



Felsted

Remote Learning

Summer Term 2020

Felsted Prep School - Guide for Parents

Introduction

Felsted is a school that develops the character of every student, to help to prepare them for life beyond school. All pupils should have an experience that includes a better understanding of their place in the world, and their responsibility to the environment in which they live. Felsted is an educational community whose philosophy embraces a breadth of challenges and there could be no greater challenge than trying to maintain our vision for the education of our pupils through remote channels during this difficult time.

It is with this in mind that we have worked hard over the Easter Holidays to create opportunities for pupils to continue to learn and make progress and provide them with access to the support and guidance of their teachers throughout their journey via Google Classroom, Tapestry (in the Pre-Prep) and other remote learning tools. This guide outlines our plans for the continuation of their education from the start of the Summer Term, as this is of paramount importance. We are also working hard to ensure that opportunities for moral, spiritual and personal development are available and we hope that the co-curricular and enrichment developments will also help pupils to gain balance and promote well-being whilst working in unfamiliar conditions.

Our core values are our strong sense of community, our respect for one another and our willingness to work hard. These will, of course, remain during this time of Remote Learning. The supportive, caring and nurturing environment that we associate with Felsted is still very much available to all pupils through the pastoral care of the Tutor and Phase Teams, and the support of the Wellbeing Team. Our remote systems should enable all pupils to feel that they are involved, listened to and informed in order to make the best possible progress.

Stay in touch, stay safe and well
Garde ta Foy!

Christina Bury (Director of Learning, Felsted Prep School)

Simon James (Headmaster, Felsted Prep School)

Principles

1. We want to provide a curriculum that is engaging, is effectively differentiated for different learners and helps to prepare pupils for the next step on their journey.
2. We want to follow the normal school timetable as much as is feasibly possible to support routine.
3. We want to build on the strong relationships between teacher and pupils (and between pupils) by retaining the normal class groups and subject teachers as much as possible.
4. We want to ensure that we provide the right balance of time for work and rest and appreciate that remote learning brings additional academic challenges. For that reason, there will be no scheduled tuition on Saturdays for Y7/8 to allow pupils time to rest or catch up on work from the week.



Pastoral Care and Support

The pastoral care of our pupils is a key strength of the School and we intend to maintain our provision in the following ways:

- **Stewart House:** Class teachers will make contact with their class daily through videos on Tapestry and Google Classroom. All correspondence will be through the pupil's parents. An email will be sent at 5pm the day before lessons start, which details what will be covered the following day. Class teachers will post a 'hello' to their class through Tapestry or Clickview at 8.45am each morning.
- **Prep School:** Tutors will touch base with their tutees on a daily basis (through school email accounts and Google Hangouts Meet). Pupils must register with their tutor at 8.45am and remain in their tutor session until 8.55am. Tutors will use this time to check academic progress and pastoral issues with their tutees, as well as giving recommendations for extension work beyond the curriculum.
- Should a teacher or tutor become concerned about a pupil's engagement in online learning, they, or the appropriate Head of Phase, will make contact with parents.
- Heads of Phase will continue to maintain contact remotely and will be available to all pupils and parents for help and support as necessary.
- Pupils and parents can contact their tutor and Head of Phase via email.
- In these very challenging times, some pupils may require support in addition to that provided by their tutor. In these circumstances both pupils and parents can contact the Wellbeing Centre staff directly: wellbeing@felsted.org.

Pastoral Support System

Our usual pastoral support systems will remain in place via key staff and pupils may contact them via their school email account in the first instance:

Head of Stewart House - Mrs J Atkins jaa@felsted.org

Head of Ffrome Court - Mrs J Green jeg@felsted.org

Head of Cloisters - Mr P Bailey pmb@felsted.org

Head of Courtauld House - Mr M Stringer mcs@felsted.org

Wellbeing Centre: wellbeing@felsted.org

School Chaplain - Mr N Little: njl@felsted.org

Designated Safeguarding Lead - Mrs J Atkins jaa@felsted.org

Deputy Head - Mr J Fincher jpf@felsted.org

Headmaster - Mrs S James scj@felsted.org

Academic Learning and Support

The continued academic progress of all pupils is of vital importance; departments and teachers have been preparing for remote teaching and learning.

Felsted was already an active user of Google for Education and is currently using Google Classroom to deliver online lessons on the same school timetable for all students, with the option to use Google Hangouts Meet to keep active communication going.

Teachers have set up Google Classrooms for each of their classes and pupils have been enrolled into these online classes, through which online lessons will be delivered. Teachers will plan and provide lessons focused on the relevant curriculum with the usual variety, as far as is practical.

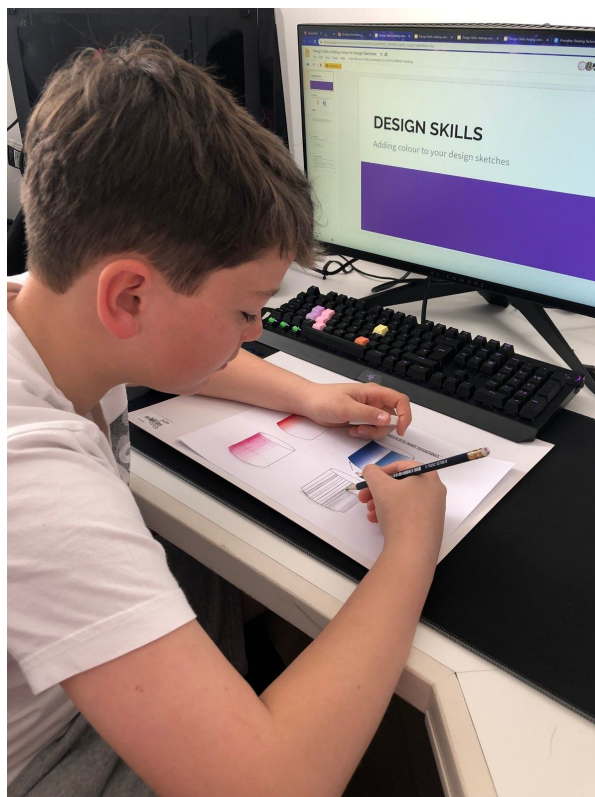
During term time, pupils are expected to engage in the lessons and activities provided through Google Classrooms during normal school hours, including the completion of tasks and written work which is set by teachers.



