

**School name Marlborough Road Academy**

**Completed by Sally Nardella 23.2.21**

**When a child is self – isolating and school is providing remote learning, the learning shall match that being delivered in school. This will be through live streamed English and maths lessons and either live streamed lesson or the use of UL powerpoints, nationally recognised resources such as BBC or Oak National Academy lessons for afternoon subjects (see table at the end of this document). Where a bubble is self – isolating, then the sequence of teaching shall follow the planned curriculum as if the bubble were in school.**

**Actions to be taken in preparation for any scenario**

1. Paper packs of resources for bubble or school lockdown prepared.
2. List of children available of who do not have access to the internet, a laptop or tablet at home. This will be used to determine who is given a Chromebook.
3. Resources for paper packs for pupils new to English, Key Skills Maths and phonics stored on Sharepoint.
4. All children in Years 1-6 to have an Office 365 login. EYFS activities to be posted on a SWAY and a Form included for parents to feedback to the teacher about what has been done and any issues.
5. All children taught how to access Office 365 and use Teams in computing lessons during autumn 1. Years 3-6 to be taught how to upload work to Teams. Years 1 and 2 to be supported by parents to upload work. Central ICT team set up class teams for use and then pupils trained.
6. Homework to be presented on Sways so that children continue to be used to the format.
7. Simple How To guides on how to use Office 365, use Teams and upload work to Teams to be created for parents.
8. Staff trained on how to voice over powerpoints, use TEAMS assignments, how to schedule meetings on Teams, use cameras, Whiteboard Fi, feedback loops and assignments to set work and give feedback.
9. If children do not have access to a device / internet during any scenario then Chromebooks and internet dongles should be distributed. Depending on scale of need at any given time, paper packs of work are to be available to be sent home. Teachers will be responsible for creating these and the office staff will print them off and arrange distribution.
10. A pack of resources for teachers has been created by the office in case of bubble lockdown to enable the teacher to teach remotely from home. Teachers will also need to take home their laptop and visualiser.
11. Children will need to take a pencil/basic equipment pack and exercise book home, or this will need to be delivered to their house, for remote learning.
12. Key lessons to be live streamed to children if the teacher is having to work from home and the class are still in school – with supervision in the classroom. Teacher will need their work laptop, a microphone, visualiser, any resources such as a copy of the text, maths concrete materials etc. and a teacher kit at home.
13. Attendance will be monitored and phone calls made to parents whose children are not engaging with remote learning.

Scenario	Provision	Additional considerations
Where a child has symptoms and is self-isolating awaiting a test.	If the child is not well and cannot participate in remote learning, then welfare calls to the family will take place – Attendance officer/DSL	If a positive test result is received, they will move to the ‘If a child has tested positive and is at home’ scenario.
Where a family member of a child is awaiting the results of a test and the child is self-isolating as part of that family	<p>For up to the first 2 days, while the test result is being waited for the following process shall take place.</p> <p>Phonics review materials will be sent home if the child is still on RWINC.</p> <p>A pack of Cracking Comprehension will be delivered with enough work for 2 days. Included in this pack will be the spellings for the year group that the child is in for them to practice. The child will be expected to practice either number facts on Numbots or times tables on TTRS on own device as well as read on the Bug Club.</p> <p>The teacher will contact the family through a phone call and check in with them and answer any questions about the learning they have been provided with.</p> <p>If the child is in the SEMA group, then a paper pack of resources will be sent home that matches their level- these will be pre-prepared by Mariam.</p> <p>If a child is in the Maths Key Skills Group, then a paper pack will be sent home to practice basic maths skills that have been taught in the KEey Skills group.</p>	<p>Parents will be informed by telephone.</p> <p>Packs will need to be made with 2 Cracking comprehensions per year group or RWINC review materials stored on sharepoint., times tables or number facts practice and the relevant spelling list. These will need to be delivered when needed.</p> <p>If a family member is not able to collect the resources, then they will be dropped off at the house in a covid secure manner.</p> <p>After 2 days, if either the family member has had a positive test, or the test result has not been received the child then moves to the 10 day self isolation / positive test plan.</p>
Where a child is in quarantine following a holiday	A Chromebook, exercise book and pencil/pack of basic equipment will be delivered to the family.	Parents will be informed by phone calls and resources delivered to the home in a covid secure manner.



