communicate a weekly plan of work within 24 hours of bubble closure for some subjects – others will be a daily diet and cover the entire curriculum for that Year Group. It will comprise of enough work to cover the usual school day. They will set tasks on emails and with teacher led new learning and videos on a daily basis, if they have the capacity for this many.

Teachers *may* invite pupils to lessons through video conferencing using Microsoft Teams. Teachers using

video conferencing will follow 'BDAT GUIDANCE: USE OF ICT FOR COMMUNICATIONS AND TEACHING DURING COVID-19' issued: OCTOBER 2020'.

### **Local or National Lockdown**

In the event of local or national lockdown, the class teacher will send work directly via email. Teachers will communicate a weekly plan of work within 24 hours of bubble closure. They will set tasks on emails on a daily basis and links will also be updated on our website home learning tab and class pages. Depending on the length of the lockdown and the teacher's capacity to make calls (if teaching a 'bubble' all day) phone calls may be made – especially to those vulnerable or with barriers to learning.

Teachers may invite pupils to lessons through video conferencing using Microsoft teams. Teachers using video conferencing will follow 'BDAT GUIDANCE: USE OF ICT FOR COMMUNICATIONS AND TEACHING DURING COVID-19' issued: OCTOBER 2020'.

### **Support**

If parents are in need of support with these systems, the admin team will take their details and arrange appointments to support them with this.

### **Vulnerable families (including FSM)**

When notifying school that they will not be attending, parents of FSM (V) pupils will be asked if they require a food parcel. If yes, this **can be collected or will** dropped off (at socially distanced spacing) by school staff. (RA written)

CSC will be kept up to date for children in the system and those requiring referral – this will be as normal.

### **Data protection**

When accessing personal data, all staff members will: only use their official school email account and connect to the school network using their school laptop only.

### **Sharing personal data**

Staff members are unlikely to need to collect and/or share personal data. However, if it does become necessary, staff are reminded to collect and/or share as little personal data as possible online. All data collection will be compliant with GDPR guidelines.

### **Keeping devices secure**

All staff will take appropriate steps to ensure their devices remain secure. Computers should be locked if left inactive for a period of time. Operating systems must be up to date – always install the latest updates.

### **Monitoring arrangements**

This policy will be reviewed by the SLT as and when updates to home learning are provided by the government.

### **Online Learning Platforms**

Teachers may invite pupils to video conferences via Microsoft Teams. We will also use a range of apps and learning platforms including but not limited to:

Oak Academy

Phonics Play

Education City

Charanga

White Rose Maths

Accelerated reading  
BBC Bitesize

### **Expectations**

Work that children complete at home should be kept safe, ideally in their home learning book, and can be brought back to school when safe to do so **or paper work can be returned for feedback when collection of new work occurs.**

- To attempt to make use of the resources shared with them i.e. printing sheets, using relevant mathematical methods etc;
- we would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration;
- every effort will be made by staff to ensure that work is set promptly on appropriate platforms but school cannot guarantee that the chosen platforms will work on all devices. Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on case-to-case basis. **A broad and balanced curriculum needs to be in place with KS1 having access to 3 hours of learning and KS2 – 4 hours.**
- pupils should expect to complete **at least** 2-3 activities/tasks a day (1 x maths, 1x English and 1x topic) which should be returned each day for the teacher to assess/provide feedback on. **All areas of the curriculum will be taught and we will log, contact and support those who fail to engage.**

### **Teacher Expectations**

Teachers will provide feedback appropriate to the task sent in and will assess and use this to inform the next task's planning. Some tasks in topic may be set over a longer period of time and may not be responded to on a daily basis, this is dependent on the task at the class teacher's discretion and other teaching commitments. Where teachers provide feedback or adjust planning to meet the needs of individual children, they will be expected to act upon these and make corrections. **If a child is not engaging we have admin and support staff contact procedures before we finally use SLT to support and advise these families.**

- Teachers should plan lessons that are relevant to the curriculum focus for that year group and endeavour to replicate this through video clips and tasks for home learners;
- teachers should create videos for key teaching points in English, Maths and Topic and send these to their class email contacts;
- any resources used, including websites and worksheets, should, where possible, be shared with home learners. Staff will do this electronically and it will be the responsibility of families to print/use these resources at home;
- to respond, within reason, promptly to requests for support from families at home. This should be done via email or by adding further video guidance for families. Staff and parents should communicate via the office or the teacher's new class email;
- should a staff member require support with the use of technology, it is their responsibility to seek this support in school and Senior Leaders will ensure that support is given promptly.

