### What’s in the news?

#### Remote learning curriculum pack Upper Key Stage 2 (Years 5 and 6) Pack 6

# HIAS REMOTE LEARNING CURRICULUM PACK

#### HIAS Teaching and Learning Team

#### Spring 2021

#### Final version

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**HIAS Remote Learning Curriculum Pack**

**Using the Remote Learning Materials**

Dear Parents and carers,

Your school is sending you this pack of remote learning activities to help you to support your child at home. Your school may also have given you English and mathematics resources, and this pack of activities can supplement and work alongside these.

These activities are designed to help your child continue with learning across the wider curriculum, which is linked to the National Curriculum and will build on their existing skills, help them learn new ones, and allow for suitable independence.

How to use the pack and support your child:

* Learning at home is distinctive and different to school but try to establish a routine with your child. These activities are practical and creative and can be used to work alongside the other remote learning activities.
* Encourage your child to choose the activities that most interest them. Some will build on knowledge that they already have, and some will be newer learning; but all are designed to be practical and fun.
* Activities may need reading with your child and explaining, and you may need to help them find resources. All the activities can be adapted where needed to make them work for you.
* The activities have been designed to enable a good amount of independence. Let your child work at their own pace, encourage them and celebrate their achievements frequently.
* These activities could take approximately 2 to 3 hours to complete (approximately half a day) but can be spread across a few days if necessary. There is no time limit to the activities, they may take more or less than the suggested time.

**What’s in the news?**

**Key theme:**

This theme is based around using the skills of journalism and reporting to complete the activities and are based around, in part, to some of the geography curriculum (see below).

**Key Stage 2**

Pupils should be taught to:

**Human and Physical Geography**

* Describe and understand the key aspects of climate zones.
* Describe and understand the key aspects of land use and economic activity.

**Geographical skills**

* use maps, atlases, globes, and digital/ computing mapping to locate countries and describe features studied.
* use the 8 points of the compass, symbols, and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.

The activities will also link to the English and computing curriculum.

This theme is based on journalism and reporting. It is an opportunity to be creative around this area and use both previous and new learning within this theme. Children may be able to recall some of their previous learning in both history and geography but may need some initial support with researching new learning.

It would be useful for children to remember the key features of newspaper reports and how to write in this style for different audiences.

Features of a newspaper article:

* Making the headline short and snappy (this is like the heading at the start of the article and is intended to ‘catch the eye’ of the reader).
* Summing up what the report is about in the first sentence.
* Writing the report in the third person and the past tense.
* Splitting the newspaper report up into paragraphs to help the reader clearly understand the information.
* Using quotes to make the report more interesting and not forgetting to use speech marks!
* Using a photograph with a caption to give the reader more information.
* Filling the newspaper report with both facts and opinions. Facts give the reader all the information they need by using the 5 Ws (who, what, why, when and where).

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| **Upper Key Stage 2**  |
| **The big idea** |
| **Take an environmental issue – plastic waste** **Create a poster** |
| **Key learning**  |
| **English:*** Plan their writing by noting and developing initial ideas, drawing on research where necessary.
* Use further organisational and presentational devices to structure text and to guide the reader (headings, bullet points, underlining).
* Retrieve, record and present information from non-fiction texts.

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| **Geography:*** To develop contextual knowledge of the location of globally significant places.
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| **Useful questions**  |
| * What areas of plastic waste will be focused on?
* What must the reader focus on when they look at the poster?
* Is the information clear and does it share geographical vocabulary?
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| **How to do it** |
| Plastic waste has become a worldwide issue, that affects both humans and animals. Single use plastic gets thrown away and ends up as litter – both on land and in the oceans. There is a place in the ocean where lots of plastic ends up – this is known as the Great Pacific Garbage Patch.This task is to create a poster which warns people about the harm that plastic causes. This could be based around the GPGP or about plastic waste in general.**Think about:*** doing some research to collect information and make notes.
* using maps or the internet to find out which places are most affected by the plastic waste.
* considering the focus of the poster – what areas will be covered and included?
* looking at some examples of information poster – think about how the work will be laid out. It would be good to use bold titles, sub-headings, ‘did you know’ boxes, diagrams, and pictures, colourful and eye - catching designs.
* whether the poster will be portrait or landscape and what size the poster will be.

