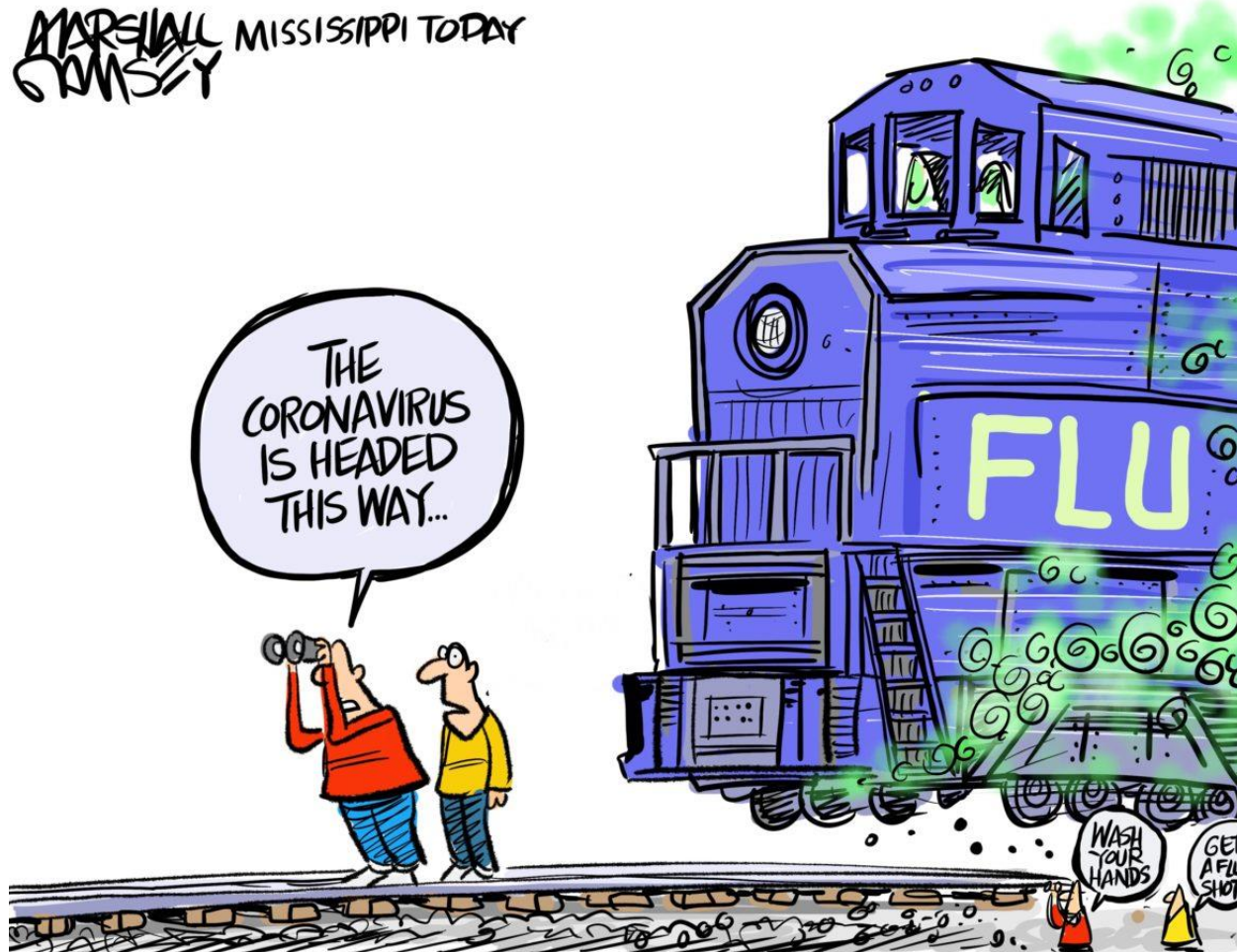


# Planning for a Remote Primary Curriculum Autumn 2020

HIAS Briefings  
September 2020



# Reviewing experiences



# We should be so proud of what was achieved!



# EXPECTATIONS

VS.

# REALITY



# Contingency planning (by 30 Sept.)



This Photo by Unknown Author is licensed under [CC BY-SA-NC](#)

- Review experience and feedback
- Curriculum/pupil needs should drive choice of remote teaching approach
- Intelligent use of digital technology
- Accessibility & acceptability
- Engage and explain



# DFE Guidance Section 5: Contingency planning for outbreaks

In developing these contingency plans, we expect schools to:

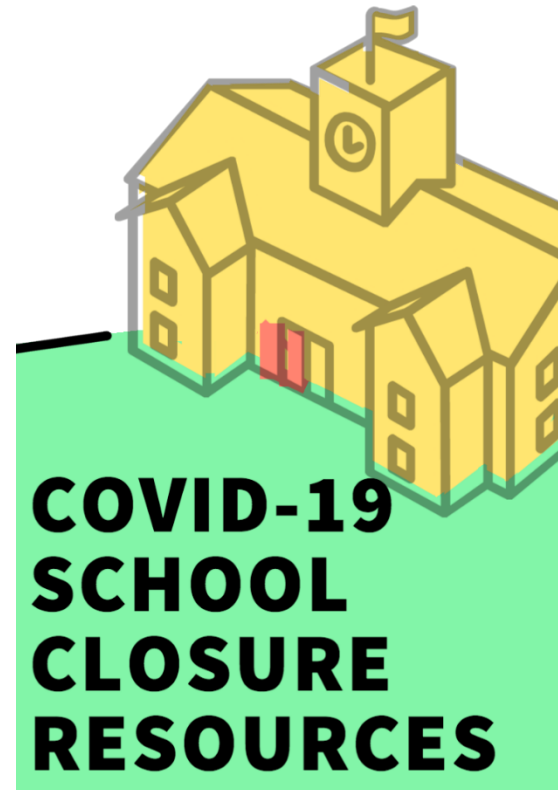
- use a **curriculum sequence** that allows access to **high-quality online and offline resources and teaching videos** and that is **linked to the school's curriculum** expectations
- give access to **high quality remote** education resources
- select the **online tools** that will be consistently used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

# DFE Guidance Section 5: Contingency planning for outbreaks

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have **meaningful and ambitious work each day** in a number of **different subjects**
- teach a **planned and well-sequenced curriculum** so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide **frequent, clear explanations of new content**, delivered by a teacher in the school or through high-quality curriculum resources or videos
- **gauge how well pupils are progressing** through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will **check work**
- enable teachers to adjust the pace or difficulty of what is being taught in **response to questions or assessments**, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of **equivalent length to the core teaching** pupils would receive in school, ideally including **daily contact with teachers**

# Double planning?



**We do not propose that schools create an additional remote version of all curriculum content, “just in case”.**





# Remote education: a shift in thinking?

## Lockdown and partial opening



## Periods of self isolation



[This Photo](#) by Unknown Author is licensed under [CC BY-ND](#)

[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)



# Remote Learning Autumn 2020

HIAS English, maths team and HIAS Curriculum Projects

The intention is to support schools to plan for remote learning for an individual, a class or a bubble.