Academic Structure and Lessons

Overwhelming feedback indicated that pupils in FPS find following their current timetable very supportive. For this reason, where possible, we have planned to keep teachers and timetables in place as usual.

- **Stewart House:** Pupils from Reception to Year 2 will follow their normal timetables between the hours of 8.45am - 3.30pm. Work will be set by the class teacher and shared via Google Classroom. Parents will be emailed with details the evening before. Class teachers are available during these hours with work being shared via Tapestry. A register will be taken of all pupils who engage with the work set.
- **Prep School:** Pupils from Year 3 - 8 will follow their normal timetables between the hours of 8.45am - 4.00pm (or 3.30pm) and will be taught by their normal class teacher. Some specific changes to this may be highlighted in more detail in the relevant Phase section of this booklet.
- Pupils from Year 3 - 8 must register with their tutor at **8.45am** every morning through the Google Classroom.
- Pupils will then need to log into the next appropriate Google Classroom for the start of their 9.00am lesson. All lessons will be released on the Google Classroom at 8.30am every morning to allow for greater flexibility in planning the day for your child.



Academic Support

- **Stewart House:** Class teachers will provide guidance and feedback via Tapestry or Google Classroom.
- **Prep School:** During the lessons the teacher will be online and ready to provide 'live' guidance and feedback as appropriate through the 'chat' or 'comment' options in Google Classroom.
- Please be aware that teachers may not be able to respond **in detail** to every child during the online lesson. Teachers will provide more feedback once they have had the opportunity to review the pupils work more thoroughly.
- Teachers are conscious of the amount of screen time involved in online lessons and some aspects of the lessons may include more creative activities to support learning.
- Pupils will be expected to work at their own pace throughout the lessons and optional extension material will be provided.
- Pupils must ensure they 'submit' their work once completed so the teacher is able to see it is complete and ready to be reviewed.
- If an extension is needed in order to complete the work set the pupil should contact the teacher to ask for additional time.

Flexibility

- We do understand that there may be times when your child cannot take part in a set online lesson at a given time. We ask that in these circumstances, the relevant teachers are contacted to make them aware that the pupil will not be in the lesson.
- If a pupil is unable to complete an online lesson they can always undertake the lesson at a later date.
- Teachers will keep a register of pupils attending online lessons and Heads of Phase will contact parents if they have concerns regarding the quality or quantity of work pupils are producing.
- Please do encourage your child to take short breaks throughout the day as they feel necessary.
- We are releasing all lessons at **8.30am** every morning to give you and your child greater flexibility to plan your day if necessary. Please be aware that teachers will

only be able to provide online guidance during the set time for the lesson as stated on the timetable.

Academic Expectations

As ever, pupils remain members of the school and are subject to appropriate school rules. In particular, we would ask that parents support the school by ensuring that pupils demonstrate active good behaviour with regards to their use of online material which has been provided by teachers on behalf of the school as part of online education.

- A Pupil Code of Conduct for Online Learning has been produced to help the children to understand the expectations for engaging in remote learning. **Safeguarding guidelines must be followed.**
- Interactive and online behaviour must mirror the expectations of the classroom
- Pupils are expected to register at the start of the lesson with the teacher and they should not leave the lesson until the teacher has dismissed the class.
- Teachers will use the 'smiley face' reward system to communicate praise or concerns directly with parents.

Enhanced Learning

The Enhanced Learning Department will continue to provide additional learning support to pupils who require it through Google Hangouts Meet. Parents must complete the consent form for 1:1 lesson support. By signing this consent form, you agree to you (or another appropriate adult) being present throughout the lesson. Please contact Maura Murphy(prepsenco@felsted.org) for further details.

Learning support lessons will continue to be provided to pupils who have benefitted from them in the 'normal' curriculum. LS teachers will offer additional teaching that supports the curriculum by enabling pupils to revisit or develop essential foundation skills, or giving them stepped instruction in areas of individual difficulty. Lessons will also provide pupils with the opportunity to ask questions about the tasks set by their teachers in any of their subjects, thereby ensuring that pupils are encouraged and motivated to engage with the curriculum on offer.

Assessment of pupil understanding will be carried out via live discussion, small assessed tasks within lessons, and marking of work submitted through Google Classroom. Learning support teachers will also liaise with subject teachers to ensure that appropriate adjustments and support is built into subject lessons. They will take note of feedback from class teachers

on work set and returned, so as to be able to support pupils in responding to feedback and building on success.

Learning Space

It is important that children have an appropriate space at home to complete their learning. We would suggest designating a space, separate from where they eat, sleep, socialise and relax. This space should include a flat, hard surface for them to work on, have a reliable internet connection and, as far as possible, be quiet, well lit and without distractions.

For the purpose of live online video discussions, pupils should be located in an appropriate room (e.g. kitchen or dining room, not bedroom) and must wear suitable day-time dress.