	<p>Phone call made to family to explain what will happen next and the role of the adult. Times for Teams meetings set out with the parent.</p> <p>An invite will be sent to the child to attend a Teams meeting where the teacher live streams the English and maths lessons. Assignments will be used to set work and to give feedback.</p> <p>This will include the class assembly.</p> <p>If the child is in ELSE or Key skills, then the child will be sent the usual Teams meeting invite to join the lesson.</p> <p>For afternoon subjects, the child will either be sent an invitation to a live streamed lesson or be sent the UL powerpoint for the lesson or be directed to the relevant lesson at Oak National Academy, which they can complete at home. These links will be posted in a word document which is stored in Files on teams.</p> <p>Children will be asked to read a Bug Club book every day and complete the related quizzes.</p> <p>Links to TTRS/Numbots and Hegarty maths in Y6 will be sent.</p> <p>In KS1 there will be a minimum of 3 hours remote learning per day, which includes phonics or reading as appropriate. In KS2 this will be a minimum of 4 hours per day. Reading or Phonics, the Reading to Writing Journey, maths will be taught live, with other subjects added where live teaching is possible.</p> <p>If the child is in EYFS, then a Sway will be made with the related RWINC videos on from You Tube, the numberblocks videos will be uploaded and a daily story. Theme related activities that the parent can do with their child at home using household items will be included on the Sway. Books will be set on Bug Club and there will be a</p>	<p>Feedback and answering questions about learning will be through Teams, assignments and quizzes.</p>
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	<p>link to Numbots. A register will be added and a twice weekly phone call to parents to check in and answer any questions about the learning.</p>	
<p>Where a child has tested positive and is at home</p>	<p>If the child is well and is able to learn at home, then the following procedures will be followed. If the child is not well and cannot participate in remote learning, then welfare calls to the family will take place – Attendance officer/DSL</p> <p>A Chromebook (if needed), exercise book and pencil/pack of basic equipment will be delivered to the family.</p> <p>Phone call made to family to explain what will happen next and the role of the adult. Times for Teams meetings or phone calls agreed 2 times a week to ensure the child understands the learning and the teacher can answer any questions.</p> <p>Children will be asked to read a Bug Club book every day and complete the related quizzes.</p> <p>An invite will be sent to the child to attend a Teams meeting where the teacher live streams the English and maths lessons. Assignments will be used to set work and to give feedback.</p> <p>This will include the class assembly.</p> <p>If the child is in ELSE or Key skills, then the child will be sent the usual Teams meeting invite to join the lesson.</p> <p>For afternoon subjects, the child will either be sent an invitation to a live streamed lesson or be sent the UL powerpoint for the lesson or be directed to the relevant lesson at Oak National Academy, which they can complete at home. These links will be posted in a word document which is stored in Files on teams.</p>	<p>Parents will be informed by phone calls and resources delivered to the home in a covid secure manner.</p> <p>Feedback and answering questions about learning will be through the Teams meetings and assignments and quizzes.</p>

	<p>KS1 there will be a minimum of 3 hours remote learning per day, which includes phonics or reading as appropriate. In KS2 this will be a minimum of 4 hours per day. Reading or Phonics, the Reading to Writing Journey, maths will be taught live, with other subjects added where live teaching is possible.</p> <p>If the child is in EYFS, then a Sway will be made with the related RWINC videos on from You Tube, the numberblocks videos will be uploaded and a daily story. Theme related activities that the parent can do with their child at home using household items will be included on the Sway. Books will be set on Bug Club and there will be a link to Numbots. A register will be added and a twice weekly phone call to parents to check in and answer any questions about the learning.</p>	
<p>Where a family member has tested positive and the child is self-isolating as a result</p>	<p>A Chromebook (if needed), exercise book and pencil/pack of basic equipment will be delivered to the family.</p> <p>Phone call made to family to explain what will happen next and the role of the adult. Times for Teams meetings or phone calls agreed 2 times a week to ensure the child understands the learning and the teacher can answer any questions.</p> <p>Children will be asked to read a Bug Club book every day and complete the related quizzes.</p> <p>An invite will be sent to the child to attend a Teams meeting where the teacher live streams the English and maths lessons. Assignments will be used to set work and to give feedback.</p> <p>This will include the class assembly.</p> <p>If the child is in ELSE or Key skills, then the child will be sent the usual Teams meeting invite to join the lesson.</p>	<p>Parents will be informed by phone calls and resources delivered to the home in a covid secure manner.</p> <p>Feedback and answering questions about learning will be through the Teams meeting, assignments and quizzes.</p>