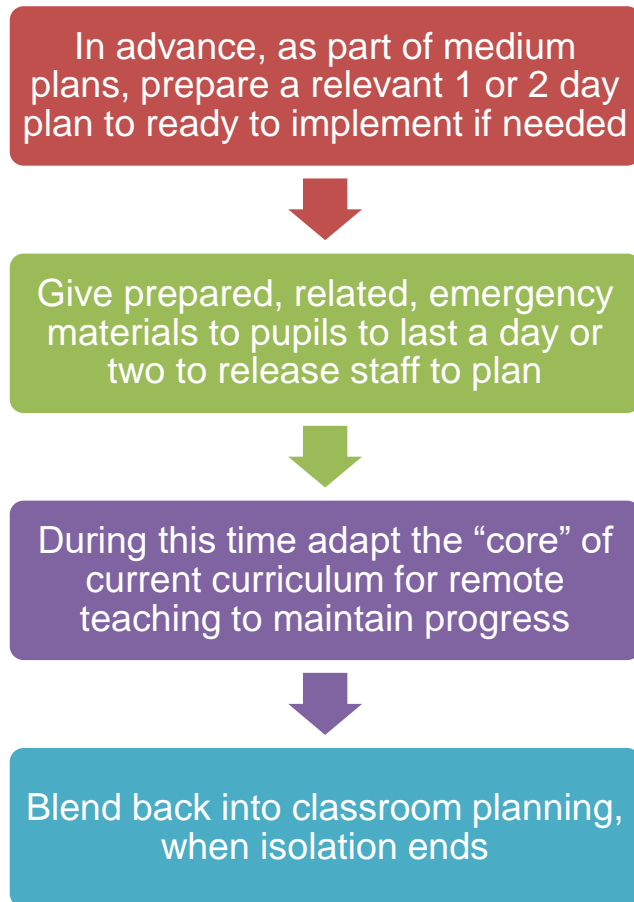
Identify materials and resources to use as an **initial two-day** plan for each learning journey / unit of work and wider curriculum



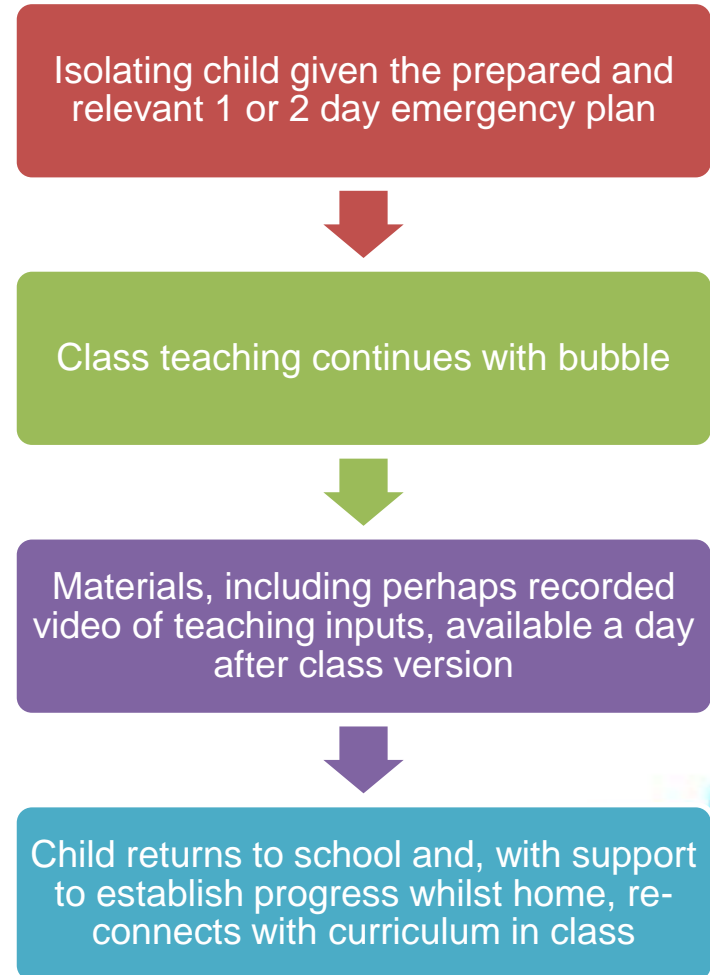
Convert existing plans, **when required**, into a structured remote teaching sequence to ensure continuity of curriculum learning

# So suggested steps...

## When a bubble and staff isolate



## When an individual child is isolating at home with family



Jacqui Clift- HIAS mathematics

# PLANNING FOR REMOTE MATHEMATICS CURRICULUM



# Remote Learning Autumn 2020

HIAS English, maths team and HIAS Curriculum Projects

Resource to support teachers should class-based learning need to be blended with remote learning for an individual, a class or a bubble.

The intention is to support schools to:

- identify materials and resources to use as an initial two-day emergency plan for each learning journey / unit of work
- convert existing plans, when required, into a structured remote teaching sequence to ensure continuity of curriculum learning





# First 2 days- emergency plan

HIAS English, maths team and HIAS Curriculum Projects

As part of medium-term planning, schools might identify school-based or online resources which support **a relevant key skill or aspect of knowledge in each unit of work which could support learning for two days.**

- two-day window allows time for the remaining class-based learning sequence to be adapted to suit remote learning practices.
- reduce the initial workload demands on teachers.