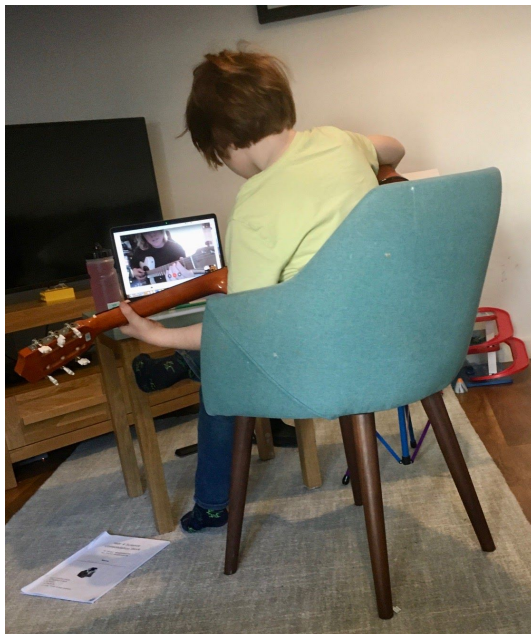
All Round Education

In addition to the academic areas, we will provide online resources to support pupils' general wellbeing through PSHE and the co-curriculum. Students will be given access to a site offering them the resources and ideas needed to continue their character development; there are ways to keep physically fit, activities to help them develop important life skills (like learning to cook a few staple meals), competitions to help them discover and develop their creative side and a page dedicated to helping them and your household relax, spend quality time together and offer a little help and advice. Students should continue to use their Felsted Leaders Scheme to log their activities and experiences and reflect on these; tutors will continue to monitor these as usual.



Peripatetic Music and LAMDA lessons

Instrumental lessons (with peripatetic music teachers) and LAMDA lessons will continue to take place through Google Hangouts Meet. Parents must complete the consent form (through Google Forms) that was sent out last term: if you have not done so, please contact mpaadmin@felsted.org. By signing this consent form, you agree to you (or another appropriate adult) being present throughout the lesson. These lessons will continue to take place on rotation throughout the school week so that pupils are not regularly missing lessons for the same subject. Should pupils wish to start these lessons at this time, please do let us know and we will do our best to accommodate this.



Safeguarding and Data Protection

For safeguarding and data protection reasons, Felsted School's Online Learning takes place through the Google suite, including Google Classroom. Online Learning should be accessed by pupils on Chromebooks or other devices via the Chrome browser; if pupils are using devices other than Chromebooks they must log into the Chrome browser using their school credentials. Stewart House continue to use their usual authorised software (e.g. Tapestry).

- Pupils should follow the Code of Conduct for Online Learning.
- Pupils should work in a public space not a bedroom. It needs to be a safe space, free from distractions.
- For interactive sessions, pupils should be dressed appropriately.
- Backgrounds should be blocked or blurred or when none if these are possible, the background should be as neutral as possible to safeguard all involved.
- Interactive and online behaviour must mirror the expectations of the classroom, consequently, no photographs of staff or pupils may be taken during lesson time.
- Lessons must not be recorded by the pupil, nor shared publicly.
- Pupils must not deliberately download, upload or forward material that could be considered offensive.
- Communications must be sensible and responsible at all times, between pupils and with staff.
- Talk openly with your child about staying safe online; encourage your child to report to you any instances of unwanted messages or images from strangers or pupils. We are unable to track or manage online difficulties outside of our network.
- Parents should regularly check on their child's online learning, ask what they are doing and be aware of the staff member with whom they are communicating
- Live lessons and chats should only take place during the normal school day between 8.45am - 4.00pm (or 3.30pm)
- A breach of these guidelines may result in a school sanction in line with protocols during normal school times.

The Focus for each Phase

Stewart House

Timetables for each year group will be shared with parents prior to the start of term via email.

- Parents will be emailed at 5pm the day before lessons start, with a link to the Google classroom activities for the next day. This is to allow time to prepare should, this be needed.
- Each morning, class teachers will link to their class on Tapestry or via a link on ClickView. Teachers are available throughout the day.
- All completed work should be shared via Tapestry or Google Classroom, for the class teacher to review and provide feedback.
- Each day, a link to an optional Mindfulness or yoga session will be posted to Google Classroom by Mrs Atkins, along with a link to a bedtime story.

RECEPTION	Curriculum content Summer term:
English	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Maths	<p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
Under-standing the World	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and</p>

	<p>others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Expressive Arts	<p>Children sing songs, make music and dance and experiment ways of changing them. They safely use a variety of materials, tools and techniques, experimenting with colour, design form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Music	<p>The topic this term is 'Minibeasts'. The children will be warming up their bodies and voices each week with a vocal warm up. They will be singing a variety of themed songs and action rhymes, with some full body movement. The children will make their own percussion instruments with 'junk' materials, to use in the songs and rhymes. We will look at the story of The Very Hungry Caterpillar, Minibeast madness, Grasshoppers, Frogs and Bug Parade and use our voices, bodies and instruments to illustrate these stories. The children will learn about rhythms of words. Music Technology introduction.</p>
MFL: Spanish	<p>The focus will be on Greetings, Colours, Numbers, Animals, and different parts of the body, taught through songs.</p>
Computing	<p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p>Reading - Literacy Planet/Oxford Reading Buddy</p> <p>Spellings - Purple Mash</p> <p>Maths - Purple Mash</p>
PE	<p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p>
YEAR 1	Curriculum content next term:
English	<p>Phonics: Split digraph u_e, oo, ue, ow, ou, y making the sound 'ee' at the end of words. Common exception words: of, said, was, has, come, one, once, ask, your, is.</p> <p>SPaG:</p> <p>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Contractions - I'm, I'll, we'll, she'll, you'll, they'll, we're, you're, he's, they're.</p> <p>Using the prefix un-.</p> <p>Joining words and joining clauses using and</p> <p>Planning writing using frames and encouraging pupils to speak sentences before writing.</p> <p>Newspaper article - Based on stimulus from the Spaceship landing.</p> <p>Descriptive writing using adjectives about aliens and imaginary planets.</p> <p>Information fact files about planets and Astronauts.</p>