### **Remote teaching for staff who are self-isolating**

Teaching staff are required to self-isolate if they show COVID19 symptoms or they have been told to shield and/or have received a letter to confirm this.

If a member of staff is required to self-isolate, they are expected to:

- follow normal reporting procedure for planned absence;
- following contact with school, Fiona Cressey (ESBM), may set up a referral to Occupational Health to support that individual. School also suggest, that if needed, staff can contact the Employee Support

Programme individually. Details of this can be obtained from Fiona Cressey;

- school will ask staff about their intention to get tested. Should a staff member be tested, it is expected, as per national guidance, to share the result of this test with school so that appropriate plans can be made.

Whilst self-isolating, and if able to do so, staff will be given an individual project to work on which is line with whole school improvement priorities. These projects will be communicated by the Senior Leadership Team and will be allocated on a case-by-case basis. Staff may also be asked to support with the online learning provision for a year group.

### **Online safety**

Remote learning can be a great way to continue learning outside the classroom, particularly in difficult circumstances. For students, it's the perfect way to ensure they still get the education they need, despite not being at school. However, it also requires a level of discipline and careful planning. That's why we've created this link to help pupils understand different aspects of remote learning and to support them in ensuring their experience is as safe and secure as it can be. The information below can be downloaded for free once you sign up – again for free. <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Below, our teachers have created additional learning resources that may help you if technology becomes an issue or if you really want to go the extra mile!

Please use the writing assessment grid for your year group alongside each activity. These tell you what features you should include in your writing. Each objective has a link that you can click which takes you to webpage to teach you how to use each one correctly. The writing assessment grids can be found on your class page on the website. These have been designed to be practical and open ended for you to have fun completing. The same activities may appear on more than one grid due to this open ended nature.

**Year 1 and Year 2 Writing Home Learning Grid**



Read a story and re-write your favourite part in as much detail as you can.	Write a poem that has rhyming words in about your favourite things.	Write a letter to a member of your family that is also staying at home.	Research an animal/country/topic of your choice and write a fact file.	Write a newsletter to your friends and family explaining what you have been up to that week.
Create an imaginary world and write a story about it.	Write an acrostic poem for HOME LEARNING.	Do some cooking or play a game and write some instructions.	Research your favourite celebrity and write a biography.	Practise your spellings and phonic rules. You could test a family member.
Write a character description about one of your teddies or toys.	Read and orally re-tell your favourite poem using actions to help you.	After doing something interesting, write a recount of what you did.	Find an interesting picture from <a href="http://literacyshed.co.uk">literacyshed.co.uk</a> and write a story about it.	Play a writing game such as hangman and make a list of the words you have used.
Write a story where you are the main character.	Write a riddle poem.	Write a menu and play restaurants for a mealtime.	Make an advert or poster for something you've made or done.	Play a range of phonics games online using Phonics Play or Education City.



Year 3 and Year 4 Writing Home Learning Grid

Read a story and re-write it in as much detail as you can.	Write a Kennings poem on a topic of your choice.	Write a letter to a member of your family that is also staying at home.	Research an animal/country/topic of your choice and write an information booklet about it.	Write a newsletter to your friends and family explaining what you have been up to that week.
Create an imaginary world and write a setting description about it.	Write a limerick on a topic of your choice.	Choose an object in your home and write an explanation text on how to use it and what it is for.	Research a 'historical hero' and write a biography.	Practise your spellings and phonic rules. You could test a family member.
Write a character description about your favourite celebrity.	Learn a poem off by heart and perform it in an exciting way.	Write a diary entry each day to explain what you have done.	Find an interesting picture from <a href="http://literacyshed.co.uk">literacyshed.co.uk</a> and write a story about it.	Play a writing game such as hangman and make a list of the words you have used.
Write a story where you are the main character.	Research three different types of poems and write about your favourite.	Turn one chapter of your favourite book/reading book into a play script.	Make an advert or poster for something you've made or done.	Play a range of phonics/spelling games online using Phonics Play or Education City.