During these initial 2 days,

- **pupils can be sent home with instructions** to complete the remote activities as planned, or as appropriate to pupil need
- **teachers should plan to adapt the planning from classroom based to remote delivery.** This will use the school's preferred approach to remote teaching, in accordance with the relevant expectations in DfE guidance.



# First 2 days –emergency plan

HIAS English, maths team and HIAS Curriculum Projects

It is important that pupils are engaged in relevant learning in the initial two days of an isolation.

1. **Plan a key skill for each learning journey** considering what will be a useful focus for all pupils that reinforces an important aspect of the whole learning journey.
2. **Choose a linked available remote teaching resource** that includes relevant activities that will support pupils key learning or identify a school specific task that will be available for use, if required.
3. **Consider the needs of the range of learners** in your group/class and how previous learning will be revisited/consolidated.
4. **Ensure all pupils have access to remote learning resources** they need e.g. internet access if required. If this is not possible, consider how pupils with limited or no access to the internet will access materials during any isolation from school.

# 2 day emergency plan: Autumn term

## HIAS Maths

A year group emergency plan overview for autumn term might look like this:

Year 1: Unit/ length Hampshire scheme of learning		Unit 1.1 (4 weeks)	Unit 1.2 (3 weeks)	Unit 1.3 (3 weeks)	Unit 1.4 (4 weeks)
Domain focus		NPV; add/sub	Measurement (money/ length); add/sub	Multiplication/ division Fractions, Geometry	NPV; add/sub
2 days	Key skill /fact focus	<ul style="list-style-type: none"> <li>Position numbers on number lines up to 30</li> <li>Represent numbers different ways</li> </ul>	<ul style="list-style-type: none"> <li>Know coins/ Pennies = 2p, 5p, 10p</li> <li>Represent as addition facts</li> </ul>	<ul style="list-style-type: none"> <li>Count in 2s, 10s on number lines</li> <li>Cut and fold shapes for half/ not half</li> </ul>	<ul style="list-style-type: none"> <li>Position numbers on number lines up to 50</li> <li>Represent numbers different ways</li> <li>Show all bonds 6-10</li> </ul>
	Focus for application of a previous skill	<ul style="list-style-type: none"> <li>Represent number bonds problem context</li> </ul>	<ul style="list-style-type: none"> <li>Identify addition facts to solve simple problem/ pictures (diagrams), number sentences</li> </ul>	<ul style="list-style-type: none"> <li>Solve simple multiplication problems using pictorial representations</li> </ul>	<ul style="list-style-type: none"> <li>Identify addition and subtraction facts to solve simple problem/ pictures (diagrams), number sentences</li> </ul>
	Linked remote learning resources including relevant activities	Add/sub lesson 1 <a href="https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-number-addition-and-subtraction-video-lessons/">https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-number-addition-and-subtraction-video-lessons/</a> (unit 1.1) Oak Acad Unit 1 <a href="https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths">https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths</a> BBC bitesize <a href="https://www.bbc.co.uk/bitesize/articles/zt4ytrd">https://www.bbc.co.uk/bitesize/articles/zt4ytrd</a>	Add/sub lesson 9 <a href="https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-number-addition-and-subtraction-video-lessons/">https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-number-addition-and-subtraction-video-lessons/</a> Oak Ac. Unit 2 <a href="https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths">https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths</a>	Multiplication lesson 2&3 <a href="https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-multiplication-1-video-lessons/">https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-multiplication-1-video-lessons/</a> Oak Acad: Unit 3 <a href="https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths">https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths</a>	NCETM Add/sub lesson 10 <a href="https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-number-addition-and-subtraction-video-lessons/">https://www.ncetm.org.uk/classroom-resources/vl-key-stage-1-number-addition-and-subtraction-video-lessons/</a> Oak Acad: Unit 5 <a href="https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths">https://classroom.thenational.academy/subjects-by-year/year-1/subjects/maths</a>

Online websites suggested

- NCETM
- BBC Bitesize
- BBC Teach
- Oak National Academy
- White Rose scheme of learning task resources

Also:

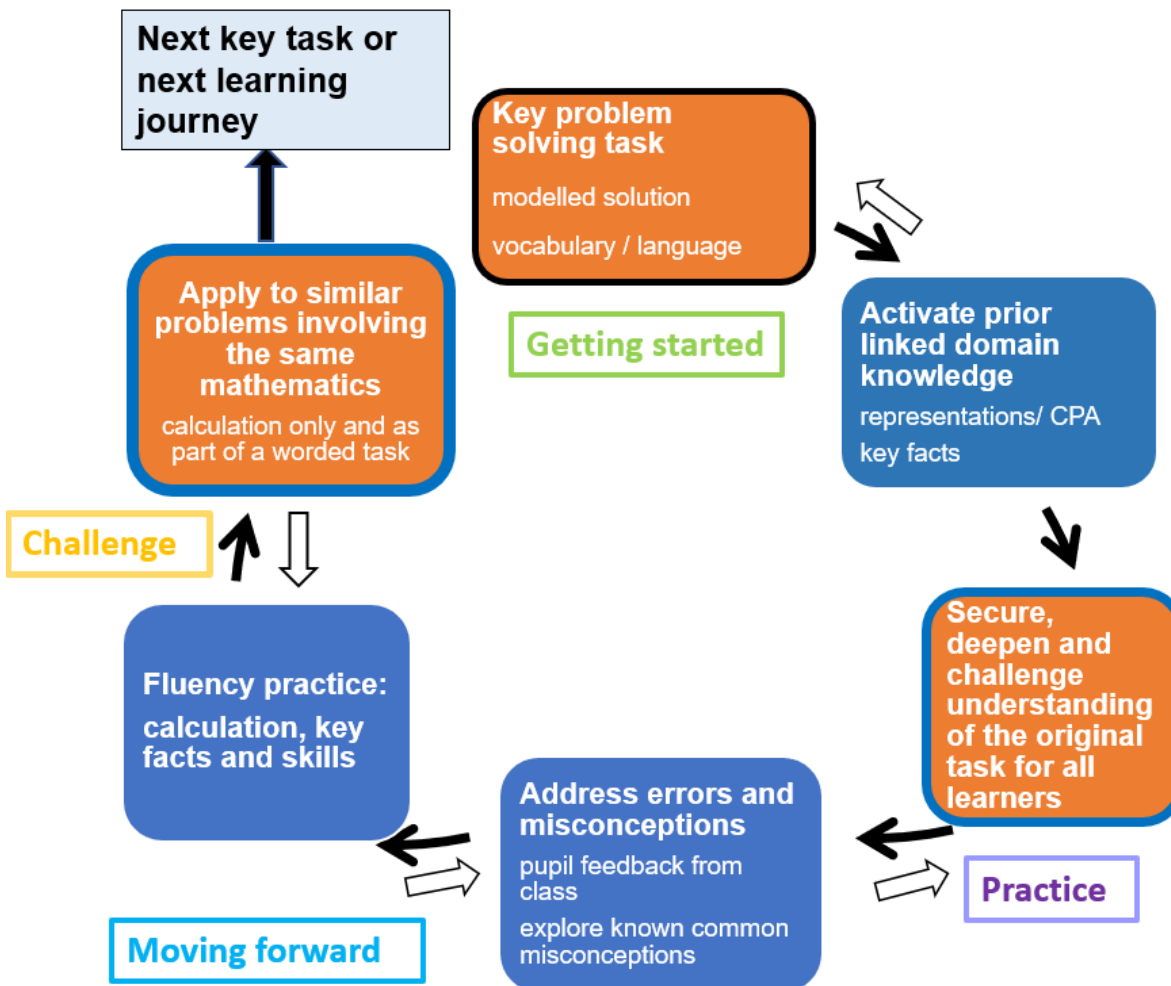
DfE June 2020 Teaching Maths in Primary schools KS1 and 2 Guidance for Year 2- Year 6