	Comprehension activities centred round the text Beegu by Alexis Deacon and other short fiction and non fiction texts.
Maths	Division - grouping equally, sharing equally Fractions - making halves, making quarters, sharing and grouping Numbers to 100 - counting to 100, finding tens and ones, comparing numbers, making number patterns Time - telling time to the hour, telling time to the half hour, using next, before and after, estimating duration of time, comparing time, using a calendar Money - recognising coins, recognising notes
Science	Space. Identifying the planets that make up the solar system. Investigating the features of the Moon and other planets. Observing seasonal changes and how day length varies. Observe and describe weather associated with the seasons.
History	Historical events: Exploring the time of the first moon landings. Investigating the lives of famous astronauts e.g. Neil Armstrong.
Geography	Looking at the world from Space. Identifying different countries and their distinctive geographical features e.g. desert, hills and mountains etc.
Art/DT	To use a range of materials creatively to design and make products - links with Space topic. To explore art and design techniques using colour, pattern, texture, line, shape, form and space. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To find out about the work of different artists, looking at the differences and similarities between different practices and making links to their own work and Space topic.
Music	The children will continue with their theme of Dinosaurs, singing, dancing and moving to themed songs and rhymes, incorporating the different musical 'elements'. Introduction to music technology through Purple Mash, 2Simple Toolkit.
MFL: Spanish	The focus will be on Greetings, Colours, Numbers, Animals , and different parts of the body , taught through songs.
Computing	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs use logical reasoning to predict the behaviour of simple programs - coding via Purple Mash. To use technology purposefully to create, organise, store, manipulate and retrieve digital content - activities via Google Classroom and Purple Mash. To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
PSHE	Healthy lifestyles - feelings and emotions Growing and Changing - young to old, independence Taking Care of the Environment - respect, recycling

RE	Places of Worship <ul style="list-style-type: none"> - To be able to talk about a place special to them - To understand what worship is - To name some places of worship and important parts within them
PE	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.
YEAR 2	Curriculum content next term:
English	Spelling, Punctuation and Grammar: <ul style="list-style-type: none"> - Suffixes: -ness, -ful, -less and -ly - Words ending in -tion - Contracted forms of words (for example: didn't, hasn't, shouldn't) - The use of the possessive apostrophe - Expanded noun phrases - Embedded clauses - Using a thesaurus to find ambitious alternative word choices English (Linked to our topic of 'Land Ahoy!') <ul style="list-style-type: none"> - Reading comprehensions (retrieval, inference, prediction, sequencing and creation of own comprehension questions). - Creative writing based upon an image or short film (target writes) - Speaking and listening (speak like a pirate) - Play scripts (based around 'Grace Darling's Dangerous Rescue') - Drama (based on 'Grace Darling's Dangerous Rescue') - Instruction writing (How to Build a Lighthouse)
Maths	Time - Tell and write the time to o'clock, half past, quarter past and quarter to. Draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. 2-D shapes - identify and describe the properties of 2-D shapes, including the number of sides and the line of symmetry. 3-D shapes - identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3 -D shapes. Compare and sort common 2-D and 3-D shapes and everyday objects. Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe the position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise) Volume - comparing, measuring in litres, millilitres & solving word problems.
Science	Materials and their properties: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
History	People of historical importance:: Learning about the life of Grace Darling The history of lighthouses

Geography	<p>Maps (Linked to Land Ahoy Topic on pirates)</p> <p>Human Geography - features of lighthouses</p> <p>Physical Geography - features of islands</p>
Art/DT	<p>Drawing skills : To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of artists - Picasso's portraits, Andy Warhol portraits , describing the differences and similarities and making links to their own work.</p>
Music	<p>The children in Y2 have been asked to purchase a descant recorder - this is purely optional, but would enable them to continue with their learning. A recorder 'lesson' will be given each week, a simple warm up and demonstration of creating the correct note and tone given. A piece will be given for the children to look at.</p> <p>The children will also/either/or, continue with their learning of standard musical notation (the musical code!), and will use homemade instruments, body percussion and virtual instruments to perform rhythms and simple compositions. The children will begin sequencing and composing on music technology, purple mash 2 Simple Toolkit.</p>
MFL: Spanish	<p>The focus will be on Greetings, Colours, Numbers, Animals, and different parts of the body, taught through songs.</p>
Computing	<p>Coding/Programming - Purple mash</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and ambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs using Coding in Purple Mash.</p> <p>Touch Typing skills - BBC Dance Mats</p>
PSHE	<p>PSHE Assembly:</p> <p>Week 1 -- Core theme 1 - Health and Wellbeing –Keeping Safe – H13/ H14/H15</p> <p>Staying Safe - Creating handwashing poster or video</p> <p>Wellbeing - Being thankful - Children to create a 'Gratitude Jar' or journal</p> <p>Week 2 -- Core theme 1 - Health and Wellbeing – Keeping Safe – (Privacy, respecting others) - History of the NHS - Children to create a 'Thank You' card or 'Motivation Card' for Doctors and Nurses at local hospitals</p> <p>Week 3 – Relationships – Feelings & Emotions (R1) – communication, feelings & empathy</p> <p>Managing feelings - Children to create a 'Thinking of you' card for someone in isolation</p> <p>Week 4 – Relationships – Feelings & Emotions (R2, R4, R12) – (behaviour, fair/unfair, right/wrong) - <i>To learn about different types of behaviour and how this can make others feel.</i></p> <p>Resilience - bouncing back - Children to paint a stone (e.g. a rainbow, NHS etc) and leave it on a pathway for someone to see/find - spreading joy.</p> <p>Week 5 – Relationships – Feelings & Emotions (R3) – Healthy relationships – (secrets, surprises, safety)</p> <p>Do a random act of kindness for someone in your home.</p>

RE**Islam - Belonging**

The children are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging.