Year 5 and 6 Writing Grid

Read a story and write a new ending for the story.	Choose a famous author, read one of their books and write a detailed book review about it.	Write a newspaper article to report on something exciting that has happened during your time at Wycliffe.	Research an animal/country/topic of your choice and write a non-chronological report about it.	Write a letter to someone such as Mrs Baxter or a local MP to persuade them to change something.
Think of a funny story that you know for inspiration or a funny event that has happened to you and write a story about it.	Write a poem about something to do with nature. Use similes, metaphors and alliteration.	Choose a place that you have visited and write an information leaflet to give to future visitors.	Research a 'historical hero' and write an autobiography.	Go on a homophone hunt-read as many different texts as you can find in your house and record all of the homophones you see. Can you find any pairs?
Write a character description about your favourite celebrity.	Learn a poem off by heart and perform it in an exciting way.	Write a diary entry each day to explain what you have done.	Find an interesting picture from <a href="http://literacyshed.co.uk">literacyshed.co.uk</a> and write a setting description about it.	Play some spelling and grammar games on Education City.
Write a story with a flashback where you are the main character.	Research two different types of poems and write a comparison about them.	Turn one chapter of your favourite book/reading book into a play script.	Find an interesting picture/video from <a href="http://literacyshed.co.uk">literacyshed.co.uk</a> and write a story about it.	Create a punctuation and grammar set of top trumps cards. Include the definition, an example in a sentence and give it a score out of 100 for its effectiveness.



## Year 1

Maths Home Learning Grids- Please complete as many as you can while you are learning at home. These have been designed to be as fun and practical as possible so you can have fun completing them in addition to your other maths with your teacher.

Practise your times tables (2, 5 and 10s ) in any fun way you can.	Practise adding numbers by rolling a dice and picking a number card, then add the two together.	Make equal groups of objects. How many groups are there? How many are in each group?	Construct a tally chart of your family's favourite for/toy etc. and make a bar graph.
Roll two dice to make a two digit number and identify the tens and ones by drawing them.	Practise subtracting by picking a card with a 2 digit number on and then rolling a dice for the number to subtract.	Share out practical objects to solve division problems.	Make a game with your family involving adding or subtracting numbers up to 20.
Find some numbers round the house and choose 5 to order ascendingly or descendingly.	Play a number bond game with someone to practise all number bonds to 20.	Find $\frac{1}{2}$ and $\frac{1}{4}$ of numbers, shapes , objects and lengths from around the house.	Play some board games that involve counting spaces, adding money or sorting shapes.
Practise writing numbers in words and spelling them correctly.	Make number families using + and – and =. You could draw part whole models.	Explore measures by cooking and baking using different scales	Take picture or write down anything you do that involves using your maths skills.

## Year 2

Maths Home Learning Grids- Please complete as many as you can while you are learning at home. These have been designed to be as fun and practical as possible so you can have fun completing them in addition to your other maths with your teacher.

Practise your times tables (2, 5 and 10s ) in any fun way you can.	Go on a hunt for 3D objects in your home. What can you find? Can you name them? Challenge: Explore the properties of your object – Which ones roll? Do any of them stack? Can you sort them e.g. into those which roll and don't roll.	Find a number between 1 and 100. Can you say the number out loud? Possible contexts – door numbers, pages in a book, buses. Challenge: Look at two of your numbers. Which is larger? Also ask for the number before or after.	Write the number that represents each letter e.g. A=1, B=2, ... Then write your first name in code e.g. Ben would be 2/5/14. Can you write a coded message for a friend?
Roll two dice (if you haven't got dice then write each number on a piece of paper and turn two over). How many dots are there altogether? Challenge: How long does it take you to do this 3 times, or 5 times? Can you beat your best time?	Practise subtracting by picking a card with a 2 digit number on and then rolling a dice for the number to subtract.	Choose a number between 1 and 100. What is the number after your number? e.g. "What is the number after 87?". Challenge: Can you say the number 2 more than your number e.g. "What is 2 more than 39?".	Find items in your home which have symmetry, e.g. a television or your sofa? Challenge: Can you find 3 things in each room? Can you find an item that you can hold in your hand, an item which is bigger than you?
Can you find shapes that can be halved? If so draw and show them being halved.	What time do you eat your meals? Can you draw clocks to show this?	Counting objects – find things around the house to count out loud. How many cushions? How many lights? How many cups? How many shoes? How many chairs? How many toys?	Play some board games that involve counting spaces, adding money or sorting shapes.
Practise writing numbers in words and spelling them correctly.	Make number families using + and – and =. You could draw part whole models.	Explore measures by cooking and baking using different scales	Take picture or write down anything you do that involves using your maths skills.