	<p>For afternoon subjects, the child will either be sent an invitation to a live streamed lesson or be sent the UL powerpoint for the lesson or be directed to the relevant lesson at Oak National Academy, which they can complete at home. These links will be posted in a word document which is stored in Files on teams.</p> <p>KS1 there will be a minimum of 3 hours remote learning per day, which includes phonics or reading as appropriate. In KS2 this will be a minimum of 4 hours per day. Reading or Phonics, the Reading to Writing Journey, maths will be taught live, with other subjects added where live teaching is possible.</p> <p>If the child is in EYFS, then a Sway will be made with the related RWINC videos on from You Tube, the numberblocks videos will be uploaded and a daily story. Theme related activities that the parent can do with their child at home using household items will be included on the Sway. Books will be set on Bug Club and there will be a link to Numbots. A register will be added and a twice weekly phone call to parents to check in and answer any questions about the learning.</p>	
<p>Where a bubble has been advised to self-isolate</p>	<p>Where the teacher is well, live teaching will be provided by the teacher from home. This will be through Teams, with work set on assignments and feedback given.</p> <p>We will follow the planned sequence of teaching for the curriculum. This will ensure that knowledge and skills are built incrementally, in small steps. Children will be given the opportunity to review previous learning, teachers will model, with small steps and provide guided practice before moving onto independent learning with appropriate scaffolding. Remote provision will follow the learning approach of face to face learning, using <b>Rosenshine's</b> Principles.</p> <p>The day will start with a breath, wish well and unite as usual and on one day a week the Principal or member of SLT will join the meeting to deliver an assembly.</p>	<p>Chromebooks will be sent home as per the list in the office. Teachers will take their teach pack home, laptop and visualiser as well as any additional resources needed. If necessary, these will be delivered to the teacher at home in a covid secure way, to live teach from home.</p> <p>Quizzes for maths, spelling tests, and reviews will be provided weekly, and children will use assignments for writing</p>