The children can understand how meeting in a certain place could make them feel like they belong.

The children can explain what happens when Muslims pray alone or at the mosque.

The children can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.

Skills: Empathy, Application, Evaluation, Investigation, Discernment, Reflection

Attitudes: Curiosity, open-mindedness, Critical Awareness and Self Awareness

PE

Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Ffrome Court

Every Afternoon your child's tutor will email you with a timetable for the following day. This will allow the children to gather any materials they may need for the lessons. Your child's tutor will then email you in the morning to greet the children and advise them of the morning activity eg. assembly, chapel, tutor time.

Registration will be at 8.45am and lessons will begin at 9.00am. All lessons for the day will be released at 8.30am to allow you flexibility as to when the lessons are completed. Please note that the subject teachers will be available during the timetabled lessons as per your child's timetable. Outside of the timetabled lessons, the teachers may be teaching other classes or year groups so would not be able to reply to any questions immediately and would need to respond when convenient.

Year 3 will follow one timetable. There are a few exceptions to this such as Spanish and Art/DTE. The Year 3 Teachers will use Google Classroom, so do please log on to see the instructions/videos/slideshows.

Year 4 will follow their timetables as they did before the holidays with all their lessons being set via Google Classroom. The children should log onto the relevant Google Classroom to find the instructions for the lesson.

There will be some Maths and English packs sent to you. As you can appreciate, it is difficult for the children to complete some maths work online as they need to do their 'working out' and we do need to continue writing activities to some extent. All other lessons will be set via Google Classroom including Art and Spanish.

We hope that as much as possible, any written work can be uploaded to the classroom. This enables the staff to mark, feedback and monitor the children's learning and respond directly to them rather than through you as parents, via email.

There will be opportunities for set breaks within the day as per the timetable but please do allow pupils to take short screen breaks as necessary. The wellbeing of the pupils is our priority and we encourage you to email your child's tutor or Mrs Green if you have any concerns.

The Tutors will monitor the work completed by the children and work will be marked and the children will be provided with feedback as they normally would. Our awards system will continue as much as possible and the children can be nominated for our WOW, HOWDI, 5p awards and HMCs as normal. The green smiley faces will continue after lessons for those who show great effort and engagement during the lesson.

Lessons will finish at 3.30pm but there will be co-curricular opportunities on our website.

Year 3

	What will they cover next term?
English	Imaginative Story Writing: Using Fantastic Mr Fox as a core text. Discuss characters, create word banks for character descriptions, understand dialogue and how to punctuate it, to write continuously in the same tense and analyse the structure of a story before writing their own.
Maths	Statistics: Interpret and present data, pictograms, bar charts, tables and graphs. Solving problems involving interpreting data in different formats.
Science	Light: Light and Dark, Reflective Surfaces, Marvellous Mirrors, Sun Safety, Making Shadows, Changing Shadows.
Spanish	Consolidation of prior learning taught from the previous two terms. Topics: Colours and food and drink Grammar: Indirect and direct articles. Singular and plural nouns. Pupils will be learning through song, stories as well as other learning tasks.
Topic	Ancient Egypt: Who were the Ancient Egyptians? What was life like in Ancient Egypt? Mummies, Tutankhamun, Write like an Egyptian, Egyptian Gods.
Music	Instruments of the Orchestra (Young Person's Guide to the Orchestra), Musical Elements. Purple Mash - 2 Simple Music Toolkit, Listening activities.
Computing	Computer Coding using a variety of different Purple Mash activities.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected team sports.
Art	Illuminated Letters inspired by Fantastic Mr Fox
DT	Paper Engineering. Pupils will learn how to make a series of paper toys.
RS	Hindu Beliefs: Who and where? Main Beliefs, Special Places, Special Festivals, Holy Books, Symbols and Meanings.

Year 4

	What will they cover next term?
English	Optional ' Leading your own Learning ' ESB project. Opportunity given for pupils to continue to prepare their poem, presentation and reading book. Encouraging pupils to film their practices and share these with their teachers for feedback. Consolidation of Grammar techniques taught from previous two terms. Reading Comprehensions Spellings
Maths	Statistics: Interpret and present data, pictograms, bar charts, tables and graphs. Solving problems involving interpreting data in different formats. Revision of Year 4 topics: 4 operations, word problems, money, fractions and decimals.
Science	Keeping Warm & Friction - Pupils to be provided with an online google classroom task for each lesson. There will also be an optional 'Aiming High' project at the end of the topic which involves exploring air resistance.
Spanish	Optional ' Cultura hispánica ' project. An opportunity for pupils to research, fact-find and present their work. Consolidation of prior learning taught from the previous two terms. Topics: Parts of the body and food and drink Grammar: Indirect and direct articles. Regular verbs 'beber' and 'comer'. Giving opinions. Optional ' Cultura hispánica ' project. An opportunity for pupils to research, fact-find and present their work.
Humanities	Family History: Who is in my Family? What does Family mean to me? Where does my Family come from? When did I join my Family? Why is Family important to me?
Music	Continue with Carnival of the Animals , Peter and the Wolf, Musical Elements games, listening activities. Children have been asked to optionally purchase an Ocarina, so there will be an ocarina lesson per week as well. The children can do the ocarina lesson, or the main lesson, or both.
Computing	Computer Coding using a variety of different Purple Mash activities
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop

	knowledge and coordination of selected team sports.
Art	Arcimboldo , create your own fruit face ! Learning about composition, colour, pattern and texture.
DT	Photograph - Frame of Nature. Pupils will design and make a photograph frame, which is suitable for promoting the school's garden.
RS	Christianity: Forgiveness and the Easter Story. Stories Jesus told and what they mean to Christians today. The Christian Church: what we can find in there and what do they mean to Christians.

Cloisters

Pupils in Years 5 and 6 have become more familiar with using Google Classroom as a method of online teaching in the final week of the Spring Term, and we hope the children will see this as an opportunity to develop their independence. At times, the children will find things challenging; it is important they have time to solve these problems and grow. Teachers will be online to support learning throughout all set timetabled lessons but the aim is for the children to be responsible for their own learning.

The timetable for Years 5 and 6 remains the same. The continuity of teachers, lessons and classes will remain the same where possible and we feel this will provide great reassurance to our young pupils at this time of great change. Parents can find a copy of their child's timetable on the MIS system and in their child's planner. The pupils will be expected to register with their tutor at 8.45 and then attend lessons for the day until 3.25pm. There will then be the opportunity to complete any outstanding pieces of work, enjoy some reading or carry out any extension work set from 3:30 - 4:00pm. There are no formal activities sessions after 4pm, but there are a wide range of co curricular opportunities that will be outlined to your child by their Tutor and available on the website. On Saturdays your child is encouraged to catch up on any incomplete work from previous lessons and take part in the co curricular activities and challenges.

Assessment continues to be an important part of our teaching. We appreciate that taking formal examinations, while under these conditions, will be deemed impractical and potentially unreliable. However, end of year assessments are a possibility if we return with enough time in the Summer Term.

There will be opportunities for set breaks within the day but please do allow pupils to take short screen breaks as necessary. The wellbeing of the pupils is our priority and we understand there will be a need for a degree of flexibility. Ideally your child should stick to the set timetable. However, we understand that there may be times when this is not practical. Please keep the lines of communication open and let your child's teacher and tutor know if they are unable to attend a class for any reason.

Due to furloughing there may be some minor changes to children's teachers. The teacher will have been replaced with an experienced teacher in that subject area and most timetables will not be affected.

We thank you for your support at these most challenging of times.

Year 5

	What will they cover next term?
English	Continuation of grammar principles , general comprehension and response to texts. Writing will be both creative and transactional.
Maths	Children will continue to consolidate known facts and further develop mathematical fluency . New learning and revision will cover describing and interpreting data; averages and the language of chance; fractions, decimals and percentages of amounts; properties of polygons and translations.
Science	Earth, Sun, Moon and Space. Pupils will be able to describe the movement of the Earth and other planets relative to the sun in the solar system. They will be able to describe the movement of the moon relative to the Earth. Pupils will be able to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. They will also have the opportunity to undertake their own research project on the topic area 'The Solar System'
Modern Foreign Languages	Pupils will consolidate their learning from the previous two terms and continue to work on their orals. New topics: Meal-times and food / drink. (Telling the time) Grammar: To give opinions, regular verbs 'comer' and 'beber', articles and the formation of the negative. There will also be an extension project, 'La Vida Española'. An opportunity for pupils to research, fact-find and present their work.
History	Pupils will study the Spanish Armada in depth including tactics, writing a diary entry and analysis of the battle. We will then move on to Tudor Crime and Punishments before looking at The Gunpowder Plot .
Geography	Continuation of Rainforests with a focus on biomes and the impacts of deforestation. Following this we will introduce our Case Study on Kenya .
RS	How does a Sikh show commitment to God? Pupils will explore what Sikhism is and how it is followed in places around the world and in Great Britain. They will ultimately draw on comparisons between this religion and Christianity.
Art	Investigating Illustration. Learn how to create your own picture book.
DT	Paper Engineering; Pupils will learn how to make a series of Pop Up mechanisms. These can be used in the picture book created in Art lessons.
Computing	Exploring Purple Mash , then 2D Animations.
Drama	Elements of storytelling and tension . This will involve use of media and interactive pages on Google Classroom

Music	BBC Ten Pieces - an investigation into orchestral music. Music technology - composing on computers and devices. Listening and appraising different musical styles.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected team sports.

Year 6

	What will they cover next term?
English	Exploration of Shakespeare , his life and works. Continuation of grammar principles. General comprehension work. Writing will be both creative and transactional.
Maths	Children will continue to consolidate known facts and further develop mathematical fluency . New learning and revision will cover calculation involving integers and decimals; accurate use of a calculator and selecting appropriate strategies to solve real world problems. Children will also convert between standard units of measure and further revise the relationship between fractions decimals and percentages.
Science	Pupils will investigate light and how we see things . They will learn that light travels in straight lines and use this idea to explain that objects are seen because they give out or reflect light. Pupils will have the opportunity to investigate shadows and understand why shadows have the same shape as the objects that cast them. They will also have the opportunity to undertake their own research project 'The Structure of the Eye'
Modern Foreign Languages	Pupils will consolidate their learning from the previous two terms and continue to work on their orals. New topics: Physical and character descriptions. Colours. Grammar: Irregular verbs 'ser' and 'tener'. Using the 3rd person, extending phrases and adjectival agreement. There will also be an extension project, 'Arte en España'. An opportunity for pupils to research, fact-find and present their work.
History	Pupils will complete their work on Dunkirk before starting the topic of the Battle of Britain . Pupils will find out the main reasons why England won. We will look at radar, types of planes being flown, ground defence, fuel efficiency. Following this, we will look at the- Home front- Evacuation, rationing, home guard, what life must have been like for the "normal" person.