## Year 3

Maths Home Learning Grids- Please complete as many as you can while you are learning at home. These have been designed to be as fun and practical as possible so you can have fun completing them in addition to your other maths with your teacher.

Practise your times tables (3, 4 and 8s ) in any fun way you can.	Use tally marks (IIII) to record how many times you do something this week e.g. brush your teeth. Challenge: Can you use tally marks to count two activities? Which one did you do more often? How many tally marks did you record altogether?	Find two objects. Which is longer, which is heavier? Challenge: Can you compare 3 or more objects? Which is longest? Which do you think is heaviest? Can you order them from lightest to heaviest? If you have scales can you weigh them to check?	Roll two dice (or write the numbers on paper and pick two). What is the total number of dots? Can you work it out a different way? Challenge: Can you roll 3 dice and find the total? How many different ways can you work out the total?
Search your house for lines of symmetry. How many symmetrical objects can you find in your bedroom? Do any of them have more than one line of symmetry? Which shapes have you found lots of? Why these shapes in particular?	Noah saw 12 legs walk by into the ark. How many creatures could he have seen?  How many different answers can you find? Can you explain how you found out these answers?	I can see 28 'arms' on the beach.  How many children could there be? How many starfish could there be?	Play a board game with your family and think about the maths skills you are using. Which do you use the most?
Explore the ingredient amounts in recipes and think of how each amount compares to the others,	Can you make some 2D and 3D shapes using materials in your home? Pencils, sticks, straw or even Lego are all great for this challenge!	Play a board game and notice the Maths skills you use.	Create a survey of how many of each different colour cars go past a road in 5 minutes. Plot your results onto a bar chart.
Set up a shop and practise adding and subtracting as you give out change.	Create a poster to show Roman Numerals up to 12.	Draw a clock to show the times you do things during the day. Write the digital time alongside this.	Measure the perimeter of simple 2 D objects around the house and garden.

Year 4 Maths Home Learning Grids- Please complete as many as you can while you are learning at home. These have been designed to be as fun and practical as possible so you can have fun completing them in addition to your other maths with your teacher.

Practise your times tables (6, 7 and 9s ) in any fun way you can.	Create a poster to show different Roman Numerals up to 100	Look at different recipes using metric measurements and round each up to their nearest 10, 100 and 1000	Measure different objects around the house and compare their lengths. can you calculate their area in squares and perimeter?
Identify any objects you can see that have a line of symmetry.	Fold a piece of paper in half. On one half draw a simple picture/shape. Now draw its mirror image on the other half so your complete picture is symmetrical. Challenge: Can you fold your paper into quarters, draw a picture in one section then draw your image in the other 3 sections so that all the folds are lines of symmetry?	Find 1p, 2p, 5p, 10p and 20p pieces. Ask someone to play with you. One person puts some coins in their pocket and says, e.g., "I have 16p in my pocket and three coins." The other person must work out what the coins might be. Swap over and play again.	Roll 2 dice to create a 2-digit number. How many sums, word problems and questions can you make for your number? Record in a mind map. Challenge: Can you try this task for a 3-digit number
What is the difference between the smallest 8-digit whole number and the greatest 7-digit whole number?	Create a song to help you learn any maths fact.	Go out into the garden and write down any thing you notice about patterns in nature. Measure different plants and compare.	Make some cupcakes or similar. Weigh each one in metric and compare the different weights. Make a total and subtract some from it.
Play a board game and think about the maths skills you are using. Which ones do you use most?	Add up the amount of screen time you have each day and plot each day's results on a bar graph.	Challenge yourself to complete sets of exercises such as star jumps and add up everything to give you an exercise total	Create a timetable for your day and add up how many minutes you spend on activities in the day. Can you convert this to hours?