	<p>Children will be signposted through Teams to links for subjects normally taught during PPA time and any afternoon lessons where live teaching is not appropriate.</p> <p>If the teacher is ill with Covid, then the partner teacher will live stream to the bubble who is isolating at home. This would work from Years 2-6. In Y1, a member of SLT would post links to nationally recognised resources and scheme for Phonics (link to RWINC videos), English, Maths and afternoon subjects.</p> <p>KS1 there will be a minimum of 3 hours remote learning per day, which includes phonics or reading as appropriate. In KS2 this will be a minimum of 4 hours per day. Reading or Phonics, the Reading to Writing Journey, maths will be taught live, with other subjects added where live teaching is possible.</p> <p>A link to The Bug Club, will be posted in Team or on a Sway on the school website and teachers will post books for the children to read and complete the comprehension quizzes. Links to TTRS/ Numbots and Hegarty maths will also be posted for children to access.</p> <p>A weekly music lesson will be posted using the materials on the UL hub continuity of learning section and remote resources from the music co-ordinator.</p> <p>Teachers will post DT or Art lessons on Team or on a Sway on the school website which are related to the normal learning lesson in school if the next lesson in the planned sequence of teach is unsuitable to home learning due to resources.</p> <p>Teams or the Sway will include a link to Joe Wick's PE You Tube channel to encourage children to participate in physical activity.</p> <p>Where a child receives interventions in school, then an invitation will be sent out for remote provision, where staffing allows.</p>	<p>opportunities. This will then be used to inform future teaching.</p> <p>The music lead will direct teachers to relevant resources that can be used.</p>
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	<p>If the child is in EYFS, then a Sway will be made with the related RWINC videos on from You Tube or a video of the teacher teaching a RWINC session, the numberblocks videos will be uploaded along with an activity and a daily story. Theme related activities that the parent can do with their child at home using household items. Books will be set on Bug Club and there will be a link to Numbots. A register will be added and a twice weekly phone call to parents to check in and answer any questions about the learning.</p>	
<p>Where a school is temporarily closed</p>	<p>Where the teacher is well, live teaching will be provided by the teacher from home. This will be through Teams, with work set on assignments and feedback given.</p> <p>We will follow the planned sequence of teaching for the curriculum. This will ensure that knowledge and skills are built incrementally, in small steps. Children will be given the opportunity to review previous learning, teachers will model, with small steps and provide guided practice before moving onto independent learning with appropriate scaffolding. Remote provision will follow the learning approach of face to face learning, using Rosenshine’s Principles.</p> <p>The day will start with a breath, wish well and unite as usual and on one day a week the Principal or member of SLT will join the meeting to deliver an assembly.</p> <p>Children will be signposted through a Sway on the school website to links for subjects normally taught during PPA time and any afternoon lessons where live teaching is not appropriate.</p> <p>If the teacher is ill with Covid, then the partner teacher will live stream to the bubble who is isolating at home. This would work from Years 2-6. In Y1, a member of SLT would post links to nationally recognised resources and scheme for Phonics (link to RWINC videos), English, Maths and afternoon subjects.</p>	<p>Chromebooks will be sent home as per the list in the office.</p> <p><i>School will follow government guidance on reopening.</i></p> <p>Quizzes for maths, spelling tests, and reviews will be provided weekly and children/parents will use assignments for</p>



	<p>KS1 there will be a minimum of 3 hours remote learning per day, which includes phonics or reading as appropriate. In KS2 this will be a minimum of 4 hours per day. Reading or Phonics, the Reading to Writing Journey, maths will be taught live, with other subjects added where live teaching is possible.</p> <p>A link to The Bug Club, will be posted in the Sway and teachers will post books for the children to read and complete the comprehension quizzes.</p> <p>Links to TTRS/Numbots and Hegarty maths for Y6 will be posted through the Sway for children to access at home.</p> <p>A weekly music lesson will be posted using the materials on the UL hub continuity of learning section and remote resources from the music co-ordinator.</p> <p>Teachers will post DT or Art lessons on Sway which are related to the normal learning lesson in school if the next lesson in the planned sequence of teach is unsuitable to home learning due to resources.</p> <p>The Sway will include a link to Joe Wick's PE You Tube channel to encourage children to participate in physical activity.</p> <p>Where a child receives interventions in school, then an invitation will be sent out for remote provision, where staffing allows.</p> <p>If the child is in EYFS, then a Sway will be made with the related RWINC videos on from You Tube or a video of the teacher teaching a RWINC session, the numberblocks videos will be uploaded along with an activity and a daily story. Theme related activities that the parent can do with their child at home using household items. Books will be set on Bug Club and there will be a link to Numbots. A register will be added</p>	<p>writing opportunities. This will then be used to inform future teaching.</p> <p>The music lead will direct teachers to relevant resources that can be used.</p>
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	<p>and a twice weekly phone call to parents to check in and answer any questions about the learning.</p>	
<p>Where a local lockdown closes all schools in that area</p>	<p>Where the teacher is well, live teaching will be provided by the teacher from home. This will be through Teams, with work set on assignments and feedback given.</p> <p>We will follow the planned sequence of teaching for the curriculum. This will ensure that knowledge and skills are built incrementally, in small steps. Children will be given the opportunity to review previous learning, teachers will model, with small steps and provide guided practice before moving onto independent learning with appropriate scaffolding. Remote provision will follow the learning approach of face to face learning, using Rosenshine’s Principles.</p> <p>The day will start with a breath, wish well and unite as usual and on one day a week the Principal or member of SLT will join the meeting to deliver an assembly.</p> <p>Children will be signposted through a Sway posted on the school website to links for subjects normally taught during PPA time and any afternoon lessons where live teaching is not appropriate.</p> <p>If the teacher is ill with Covid, then the partner teacher will live stream to the bubble who is isolating at home. This would work from Years 2-6. In Y1, a member of SLT would post links to nationally recognised resources and scheme for Phonics (link to RWINC videos), English, Maths and afternoon subjects.</p> <p>KS1 there will be a minimum of 3 hours remote learning per day, which includes phonics or reading as appropriate. In KS2 this will be a minimum of 4 hours per day. Reading or Phonics, the Reading to Writing Journey, maths will be taught live, with other subjects added where live teaching is possible.</p>	<p><i>Chromebooks will be sent home as per the list in the office.</i></p> <p><i>School will follow government guidance on reopening.</i></p> <p>Quizzes for maths, spelling tests, and reviews will be provided weekly and</p>