# HIAS Maths

A prompt for re-shaping the purpose of each lesson or sequence of lessons **at the point of the need for remote learning**

## 6 step planning process for adapting from classroom to remote delivery

...a 'typical' teaching sequence into blended / remote learning (8/9 days after initial 1/2 days).



**Key**  
**Problem focus**  
**Maths focus**

Order of steps  
could change

# Further guidance for 6 steps including Effective Cognitive Strategies





# Using the 6 steps

## HIAS Maths

A typical learning journey composed of a **sequence of key tasks** developing both **conceptual understanding and skills** in a maths domain(s) and **application** of the maths to **solve problems**.

Each problem-solving task can be used as a context and purpose for developing mathematical **reasoning** across several lessons.

- Depending on the number of key tasks planned in the unit of work this sequence of six steps may be used once or some steps in the sequence might be repeated.
- The amount of time for each step is determined in response to the needs of learners. Similarly, the order of steps and which ones might be included will vary according to needs of learners and the point in the learning journey when remote learning is needed.







# Cognitive Psychology



It is important that children are prompted to access their memories of prior teaching and learned knowledge during periods of remote teaching.

# Using the remote learning sequences eg maths example

Teachers can use the diagram to identify the correct starting point within the learning journey sequence and shape remote learning provision accordingly. **An isolation period could be needed at any point of the learning journey.**

Remote learning sequence guide			
Identify the correct starting point after your initial 2 days of emergency tasks and shape provision accordingly			
<b>Introduce key problem-solving task</b>	<ul style="list-style-type: none"> <li>Language/ vocabulary</li> <li>Modelled solutions</li> <li>Multi-step in KS2</li> </ul>	Already completed in class prior to isolation starting	<div>...and starts work on next unit</div> 
<b>Activate domain knowledge</b>	<ul style="list-style-type: none"> <li>Concrete, Pictorial, Abstract (CPA)</li> <li>Representations</li> <li>Key facts</li> </ul>	 Implement 2-day emergency plan	
<b>Task variation of key task</b>	<ul style="list-style-type: none"> <li>Secure, deepen and challenge for all</li> <li>Inverse/ commutativity</li> </ul>		<div>Return to class-based learning</div> <div>Remote plan completes re-planned sequence of linked lessons ...</div> 
<b>Errors and misconceptions</b>	<ul style="list-style-type: none"> <li>Feedback to individuals/ groups</li> <li>Explore common misconceptions</li> </ul>		
<b>Fluency practice</b>	<ul style="list-style-type: none"> <li>Calculation mental/ written</li> <li>Skills</li> </ul>		
<b>Apply to unfamiliar contexts</b>	<ul style="list-style-type: none"> <li>Secure and deepen conceptual understanding of the maths in focus</li> </ul>		

Year 1 example (from Hampshire Maths Primary Scheme of Work); learning journey has been started before isolation period begins and triggers need for remote teaching

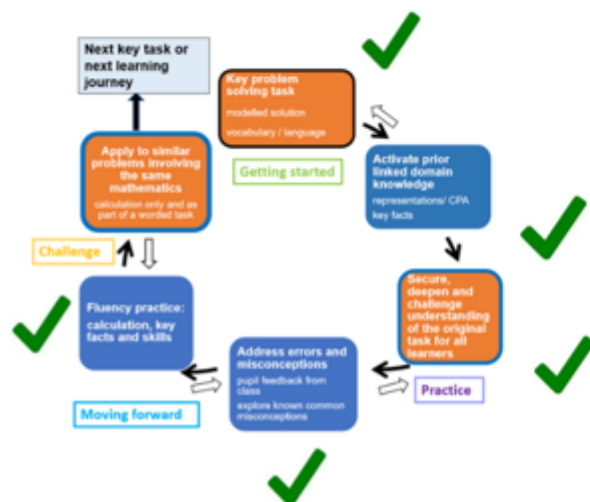
## HIAS REMOTE LEARNING

Lessons	Year 1 Unit 1.1 NPV, Add and Subtract Possible 4 week Learning Journey*	Blended Learning
1	Oral Counting	Class based learning already completed prior to period of isolation
2	Completing sequence using different number tracks	
3	Reading numbers Dice and counter Board Games	
4	Representing numbers using collections of objects	2 days emergency planning used at outset of isolation
5	Writing numbers	
6	Using language: more than/ fewer	4 lessons Use online video lesson Oak Academy/ NCETM as stimulus with follow up home based activities and teacher designed tasks. Develop fluency
7	Matching numeral to set of objects	
8	Problem context for ordering and comparing numbers	
9	-as collection of objects	
10	- using numerals, <del>inc</del> different starting points	2 lessons Provide teacher designed task to recap class-based learning and address any errors/ misconceptions that were emerging- possibly inaccurate counting, number formation etc
11	Review previous lessons using a problem eg: "I'm thinking of a number. It's larger than XX but fewer than YY. What is my number?"	
12	Partitioning numbers: 2,3,4,5	2 lessons Use online video lesson (NCETM) to introduce key task with follow up teacher prepared tasks
13	Build number bonds	
14	Represent using CPA and part whole representations	Return to class-based learning after completion of isolation at home
15	Use a problem context to use bonds for solutions recording using CPA approach	
16		
17		
18		
19		
20		

## Maths example Year 1

\*Further guidance can be found in Hampshire primary scheme of learning on Moodle Plus

### Steps used to support blended learning



### Why these steps?

The planning has focused on introducing a new key task.