There are several things to think about when creating a poster:**Register** - Who is the poster for (the audience)? Once this is known, then decide on the register of the poster. Is it formal or informal? Serious or light-hearted?**Title** - this should be short, simple, and catchy. Alliteration or rhyme could be used to make it memorable.**Important Information** - The 5Ws could be included here (when, where, who, what, why).**Fonts and colour** – choose a font style and colours that suit the design of the poster and will appeal to the audience.**Images** - one large striking image will make the poster seem less cluttered than including lots of smaller images.**Persuasive Language** - use persuasive language (such as opinions, quotes, or emotive language) to make the poster more memorable.**Completing the activity:*** Write the notes into a plan – think about the layout on the paper.
* Add detail focused on the impact of plastic waste. Remember to stick to the chosen subject.
* Remember that is an information poster, so needs to tell the reader important things about plastic waste.
* Add pictures and colour to attract the reader.
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| **Useful websites and resources:** |
| <https://www.bbc.co.uk/bitesize/articles/z8gq4xs> <https://www.natgeokids.com/uk/kids-club/cool-kids/general-kids-club/plastic-pollution/><https://www.bbc.co.uk/newsround/42810179> <https://kids.kiddle.co/Great_Pacific_Garbage_Patch> <https://www.nationalgeographic.org/encyclopedia/great-pacific-garbage-patch/>  |

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| **Upper Key Stage 2**  |
| **The big idea**  |
| **An interview with a famous person** |
| **Key learning**  |
| **English:*** Asking questions to improve their understanding.
* Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
* Using appropriate punctuation for the task - ? ,
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| **Useful questions**  |
| * What will you find out about this person from their answers?
* How are you recording what you find out?
* What will you do with the information now?
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| **How to do it** |
| Imagine meeting someone famous! This activity is all about imagining interviewing an interesting famous person. This could be linked to environmental issues, like David Attenborough or someone who has become important during the last year, like Joe Wicks or Sir Captain Tom Moore.An interviewer always plans the questions that they are going to ask first and will research key facts about the person before they meet them. After the questions have been written an interview could be set up with someone from the family to test the knowledge that has been learnt!**Think about:*** choosing the famous person to be interviewed and research some facts about them. Interviewers always know the main facts about their life and achievements before they meet them in person.
* writing down the main questions before starting – remember to use a question mark (?) at the end of a question sentence.
* starting questions with the 5 Ws – who, what, why, when, where.
* trying to use ‘open’ questions to make the interviewee answer more fully. These are questions that will not have a ‘yes’ or ‘no’ answer. For example, “Tell me about the time you first started to take in interest in the environment.”

**When you are interviewing them make sure that:*** eye contact is made with the interviewee.
* questions are asked in a slow and clear voice.
* the person has time to think and answer the questions.
* their responses are listened to - is there another question that could be asked that is linked to their answer?

**Completing the activity:*** Write down the answers to the questions if it is being role played and someone is answering them. If the questions are just being thought about, then think about what they might say and write down the answers.
* What will the information now be used for? Perhaps a page could be created for a magazine interview with questions and answers?
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| **Useful websites and resources:**  <https://www.puffinschools.co.uk/resources/ks2-ks3-video-how-to-interview-extraordinary-people/> |

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| **Upper Key Stage 2** |
| **The big idea** |
| **Write a persuasive blog – linked to the environment** |
| **Key learning**  |
| **Computing**:* Understanding computer networks including the internet and the opportutnites they offer for communication and collaboration.
* Using technology safely, respectfully and responsibly.

**English**:* Providing reasoned justifications for their views.
* Identifying the audience for and the purpose of the writing.
* Selecting the appropriate form and using other similar writing as models for their own.
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| **Useful questions** |
| * Which environmental issues are being chosen to write about and why?
* Who is the audience for the blog?
* How often you will the blog be added to?
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| **How to do it** |
| Blogging is a modern way to engage people in key issues and developments. Bloggers can reach a wide audience very quickly, which makes it a great way to raise awareness of environmental issues – both at home and around the world.A blog is a website written in a diary style – work will not actually be posted on the internet, but will set out the writing in the same style.This is the creation of some blog style writing to talk about a current environmental issue of any persoanl choice – it could be plastic waste; global warming; pollution; recycling etc.**Think about:*** which environmental issue or issues to focus on. Research what is an interesting topic.
* the aim of the writing. Think about the level of the vocabulary to include.
* the fact that a blog will have many entries.
* how the blog is arranged in reverse chronological order – the newest post first.
* how some blogs are almost like news sites – updating information as things change.
* how they are written in 1st person style (I and my and me) and are informal in style.
* adding pictures and images to the blog.
* what page style is going to be created. Google is useful to see some examples. All of the pages should then be in the same style.