## Year 5

Maths Home Learning Grids- Please complete as many as you can while you are learning at home. These have been designed to be as fun and practical as possible so you can have fun completing them in addition to your other maths with your teacher.

<p>Practise all your times tables in any fun way you can.</p>	<p>Roll a dice 3 times. Write down a number you can make. How many different numbers can you make? What is the largest possible number? What is the smallest? Challenge: Can you predict how many numbers you can make from 3 digits? Will it be fewer if 2 or 3 of the numbers you roll are the same?</p>	<p>Write down a number with up to 6 digits e.g. 74302. Can you say your number (e.g. seventy-four thousand, three hundred and two)? What is the number after and number before your number? Once you have done 5, order your numbers from smallest to largest. Challenge: Say your number to a family member and get them to write down what they hear. Did they write your number correctly? Now swap and get them to say their number to you.</p>	<p>In rugby, you get 3 points for a penalty, 5 for a try and 7 for a converted try. A team scored 36 points. Find all the ways they could have scored these points, e.g. – 4 tries, 1 converted try and 3 penalties. Challenge: Make some problems up for your family to solve. Can you make one which has more than one solution?</p>
<p>Look at household or garden objects and talk about the different type of angles you see.</p>	<p>Get a measuring jug and pour out different levels of liquid and notice the measurement in both imperial and metric. Estimate first and check after.</p>	<p>Create a timetable for your day and perhaps others in your family. Talk about the length of time each of you spend on different activities.</p>	<p>Measure the perimeter of a room in your house after estimating this first.</p>
<p>Ask your parent for a supermarket bill to see food prices and add up your favourite food items. Did the total surprise you?</p>	<p>Plan a journey using an online timetable. When will you leave? When will you arrive? How long will your journey take? Plot this using both 24 hour clock and analogue clock.</p>	<p>Pretend to spend £100 exactly in an online shop. Can you write the receipts out to show this?</p>	<p>Play Guess My Number with someone thinking of the different properties of numbers.</p>
<p>Design a vegetable patch for your garden. What would the perimeter and area be for the different areas?</p>	<p>Draw a poster for Roman Numerals up to 100.</p>	<p>Create a code based on numbers and the alphabet. Write a secret message and challenge someone to guess it.</p>	<p>Play a board game and think of all the maths skills you are using. Which skill do you use the most?</p>

## Year 6

Maths Home Learning Grids- Please complete as many as you can while you are learning at home. These have been designed to be as fun and practical as possible so you can have fun completing them in addition to your other maths with your teacher. Please see for PDFs of the problems if wished.  
<https://nrich.maths.org/14600>

Practise all your times tables in any fun way you can.

## Seven Flipped



You have seven hexagonal-shaped mats, each with one side red and one side blue.



Starting red side up, these mats all have to be turned over - but you can only turn over exactly three at a time.

What is the smallest number of moves you can do this in?

Try with other numbers of mats. Do you notice any patterns in your findings? Can you explain why these patterns occur?

[nrich.maths.org](http://nrich.maths.org)

## Online

This is a game for two players.

To play the game, take words alternately. You win if you get all the occurrences of the same letter (e.g. AN, ON and LINE contain all occurrences of the letter N).

EAT AN LAF

IT LINE IF

LOT ON FOE

Can you devise a strategy so that you never lose?

Can you explain your strategy?



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## Dicey Operations in Line

Find a partner and a die (preferably 0 - 9 but if you don't have one you can use a 1 - 6 die).

Each of you draw an addition layout like this:



Take turns to throw the die and decide which of your cells to fill in.

Throw the die nine times each until all the cells are full.

Whoever has the sum closest to 1000 wins.



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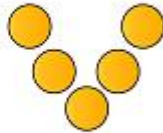
## Magic Vs

Place each of the numbers 1 to 5 in the V shape so that the two arms of the V have the same total. How many different possibilities are there?