There was sufficient work on representations and class-based work in number & place value revealed some errors which could be addressed with some carefully designed tasks (revisiting the earlier class-based work).

The first four lessons could be focused on developing fluency with representing numbers. Applying the same maths to another context is possibly best supported by waiting until back in class-based learning.

## HIAS REMOTE LEARNING

### Maths example Year 4

Lessons	Year 4 Unit 4.1 NPV, Addition and subtraction Possible 3 week Learning Journey*	Blended Learning
1	<b>Practical experiences of using a range of concrete resources to model 3-digit numbers</b> <b>Revise composition of 1000:</b> -Addition/ subtraction families of facts using multiples of 10/ 100 and 50 e.g. $1000-150=850$ -Partition numbers flexibly e.g. $576=400+176$ ; $500+76$ using part-part-whole diagrams Make 3-digit numbers using Dienes and physically add/take 10s and 100 from a number, record the PV equations eg. $356+10=366$ Use number lines to position and compare numbers <b>Key facts about 1000 and 10,000 using bar models</b> identifying $\frac{1}{2}$ , $\frac{2}{4}$ , $\frac{1}{4}$ , $\frac{3}{4}$ and $\frac{1}{10}$ of 1000	Class based learning already completed prior to period of isolation
2		
3		
4		
5		
6	<b>Problem solving</b> Identify a few key tasks involving addition and subtraction in two-step problems in contexts, deciding which operations and methods to use and why- adapt numbers to reinforce the key concepts and facts from place value work.	<b>2 days emergency planning</b> including DfE 'Ready to progress' criteria from Year 3 related to this unit. Eg. 3NPV-1, 3NPV-2, 3NPV-3, 3NF-1
7		Solve addition and subtraction calculations showing solutions with a range of representations
8		<b>4 lessons</b> Provide modelled solution for key add/sub task that supports all learners (using video of CT?)
9		Use task variation for more examples and practice to develop fluency
10		<b>2 lessons</b> Oak Academy video Unit 2 to introduce
11	<b>Mental strategies (addition/ subtraction)</b> Use unstructured number lines to record mental calculations discussing appropriate strategies	Provide modelled examples of mental strategies appropriate to all learners using number lines related to earlier class based NPV learning
12		<b>2 lessons</b> Address errors and misconceptions eg. steps in problem solving or calculation errors or misconceptions Fluency practice: addition and subtraction E.g. Match/ sort solutions to word problems
13	<b>Problem solving: addition/ subtraction</b> Review learning for unit	
14		
15		



### Why these steps?

In this suggested example, there is an opportunity to develop almost all of the steps in the diagram.

The focus on applying the same maths in a different context could be the next planned focus when returning to class based learning.



Year 6 example (Uses Hampshire Primary Scheme of Work); Remote learning starts towards the end of a learning journey

HIAS REMOTE  
LEARNING

Maths example  
Year 6

Lesson	Year 6 Unit 6.1 NPV, Addition and subtraction Possible 3 week Learning Journey*	Blended Learning
1	<b>Practical experiences of larger numbers:</b> Use a <u>numberline</u> and Dienes to look at the proportional size of 100,000 in comparison with 1,000,000. Refer to a <u>Gattego</u> chart. <b>Read and write numbers:</b> place value of all digits, include zero. Count forwards/ backwards from a range of given numbers, including 10s, 100s, 1000s and including bridging. Make predictions, check with a calculator. <b>Include real life examples</b> of when larger numbers are used such as house prices. <b>Rounding</b> – Share real life examples and when pupils will be required to round such as population <u>Key number facts for 1,000,000 etc</u> <b>Efficient strategies for addition and subtracting:</b> -when to select formal written methods and when mental strategies may be more efficient. <b>Mental strategies:</b> Teach mental strategies such <u>eg</u> Rounding and adjusting; Application of number bonds to bigger numbers; approximation <b>Problem solving:</b> Solve problems in which pupils are required to select the most efficient strategy. Include problems in which more than one operation is required. <b>Perimeter and area:</b> Apply strategies taught to questions that include area and perimeter. Remind pupils of how to find the perimeter of different shapes. Include real life context to ensure pupils can explain what is meant by area and perimeter and what is the difference between the two. include decimals as well as larger numbers. Give pupils time to make estimations in relation to perimeter before solving. Find perimeter of composite shapes with missing side values, find the value of the side using the measurements given, before finding the area and perimeter. Investigate the area and perimeter of shapes.	Class based learning already completed prior to period of isolation
2		
3		
4		
5		
6		
7		
8		
9		
10		
11	<b>2 days emergency planning</b> including DfE 'Ready to progress' criteria from Year 5 related to this unit. <u>Eg</u> 5NPV-2, 5NPV-3	
12		
13		
14		
15		
	<b>Area / perimeter problems continued</b>	
	<b>1 lesson:</b> Oak Academy Unit 5 video Retrieval practice from current unit: <u>eg</u> NPV: (rounding, ordering and comparing); Area /perimeter or <u>calculation</u> ; Or area /perimeter problems	
	<b>Year 6 Unit 6.2 NPV, multiplication and division Possible 3 week Learning Journey*</b>	
1	<b>Ensure pupils gain a conceptual understanding of multiplication and division</b> revisiting and using an array making the link with the formula of area. Apply to a range of regular and irregular shapes. Include examples with and without squares.	3 Lessons Use online video to introduce: Oak Academy Unit 2 Provide modelled solution for key task that supports all learners Use task variation for more examples and practice
2		
3	<b>Factors and multiples:</b> Remind pupils of factors and <u>multiples</u> . Understand that meaning of prime numbers. Pupils to use concrete resources to find prime numbers up to 20 including the use of arrays. Understand the terminology of common factors and give examples – Find numbers that have common factors of 5 and 13. <b>Explore multiplying and dividing by 10, 100 and 1000</b>	4 lessons Use online BBC Super Movers: Prime <u>Numbers</u> to introduce Provide modelled solution for finding common factors. Use task variation for more examples and practice. Link with tables practice/ fluency Class- based learning
4		
5		
6		



Why these steps?