Geography	Pupils will complete their studies on Climate Change with a short test/quiz. Then they will progress to look at Farming with a focus on UK and world farming patterns. This will provide an opportunity to gain links with map work from their first topic whilst gaining an understanding and appreciation of farming techniques around the world.
RS	How important are religious books to religious people? Pupils will do a series of activities that make up their R.S. section in their passports. They will consider the importance of holy books and the religious 'heros' that they are about and their significance to believers.
DT	Exploring Engineering; Pupils will explore gears, pulleys and other mechanisms by looking at how systems such as these have been used to shape the landscapes we see today.
Art	Continuing work on Landscapes and Buildings , pupils will develop drawing skills, investigating form, scale and proportion.
Computing	Exploring Purple Mash , then 2D Stop-Motion Animations.
Drama	A basic history of theatre from around the world including Western popular theatre and Eastern dance drama
Music	History of the Orchestra - Baroque, classical, romantic, modern. Musical elements. Writing your own song.
PE	Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected team sports.

Courtauld House

Pupils in Year 7 and 8 are familiar with using Google Classroom as a method of online teaching and we hope they will see this as an opportunity to develop important skills of independence, self discipline and responsibility. Teachers will be online to support learning throughout all set timetabled lessons but this is a moment for them to show leadership in their own learning.

The timetable for Year 7 and 8 remains the same. The continuity of teachers, lessons and classes will remain the same where possible and we feel this will provide great reassurance to our young pupils at this time of great change. Parents can find a copy of their child's timetable on the MIS system. The pupils will be expected to register with their tutor at 8.45 and then attend lessons for the day until 3.45. There are no formal activities sessions after 4pm but there are a wide range of co curricular opportunities that will be outlined to your child by their Tutor and available on the website. There will also be no formal Saturday lessons (as is also the same in the Senior School) but your child is encouraged to use this time to consolidate learning from the week or to catch up on any incomplete work from previous lessons.

Assessment continues to be an important part of our teaching. We appreciate that taking formal examinations while under these conditions will be deemed impractical and potentially unreliable. However, we do encourage your child to consolidate prior learning because if we return to school later in the Summer Term sitting end of year assessments will be an important part of the learning process.

There will be opportunities for set breaks within the day but please do allow pupils to take short screen breaks as necessary. The wellbeing of the pupils is our priority and we understand there will be a need for a degree of flexibility. Ideally your child should stick to the set timetable. However, we understand that there may be times when this is not practical. Please keep the lines of communication open and let us know if your child is going to be unable to attend a class for any reason.

We thank you for your support at these most challenging of times.

Year 7

	What will they cover next term?
English	Theme of Childhood/Autobiography . This will be explored through various poems and narrative texts. Continuation of response to literature through set text.
Maths	Children will continue to consolidate known facts and further develop mathematical fluency . New learning and revision will cover algebraic operations; equivalents of imperial and metric measurements; properties of geometric shapes and using formulae to solve problems involving polygons and circles.
Science	Pupils will study ecological relationships , populations and habitats, distributions and adaptations. Pupils will know how to show the relationships between organisms in a food chain and food webs. They will research what organisms need to survive and they will also investigate how changes in populations occur.
MFL: French	<p>Pupils will consolidate their learning from the previous two terms and continue to work on their End of Topic questions in preparation for their oral.</p> <p>New topics: Weather, sports.</p> <p>Grammar: Il fait beau, mauvais...il y a du vent, du soleil...Revision of 'er' verb endings.</p> <p>Pupils will focus on translation and listening skills.</p> <p>There will also be an extension project on the weather and sports in France and/or French speaking countries.</p>
MFL: Spanish	<p>Pupils will consolidate their learning from the previous two terms and continue to work on their End of Topic questions in preparation for their orals.</p> <p>New topics: Places in the town and describing where someone lives. To say what you are going to do in the near future - weekend plans.</p> <p>Grammar: Irregular verb 'estar', adjectival agreement, word order and the near future tense with the 'ir' verb.</p> <p>Pupils will focus on listening and translation skills.</p> <p>There will also be an extension project, 'Proyecto Yo'. This will provide an opportunity for pupils to research, fact-find and present their work.</p>
MFL: German	<p>Pupils will consolidate their learning from the previous two terms and continue to work on their End of Topic questions in preparation for their orals.</p> <p>New topics: School subjects, days and times, future plans.</p> <p>Grammar: German word order, weil clauses to give reasons and opinions, using the present tense to express future intention.</p> <p>There will be an extension project: Ich über mich. This will provide an opportunity for pupils to research, fact-find and present their work.</p>