Can you convince someone that you have all the solutions?

What happens if we use the numbers from 2 to 6? From 12 to 16? From 37 to 41? From 103 to 107?

Investigate the same problem with a V that has arms of length 4.



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## Clock Face

Can you draw a straight line across the centre of a clock face so that the numbers on both sides of the line have the same total?



Can you draw two lines so that the numbers on each side add up to a prime number? Can you do this in another way?

Can you draw two lines (like the hands of the clock) to divide the clock face so that the total of the numbers on one side of the lines is twice the total on the other side?

Can you find any other interesting ways to group the numbers on a clock face by drawing two lines?

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## Egyptian Rope

The ancient Egyptians were said to make right-angled triangles using a rope which was knotted to make 12 equal sections.

If you have a rope knotted like this, what other triangles can you make? (You must have a knot at each corner.)

What regular shapes can you make - that is, shapes with equal sides and equal angles?



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## Decimal Time

In France in 1793 decimal time was introduced, then abandoned only two years later.

Look at these pairs of times. The ones on the left are our time, and the clocks on the right show the corresponding French decimal time.

15:43 6:54

12:00 5:00

Can you decipher how French decimal time works?



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## Eggs in Baskets



There are three baskets, a brown one, a red one and a pink one, holding a total of ten eggs.

The brown basket has one more egg in it than the red basket.

The red basket has three fewer eggs than the pink basket.

How many eggs are in each basket?

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## You Never Get a Six

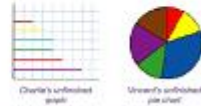
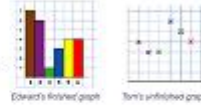
Tom, Vincent, Charlie and Edward were playing with dice.

They made lists of all their throws and then drew graphs of their results. They decided to make each of the numbers on the dice a different colour on the graphs.

Who threw the most sixes?

How many of each number were thrown altogether?

What percentage of the throws were sixes?



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## One of Thirty Six

Can you find the chosen number from this square using the clues below?

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1. The number is odd
2. It is a multiple of three
3. It is smaller than  $7 \times 4$
4. Its tens digit is even
5. It is the greater of the two possibilities

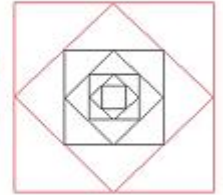


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## Inside Seven Squares

Seven squares are set inside each other. The centre points of each side of the outer square are joined to make a smaller square inside it, and so on.

The centre square has the area of one square unit. What is the total area of the four outside triangles that are outlined in red?



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## Stone Age Counting

Could these drawings represent counting things?

What might 'Stone Age' people count?

Try making up your own way of recording counting.



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## Make 37

Four bags contain a large number of 1s, 3s, 5s and 7s.

Can you pick ten numbers from the bags that add up to 37?



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Explore measures by cooking and baking using different scales

Take picture or write down anything you do that involves using your maths skills.



Reading Home Learning Grid EYFS

Please complete as many as you can whilst you are home learning. These have been designed to be practical and open ended for you to have fun completing.

Retell a story to an adult using only the pictures.	Make a prediction about a story ending before reading it.	Practise oral blending e.g. blending the sounds h-a-t together to say the word hat.	Act out a familiar story with your family - try to include props!	Practise recalling all the graphemes, digraphs and trigraphs you have learnt so far.
Close your eyes and listen carefully. What different noises can you hear in your environment?	Go on a grapheme hunt around your house - how many can you find?	Practise recalling all of the tricky words/high frequency words you have learnt so far.	Ask an adult to ask you 'who', 'what', 'where', 'when' and 'why' questions about what you have just read.	Fill in the missing word or phrase in a known rhyme, story or game.
Describe the main characters in a story to an adult.	Talk about what happens in the beginning, the middle and at the end of your favourite story.	Read for pleasure for at least 10 minutes a day.	Practise reading CVC words e.g. mop, pin, tap etc.	Talk about and make different sounds using body percussion.
Practise oral segmenting e.g. saying the separate sounds in a word h-a-t, c-oa-t.	Practise reading short captions and sentences e.g. The red hen was sad.	Find at least 5 different things to read, from advertising logos to signposts and food packets.	Describe the setting in a story to an adult.	Uses small world play and toys around your house to act out songs, rhymes and stories.