In this example, where isolation comes near the end of a unit and the start of another, the remote learning focuses on a series of tasks that require pupils to access prior knowledge and consolidates this through further activities. The teacher accesses the pupils' responses in order to understand common or individual misconceptions and errors. This forms the basis of planning for the return to class-based work unless the teacher is confident that these can be tackled remotely.

Further remote teaching gives important opportunities for pupils to improve their fluency in calculation, key facts and skills.

Applying the maths to similar problems might need a class-based discussion to support pupils making links with previous tasks.

Medium term pre-planning		Learning Journey 1	Learning Journey 2	Learning Journey 3	Learning Journey 4
Domain Focus					
2 days Emergency Plan	Focus skill/ knowledge	•	•	•	•
	Application	•	•	•	•
	Linked remote learning resources (online or school planned)				

Remote learning sequence guide Identify focus of tasks using 6 steps diagram. Change order of steps and group several lessons together as appropriate to the learning journey		
<b>Key problem-solving task</b>	<ul style="list-style-type: none"> <li>Language/ vocabulary</li> <li>Modelled solutions</li> <li>Multi -step in KS2</li> </ul>	Use live teaching/ pre-recorded videos/ worked example to model and explain the task
<b>Activate Prior domain knowledge</b>	<ul style="list-style-type: none"> <li>Concrete, Pictorial, Abstract (CPA)</li> <li>Representations</li> <li>Key facts</li> </ul>	Provide examples of particular representation(s) to be used
<b>Task variation of key task</b>	<ul style="list-style-type: none"> <li>Secure, deepen and challenge for all</li> <li>Inverse/ commutativity</li> </ul>	Provide examples of key task with appropriate changes to language, calculation and or number of steps involved
<b>Errors and misconceptions</b>	<ul style="list-style-type: none"> <li>Feedback to individuals/ groups</li> <li>Explore common misconceptions</li> </ul>	Assess pupil responses, identify and address common or individual misconceptions and errors
<b>Fluency practice</b>	<ul style="list-style-type: none"> <li>Calculation mental/ written</li> <li>Skills</li> </ul>	Provide more examples for practice when pupils reasonably secure with the focus and not making too many conceptual errors
<b>Apply to unfamiliar contexts</b>	<ul style="list-style-type: none"> <li>Secure and deepen conceptual understanding of the maths in focus</li> </ul>	Provide examples where the maths needed is the same but the problem/ context unfamiliar

# Blank Master



Sarah Sedgwick- HIAS Teaching and Learning

# **SHORT PRIMARY CURRICULUM PROJECTS**



# HIAS Remote Learning Curriculum Support

Teaching and Learning Team

## Aim

**To provide interim support for a short amount of study time, whilst schools consider how to support the curriculum for the rest of the isolation period.**

- Each pack has an overarching theme and links to the National Curriculum
- Available on the HIAS Moodle Plus from week beginning 7<sup>th</sup> September
- Creative and practical Foundation subject activities for Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2
- No time limit but suitable for two to three days
- Will enable children to work independently at home
- Easy for children to access with familiar activities and simple resources

[Sarah.Sedgwick@hants.gov.uk](mailto:Sarah.Sedgwick@hants.gov.uk)



# The packs

About 4 to 6 practical activities consisting of:

- The 'big' idea
- Links to the National Curriculum objectives
- How to complete the activity
- Key questions
- Useful websites and resources





# HIAS Remote Learning Curriculum Support

Example of Lower Key Stage 2 pack



**Look out for art!**

## **Key theme:**

This theme is based on learning more about art and seeing it in everything around us and completing some artwork.

This project is related to the following National Curriculum art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft, and design techniques
- evaluate and analyse creative works using the language of art, craft, and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms



# HIAS Remote Learning Curriculum Support

Example of Lower Key Stage 2 pack

**Look out for art!**



## Key Stage 2

The activities will link to the following subject content:

- To improve their mastery of art and design techniques
- about great artists, architects, and designers in history



# HIAS Remote Learning Curriculum Support



Example of Lower Key Stage 2 pack



## Some examples of the activities in the pack

- Make a mural design based on a 'Banksy'
- Take an artist and create in their style
- Make a colour wheel and use it to create an autumn picture
- Design a plate for a picnic
- Take a household object and draw it in detail
- Create a page in a colouring book



# Challenge, support and feedback

- Objectives suitable for the different year groups
- **Challenge** - ‘You could try...’
- **Less challenging** ways to complete the activities also given
- **Feedback** given through usual school remote channels and through email and photographs
- **Or** children can take in practical activities after the period of isolation

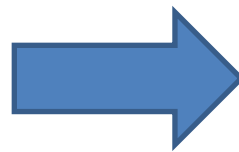


Emma Tarrant- HIAS English

# PLANNING FOR REMOTE ENGLISH CURRICULUM







# PLAN B



# 2 day emergency plan: Autumn term

## HIAS English

A year group, half termly, emergency plan overview for autumn 1 might look like this:

Year 4 Half term plan Autumn 1 2020		Learning Journey 1 2 weeks	Learning Journey 2 3 weeks	Learning Journey 3 2 weeks
Writing outcome		Setting description	Narrative	Information
2 days	Key skill focus	<ul style="list-style-type: none"> <li>expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>adverbials for time / place / manner</li> </ul>	<ul style="list-style-type: none"> <li>coordinating and subordinating conjunctions</li> </ul>
	Focus for application of a previous skill	compound sentence structure coordinating conjunctions	expanded noun phrases	adverbials
	Linked remote learning resources including relevant activities	<a href="http://www.bbc.co.uk/bitesize/articles/znpgwx">www.bbc.co.uk/bitesize/articles/znpgwx</a> and/or specific school planned activity	<a href="http://www.bbc.co.uk/bitesize/articles/zv73bdm">www.bbc.co.uk/bitesize/articles/zv73bdm</a> and/or specific school planned activity	<a href="http://www.bbc.co.uk/bitesize/articles/zrn796f">www.bbc.co.uk/bitesize/articles/zrn796f</a> and/or specific school planned activity
	Accessibility Support e.g. SEND	As appropriate to need and focus	As appropriate to need and focus	As appropriate to need and focus

Online website suggested

- BBC Bitesize
- BBC Teach
- Oak National Academy



# Remote Learning Sequence Guide

HIAS English

HIAS REMOTE  
LEARNING

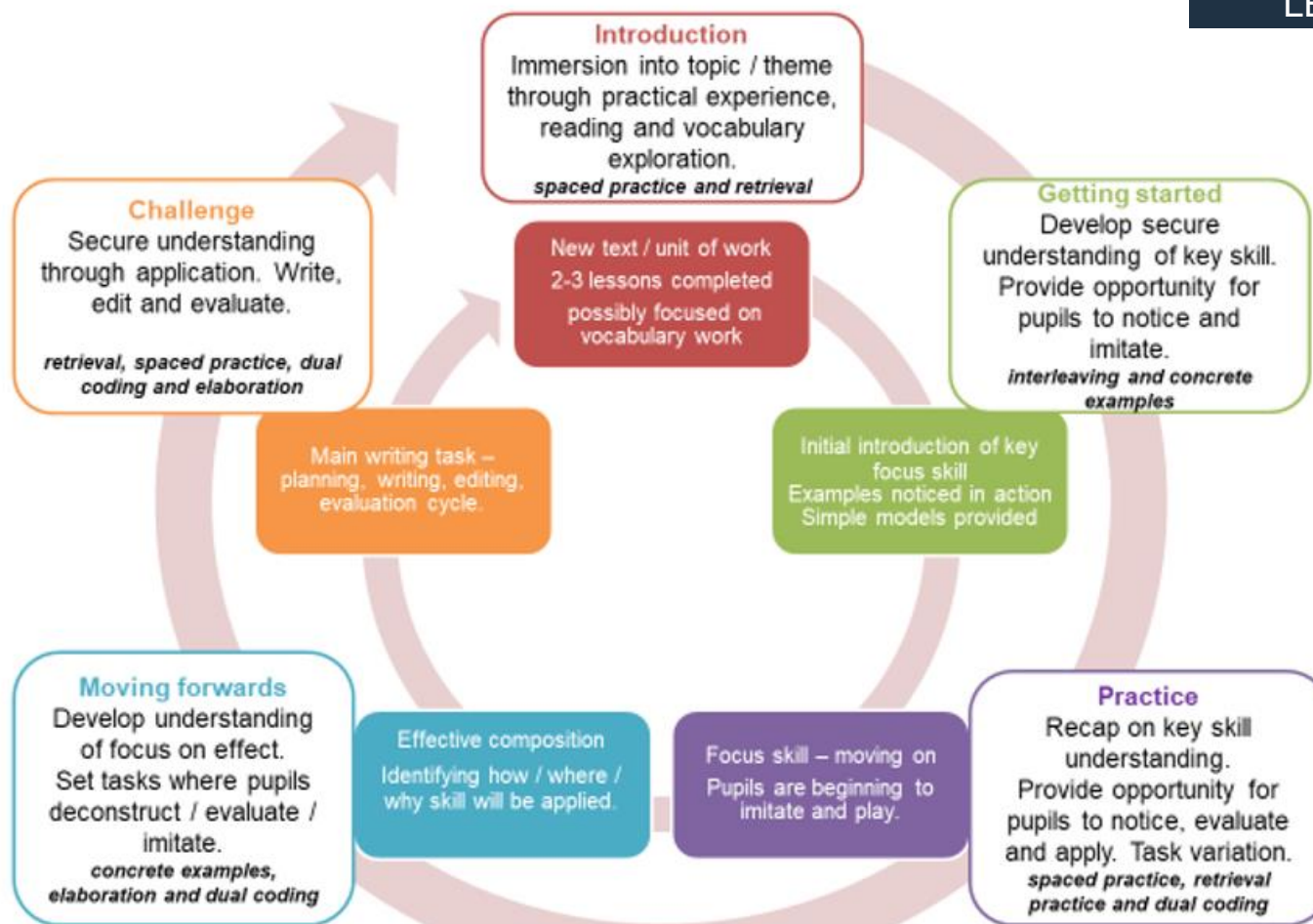
A prompt for re-shaping the purpose of each lesson or sequence of lessons **at the point of the need for remote learning**



5 step planning process for adapting from classroom to remote delivery

A typical learning journey / unit of work is often composed of a sequence of key tasks developing both subject knowledge and fluency. The amount of time for each step is determined in response to the needs of learners.

# Further guidance for 5 steps including Effective Cognitive Strategies



Lessons		Year 1 Learning Journey / Unit: Narrative Example of existing school planning	Remote Learning Plan developed at the point of isolation period, using school's own remote teaching approaches
1	Stimulate generate	Develop vocabulary Make simple inferences	Some class-based learning has already introduced key skill
2		Make predictions	<b>2 days emergency planning</b>
3		Ask questions and express opinions	Use CBBC QPootle 5 episode 1 as stimulus with follow up home based activities and teacher designed tasks.
4	Capture, sift and sort	Spell words using known phonemes	<b>3 lessons*</b> <i>To include a daily phonic recap on focus phoneme/s. Practice reading words containing focus phonemes that link to reading / writing topic.</i>  Use BBC Bitesize resources to recap on key skill understanding. Provide opportunity for pupils to notice, evaluate and apply.
5		List nouns	
6		Identify adjectives	
7		Create simple noun phrases (adjective + noun)	
8		Simple sentence \ / _____	
9		List of equipment (adjective + noun)	
10	Create, refine, evaluate	Apprentice write – letter / list	
11		Develop vocabulary	<b>3 lessons*</b> <i>To include a daily phonic recap on focus phoneme/s. Practice writing words containing focus phonemes that link to reading / writing topic.</i>  Provide teacher designed tasks to recap learning and address any errors / misconceptions emerging.  Set tasks where pupils deconstruct / evaluate / imitate.
12		Spell words using known phonemes	
13		Create simple noun phrases (adjective + noun)	
14		List equipment	
15		Final write – letter to include a simple sentence and list	
			<b>2 lessons*</b> <i>To include a daily phonic recap on focus phoneme/s. Practice reading / writing words containing focus phonemes that link to topic.</i> Planning for writing Writing, editing, evaluation cycle  <b>Return to class-based learning to complete learning journey</b>

\*Use live teaching / pre-recorded videos to model and explain tasks when possible.