**Completing the activity:*** A little book or folder could be created to keep the ‘blog’ posts in.
* Each ‘blog’ entry will add some more detail to what the writing is about. Questions could be set that could be answered in the next post.
* Remember to add pictures and images to make the posts interesting.
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| **Upper Key Stage 2** |
| **The big idea** |
| **Dear Prime Minister – writing a letter** |
| **Key learning** |
| **English:*** Using expanded noun phrases to convey complicated information concisely.
* Using a wide range of devices to build cohesion within and across paragraphs.
* Selecting the appropriate form and using other similar writing as models for their own.
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| **Useful questions**  |
| * Have you been clear about the ideas and the focus for the letter?
* Have you written in a polite formal style?
* Have you told the Prime Minister the benefits of using your idea?
* Are the addresses accurate?
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| **How to do it** |
| It has been a very busy time for the Prime Minister, sorting out what is happening with the virus and sorting out the country. However, he should not forget about the environmental problems that are facing the country and the world.This activity is about writing a letter asking the Prime Minister to do something about an environmental issue. This could be of any issue of choice or could be related to the plastic waste issue, or global warming or recycling etc. Actions will need to be suggested that might make a difference.**Think about**:* what is the environmental issue that will be the focused on? Suggestions will need to be made to the Prime Minister as to how he can help.
* whether other ideas been tried like this. Do some research to see if other countries have made a difference using a similar approach.
* what the letter should look like and the features of any previous formal letters that have been written before. Watch the BBC bitesize clip for ideas.
* what persuasive techniques can be used in the letter that will make the Prime Minister want to get involved.

**8 Tips for Better Persuasive Writing**1. Pick a topic of interest. The best **persuading** is done when it's something that is truly believed in…
2. Know the audience…
3. Hook the reader's attention…
4. Research both sides…
5. Be empathetic…
6. Ask rhetorical questions…
7. Emphasise the point…
8. Use repetition…

**Completing the activity:*** Plan the letter first. It always helps to get thoughts on paper and then these can be organised in the best way to get the main ideas across to the reader.
* Make sure the address and the Prime Minister’s address is on the top of the paper. He needs to know the address so that he can reply.
* Write the ideas clearly and try to be polite and persuasive. Use expanded noun phrases to describe the ideas clearly and precisely.
* Make sure that each paragraph is about a theme. If the Prime Minister is being given several different ideas for what he could do, then each one will need a new paragraph.
* End the letter in a formal way with ‘yours sincerely’ and put the name of the person that is writing it.
* Ask an adult to help with the posting of the letter.
* Sit back and wait for a reply! It might take some time because he is very busy at the moment.
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| **Useful websites and resources:**  <https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zkq8hbk> <https://www.tts-group.co.uk/blog/2018/12/05/25-of-the-best-eco-school-club-ideas.html> |
| **Upper Key Stage 2**  |
| **The big idea** |
| Transparent Clipart Poop - Stick Figure Walking Clip Art , Free Transparent  Clipart - ClipartKeyTransparent Clipart Poop - Stick Figure Walking Clip Art , Free Transparent  Clipart - ClipartKey**What’s in the news in our area?****Take a walk and record the findings** |
| **Key learning**  |
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| **Geography:** * Describe and understand the key aspects of climate zones.
* Describe and understand the key aspects of land use and economic activity.
* Use maps, atlases, globes, and digital/ computing mapping to locate countries and describe features studied.
* Use the 8 points of the compass, symbols, and key (including the use of Ordinance Survey maps) to build their knowledge of the of United Kingdom and the wider world.

**English:*** Using a wide range of devices to build cohesion within and across paragraphs.
* Selecting the appropriate form and using other similar writing as models for their own.
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| **Useful questions**  |
| * Where in the area, will show the most interesting use of land?
* How will I record my findings?
* How will I make my findings clear and use symbols effectively?
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| **How to do it** |
| This activity is all about planning a walk around the local area to include at least one physical and human environment or locations, e.g. field, forest, beach, hill, shops, houses, swimming pool, playground. This will improve your fieldwork skills and allow you to link what you see to local news stories. **Completing the activity:*** Start by deciding on the route that you will take. Make sure that it is safe and that there is an adult that can accompany you.
* Make sure that you have a map and some paper and pencils to record the findings.
* As you go past interesting areas draw a field sketch of each place and label it to show the key features.
* Look for clues to see how each place could be in the news, e.g., illegal parking, empty shops, new shops, cars driving too fast, little, new trees planted, playground renovated, more people out walking, more smiling people, etc.
* When you return from the walk, tally the news links to see which place in your local area has more news connections.
* Record a short news article describing what you observed in your place today and link it to other places in the UK or the world.

**Tips for writing a news article:**Remember to:* Make the headline short and snappy to engage the reader and make them interested.
* Sum up what the report is about in the first sentence.
* Write the report in the third person and the past tense.
* Split the newspaper report up into paragraphs to help the reader clearly understand the information.
* Use quotes to make the report more interesting.
* Use a photograph with a caption to give the reader more information.
* Fill the newspaper report with both facts and opinions. Facts give the reader all the information they need by using the 5 Ws (who, what, why, when and where).
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**HIAS Teaching and Learning Team**

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a ‘plan, do, review’ approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.