Reading Home Learning Grid Year 1

Please complete as many as you can whilst you are home learning. These have been designed to be practical and open ended for you to have fun completing.

Retell familiar stories in the correct sequence.	Make a prediction about a story ending before reading it.	Practise oral blending e.g. blending the sounds b-ea-d together to say the word bead.	Act out a familiar story with your family - try to include props!	Practise recalling all the graphemes, digraphs and trigraphs you have learnt so far.
Find at least 6 different things to read, from magazines to signposts and menu's.	Make inferences on the basis of what is being said and done.	Practise recalling all of the tricky words/common exception words you have learnt so far.	Ask an adult to ask you 'who', 'what', 'where', 'when' and 'why' questions about what you have just read.	Talk about what words mean and learn new vocabulary in order to understand what has been read.
Describe the main characters in a story to an adult.	Talk about what happens in the beginning, the middle and at the end of your favourite story.	Read for pleasure for at least 10 minutes a day.	Repeat sentences to check the text makes sense and to develop fluency.	Talk about characters' feelings with an adult.
Practise oral segmenting e.g. saying the separate sounds in a word t-ea-m, c-oa-t.	Practise reading sentences e.g. The red hen was happy because the weather was hot.	Write a song with 4 words from the Spell Its list.	Draw the setting in a story and describe it to an adult.	Re-read books to build up fluency and confidence in word reading.

Reading Home Learning Grid Year 2

Please complete as many as you can whilst you are home learning. These have been designed to be practical and open ended for you to have fun completing.

Draw a story mountain and retell your favourite story highlighting the beginning, the middle and the end.	Draw/write a plausible prediction about what might happen on the basis of what has been read so far.	Act out a familiar story with your family - try to include props!	Practise recalling all the grapheme, digraphs and trigraphs you have learnt so far.	Practise recalling all of the tricky words/ common exception words that you have learnt so far.
Make inferences on the basis of what is being said and done.	Ask an adult to ask you basic retrieval questions about what you have just read such as 'who', 'what', 'where', 'when' and 'why' and find the answers in the text.	Read for pleasure for at least 15 minutes a day.	Repeat sentences to check the text makes sense and to develop fluency.	Look through your book for exciting vocabulary and make a list of their meanings.
Draw and label the main characters in a story.	Find at least 8 different things to read, from magazines to advertising leaflets and menu's.	Make links between the book you are reading and other books you have read.	Write a song with 6 words from the Spell Its list.	Draw a story map to explain what has happened so far in what you have read.
Read a book and see if you can find any animated versions. Can you spot any similarities and differences?	Re-read books to build up fluency and confidence in word reading.	Read a story aloud to a family member using expression.	Draw the setting in a story and describe it to an adult.	Look through your book for any punctuation marks and talk about what they mean.

### Reading Home Learning Grid Year 3

Please complete as many as you can whilst you are home learning. These have been designed to be practical and open ended for you to have fun completing.

Look through your book for exciting vocabulary and make a list of their meanings.	Draw/write a prediction about what might happen in the story from the details stated.	Scan one page in a book, how many adjectives, nouns and verbs can you find? Discuss how these words have been used to build a picture for the reader.	Continue to draw on your phonic knowledge to help decode any unfamiliar words.	Ask an adult to ask you retrieval questions about what you have just read such as 'who', 'what', 'where', 'when' and 'why' and find the answers in the text.
Write a song with 8 words from the Spell Its list.	Listen to someone reading aloud and ask questions to improve your understanding of a text.	Read for pleasure for at least 20 minutes a day.	Repeat sentences to check the text makes sense and to develop fluency.	Discuss how the setting, characters and events changes across a text.
Read a story aloud to a family member using expression.	Find at least 8 different things to read, from magazines to advertising leaflets and menu's.	Identify the main ideas from a paragraph and summarise in words and pictures.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.	Act out a familiar story with your family - try to include props!
Read a book and see if you can find any animated versions. Can you spot any similarities and differences?	Retrieve and record information from non-fiction texts in the form of a fact file.	Scan one page in a book, how many prefixes and suffixes can you find?	Re-read books to build up fluency and confidence in word reading.	Look through your book for any punctuation marks and talk about what they mean.