## HIAS REMOTE LEARNING

## English example Year 4

Lessons		Year 4 Learning Journey / Unit: Narrative		Blended Learning
1	stimulate generate	Justify opinions		Class-based learning has already introduced the key skill (step 1) and pupils have been noticing and imitating (step 2). They have had some opportunity to notice, evaluate and apply
2		Identify themes in texts		
3		Identify and discuss contrasting words and phrases Infer characters thoughts and feelings		
4	Capture, sift and sort	Identify how language and structure contribute to meaning		2 days emergency planning <a href="https://www.bbc.co.uk/bitesize/articles/z6n6dp3">https://www.bbc.co.uk/bitesize/articles/z6n6dp3</a> imagery and figurative language
5		Revisit figurative language and devices		
6		Explore the use of alliteration and simile and directly teach as required		
7		Explore metaphor		
8		Use a range of sentence length and structures		
9				
10				
11				
12	Create, refine, evaluate	Plan writing by discussing and recording ideas		4 lessons* Planning for writing Main task with modelling Writing, editing, evaluation cycle
13		Following modelling, pupils plan their writing following an agreed structure.		
14				
15				

**\*Use live teaching / pre-recorded videos to model and explain tasks when possible.**



indicates that this step has already been covered in class-based teaching




Lessons		Year 6 Learning Journey / Unit: Narrative		Blended Learning
1	stimulate generate	Pre-teach key vocabulary		Class-based learning has already made significant progress through the “Narrative” learning journey. Remote learning is used to complete the Challenge step (5) to secure understanding through application (write, edit and evaluate)
2		Develop understanding through speculating, hypothesising, imagining and exploring ideas		
3		Make predictions		
4		Draw inferences by inferring characters thoughts and motives		
5	Capture, sift and sort	Ask questions to deepen thinking		Remote learning now turns to introducing the new learning journey (step 1) and getting started (step 2) before returning to class teaching.
6		Explore sentence length choices for meaning and impact		
7		Use of multi clause structures (compound / complex sentences)		
8		Explore character and narrator viewpoint – link to vocabulary choice		
9		Develop understanding of story structure and manipulate accordingly		
10	Create, refine, evaluate	Plan effectively making author's choices linked to key skills		2 days emergency planning
11		Guide children to step 1 editing – secretarial skills that can be completed independently / non negotiables.		
12		Use peer response partners to edit and proofread narratives		
13		From initial scan of children's writing outcomes, determine breakaway groups with focus for step 2 editing – up levelling		3 lessons*
14				Main task with modelling
15				Writing, editing, evaluation cycle
Year 6 Learning Journey / Unit: Poetry				
1	stimulate generate	Immersion into the theme		3 lessons*
2		Pre-teach unfamiliar vocabulary		Key vocabulary instruction
3		Use knowledge of morphology and etymology in spelling		Stimulate / generate
		Use clues to deduce who the main characters might be making informed judgements about the main character by considering evidence		Use online resources to introduce the poem – pupils to watch the animations and listen to the poem being read aloud
4	Capture, sift and sort	Revisit figurative language		3 lessons*
5		Select appropriate vocabulary, understanding how such choices can change and enhance meaning		Recap on key skill introduction.
6		Imitate and create own verse for the next part of the story		Provide opportunity for pupils to notice and imitate.
7				Return to class-based learning

\*Use live teaching / pre-recorded videos to model and explain tasks when possible.



## HIAS REMOTE LEARNING

## English example Year 6

		Learning Journey 1	Learning Journey 2	Learning Journey 3
Writing outcome				
<b>2 days Emergency Plan</b> 	<b>Focus key skill</b>	•	•	•
	<b>Remote learning Resources</b>	•	•	•
	<b>Previous Skill Application</b>			
<b>Remote learning sequence guide</b> <b>Identify the correct starting point after your initial 2 days and shape provision accordingly</b>				
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Resources check</li> <li>Key vocabulary</li> <li>Stimulate / generate</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b>		
<b>Getting started</b>	<ul style="list-style-type: none"> <li>Recap on key skill introduction</li> <li>Provide opportunity for pupils to notice and imitate</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b> <b>Support with online resources eg BBC bitesize / BBC Teach</b>		
<b>Practice</b>	<ul style="list-style-type: none"> <li>Recap on key skill understanding.</li> <li>Provide opportunity for pupils to notice, evaluate and apply</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b>		
<b>Moving forward</b>	<ul style="list-style-type: none"> <li>Focus on effect</li> <li>Deepening task (moving on)</li> <li>Set tasks where pupils deconstruct / evaluate / imitate</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b> <b>Support with online resources eg extracts from lovreading4kids.co.uk</b>		
<b>Challenge</b>	<ul style="list-style-type: none"> <li>Planning for writing</li> <li>Main task with modelling</li> <li>Writing, editing, evaluation cycle</li> </ul>	<b>Use live teaching / pre-recorded videos to model and explain the task</b>		

**Blank Master**



# Resources and guidance

- Guidance published: SC018061
  - Mathematics overview guidance
  - English overview guidance
  - “Emergency” primary curriculum projects overview and example
- Moodle: (<https://hias-moodle.mylearningapp.com/>)
  - Briefings slide set and recording of briefing
  - English (Full Guidance)
  - Mathematics (Full guidance)
  - Primary Curriculum projects (Y1/2, Y3/4, Y5/6 updates monthly with progressing expectations)
- Further training for subject leaders: Core provision  
Autumn English and Mathematics



# Highly unlikely, unless it's you....