Latin	Pupils will consolidate their knowledge of the present, imperfect and perfect tenses and expand their knowledge of vocabulary. They will also focus on comprehension and translation of longer passages of Latin. They will learn about the eruption of Vesuvius and the impact of the eruption on the everyday lives of Pompeians .
History	Pupils will be learning about the Crusades in general and the Third Crusade in detail. They will learn about the importance of the Holy Land and Holy War, the characters involved in the Crusades and the relationships between them as well as the importance of religious toleration and mutual respect.
Geography	Pupils will continue with their studies on river processes , with a focus on landforms and processes in the Upper, Middle and Lower courses of the river. Some classes may advance to looking at flooding and landslides
RS	What is the debate between religion and science? Pupils have just finished looking at the difference between evolution and creationism. They will now look at other areas where there is discussion between 'faith and fact'. These will be 'Near Death Experiences', the soul, Miracles and arguments for the existence of God.
DT	Improving Design Skills ; Pupils will be given tasks that aim to improve their basic skills as well as exploring wider issues that should be considered when creating a new product.
Art	Pupils will continue to develop their understanding of tone and form and how they can use contrast to create depth in their work
Computing	Intermediate Python programming .
Drama	There will be a continuation of Shakespearean drama that will involve watching a variety of performances and producing critical response
Music	Jazz and Blues - history, style and improvisation. Composition and notation technique on Noteflight software. Revision of Film Music and the orchestra.
PE	Maintaining a Healthy and Active lifestyle : To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected team sports.

Year 8

	What will they cover next term?
English	Revisit the theme of mystery and how to create suspense . This will be explored through various poems and narrative texts. Continuation of response to literature through set text. Continuation of general comprehension work through narrative, non-narrative texts as well as poetry.
Maths	Children will continue to consolidate known facts and further develop mathematical fluency . Revision will cover, but not be limited to, algebraic operations; using formulae for the area and volume of polygons, circles and 3d objects; rounding whole numbers and decimals; interpreting and describing data and solving problems involving a calculator.
Science: Biology	Pupils will gain an understanding of the structure of the lungs and their role in breathing . They will have the opportunity to investigate the effect of exercise on breathing rate and make links to respiration. They will also research the effects of smoking on the lungs
Science: Physics	Energy , Resources, food, Costing energy, transfers, changes and electricity generation, machines and work, temperature and insulation.
MFL: French	<p>Pupils will consolidate their learning from the previous two terms and continue to work on their End of Topic questions in preparation for their oral.</p> <p>New topics: Daily routine, telling the time, clothing (school uniform) and menus.</p> <p>Grammar: Reflexive verbs (present tense), using à + time expression, agreement of adjectives. Revision of past, present and future tense. Pupils will focus on translation and listening skills as well as creating role-plays.</p> <p>There will also be an extension project on a typical day for a young person in a French speaking country.</p>
MFL: Spanish	<p>Pupils will consolidate their learning from the previous two terms and continue to work on their End of Topic questions in preparation for their oral.</p> <p>New topics: Places in the town, Making excuses, Meeting up. Daily routine and Telling the time.</p> <p>Grammar: Irregular verbs 'querer' and 'poder' as well as revision of preterite, present and near future tense. Pupils will focus on translation and listening skills as well as creating role-plays.</p> <p>There will also be an extension project, 'Mis vacaciones a los países hispanohablantes'. This will provide an opportunity for pupils to research, fact-find and present their work.</p>

MFL: German	<p>Pupils will consolidate their learning from the previous two terms and continue to work on their End of Topic questions in preparation for their orals.</p> <p>New topics: Ordering food in a cafe, Talking about film / book / TV preferences, Rules of the Youth Hostel. Understanding and giving directions.</p> <p>Grammar: Using the modal verbs 'dürfen' and 'müssen', Reflexive verbs, Using imperatives.</p> <p>Pupils will focus on listening and translation skills.</p> <p>There will also be an extension project about healthy lifestyles: Was muss man machen, um gesund zu bleiben? This will provide an opportunity for pupils to research, fact-find and present their work.</p>
Latin	<p>Pupils will be continuing to focus on translation and comprehension of extended passages of Latin. Grammar work will be ensuring that all verb tenses and noun declensions are known. Pupils will be deepening their understanding of Roman daily life, including slavery, housing, life and death, marriage and coming of age.</p>
History	<p>Pupils will be learning about Henry V's campaign in France in general and the battle of Agincourt in detail. They will learn about military strategy, discipline and the reality of Henry V's historic victory.</p>
Geography	<p>Pupils will continue to look at economic activities around the world, and the growth/decline of different industries, particularly in the United Kingdom</p>
RS	<p>Can religion help save the planet from climate change and pollution?</p> <p>Once they have finished their Nelson Mandela essays pupils will embark on a series of lessons exploring environmental teachings of Christianity and Hinduism and explore their significance towards modern day disasters surrounding the current environmental problems facing the planet.</p>
DT	<p>Board Games; Pupils will explore the world of board games before embarking upon a design challenge to create their own.</p>
Art	<p>Pupils will continue to develop drawing skills learning about 2 and 3 Point perspective.</p>
Computing	<p>Digital skills using GoogleDocs and GoogleDrive.</p>
Drama	<p>Script writing. This will look at the construction of different styles of expressive writing</p>
Music	<p>Musicals and the history of Opera. Noteflight Notation and composition project. Focus on sound - an introduction to GCSE Music. Putting on a show - songs, sketches, band arrangements.</p>
PE	<p>Maintaining a Healthy and Active lifestyle: To have a continued involvement in physical activity whilst at home. This will include short workouts, PE theory material and small challenges aimed to develop knowledge and coordination of selected team sports.</p>

Technical Support

In many cases, peer support from other pupils may help to solve technical issues when using Google classroom and other programs needed for remote learning and it is worth contacting a friend for advice or help.

However, if pupils need help for something they cannot resolve, they should contact the School's ICT Support Team: ict@felsted.org