Reading Home Learning Grid Year 4

Please complete as many as you can whilst you are home learning. These have been designed to be practical and open ended for you to have fun completing.

Explain the meanings of words to an adult and give an example of how to use them in the correct context.	Retrieve and record information from non-fiction texts in the form of a fact file.	Write a diary entry inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence from the text.	Act out a familiar story with your family - you could make a play!	Ask an adult to ask you retrieval questions about what you have just read such as 'who', 'what', 'where', 'when' and 'why' and find the answers in the text.
Write a song with 8 words from the Spell Its list.	Listen to someone reading aloud and ask questions to improve your understanding of a text.	Read for pleasure for at least 20 minutes a day.	Write your own definitions of unusual/exciting/unfamiliar words.	Discuss how the setting, characters and events changes across a text.
Read a story aloud to a family member using expression.	Find at least 8 different things to read, from magazines to advertising leaflets and menu's.	Discuss how words and phrases have been used to build a picture for the reader.	Continue to draw on your phonic knowledge to help decode any unfamiliar words.	Identify main ideas from more than one paragraph and summarise in words and pictures.
Use a dictionary to check the meaning of words you have read.	Retrieve and record information from non-fiction texts in the form of a fact file.	Scan two pages in a book, how many prefixes and suffixes can you find?	Draw/write a prediction about what might happen in the story from the details stated.	Identify how text structure/presentation contributes to meaning and understanding.

Reading Home Learning Grid Year 5

Please complete as many as you can whilst you are home learning. These have been designed to be practical and open ended for you to have fun completing.

Write jokes containing 6 of your Spell Its words.	Scan two pages in a book, how many prefixes and suffixes can you find?	Act out a familiar story with your family - you could make a play!	Explain the meanings of words to an adult and give an example of how to use them in the correct context.	Answer retrieval questions using evidence from the text.
Draw/write plausible predictions about what might happen from details stated or implied and support with reference to the whole text.	Write 6 facts and 6 opinions about yourself and ask someone to differentiate between the two.	Listen to someone reading aloud and ask questions to improve your understanding of a text and vocabulary.	Write a diary entry inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence from the text your general knowledge.	Record yourself reading a book and listen back to hear if you are using expression.
Draw pictures defining 10 words from the Spell Its list.	Write a book review on your favourite story.	Read for pleasure for at least 30 minutes a day.	Write a song or poem with 10 words from the Spell Its list.	Write your own definitions of unusual/exciting/unfamiliar words.
Retrieve, record and present information from non-fiction texts in the form of a newsreader.	Check the book you have read makes sense by discussing and re-reading the text.	Find at least 10 different things to read, from newspapers to magazines and menu's.	Use a dictionary to check the meaning of words you have read.	Discuss how words and phrases have been used to build a picture for the reader.

Reading Home Learning Grid Year 6

Please complete as many as you can whilst you are home learning. These have been designed to be practical and open ended for you to have fun completing.

Find at least 10 different things to read, from newspapers to magazines and menu's.	Scan two pages in a book, how many prefixes and suffixes can you find?	Act out a familiar story with your family - you could make a play!	Write a book review on your favourite story.	Use a dictionary to check the meaning of words you have read.
Draw/write plausible predictions about what might happen from details stated or implied and support with reference to the whole text.	Write 6 facts and 6 opinions about yourself and ask someone to differentiate between the two.	Listen to someone reading aloud and ask questions to improve your understanding of a text and vocabulary.	Retrieve, record and present information from non-fiction texts in the form of a newsreader.	Write a diary entry inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence from the text your general knowledge and wider reading.
Record yourself reading a book and listen back to hear if you are using expression.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Choose your 5 favourite books and identify and discuss the themes and conventions across them.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Provide reasoned justifications of your views about a story or text to an adult.
Draw pictures defining 10 words from the Spell Its list.	Write jokes containing 6 of your Spell Its words.	Explain and discuss what you have read with an adult.	Read for pleasure for at least 30 minutes a day.	Write a song or poem with 10 words from the Spell Its list.