	<p>A link to The Bug Club, will be posted in Sway and teachers will post books for the children to read and complete the comprehension quizzes.</p> <p>Links to TTRS/Numbots and Hegarty maths for Y6 will be added to the Sway.</p> <p>A weekly music lesson will be posted using the materials on the UL hub continuity of learning section and remote resources from the music co-ordinator.</p> <p>Teachers will post DT or Art lessons on the Sway which are related to the normal learning lesson in school if the next lesson in the planned sequence of teach is unsuitable to home learning due to resources.</p> <p>The Sway will include a link to Joe Wick's PE You Tube channel to encourage children to participate in physical activity.</p> <p>Where a child receives interventions in school, then an invitation will be sent out for remote provision, where staffing allows.</p> <p>If the child is in EYFS, then a Sway will be made with the related RWINC videos on from You Tube or a video of the teacher teaching a RWINC session, the numberblocks videos will be uploaded along with an activity and a daily story. Theme related activities that the parent can do with their child at home using household items. Books will be set on Bug Club and there will be a link to Numbots. A register will be added and a twice weekly phone call to parents to check in and answer any questions about the learning.</p>	<p>children/parents will use assignments for writing opportunities. This will then be used to inform future teaching.</p> <p>The music lead will direct teachers to relevant resources that can be used.</p>
<p>Where a national local lockdown is re-imposed.</p>	<p>Where the teacher is well, live teaching will be provided by the teacher from home. If they are not well, then their partner teacher will provide the live teaching. This will be through Teams, with work set on assignments and feedback given.</p>	<p><i>Chromebooks will be sent home as per the list in the office.</i></p>

	<p>We will follow the planned sequence of teaching for the curriculum. This will ensure that knowledge and skills are built incrementally, in small steps. Children will be given the opportunity to review previous learning, teachers will model, with small steps and provide guided practice before moving onto independent learning with appropriate scaffolding. Remote provision will follow the learning approach of face to face learning, using Rosenshine’s Principles.</p> <p>The day will start with a breath, wish well and unite as usual and on one day a week the Principal or member of SLT will join the meeting to deliver an assembly.</p> <p>Children will be signposted through a Sway on the school website to links for subjects normally taught during PPA time and any afternoon lessons where live teaching is not appropriate.</p> <p>If the teacher is ill with Covid, then the partner teacher will live stream to the bubble who is isolating at home. This would work from Years 2-6. In Y1, a member of SLT would post links to nationally recognised resources and scheme for Phonics (link to RWINC videos), English, Maths and afternoon subjects.</p> <p>KS1 there will be a minimum of 3 hours remote learning per day, which includes phonics or reading as appropriate. In KS2 this will be a minimum of 4 hours per day. Reading or Phonics, the Reading to Writing Journey, maths will be taught live, with other subjects added where live teaching is possible.</p> <p>A link to The Bug Club, will be posted in the Sway and teachers will post books for the children to read and complete the comprehension quizzes.</p> <p>Links for TTRS/ Numbots and Hegarty Maths for Y6 will be posted on the Sway.</p>	<p><i>School will follow government guidance on reopening.</i></p> <p>Quizzes for maths, spelling tests, and reviews will be provided weekly and children/parents will use assignments for writing opportunities. This will then be used to inform future teaching.</p> <p>The music lead will direct teachers to relevant resources that can be used.</p>
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A weekly music lesson will be posted using the materials on the UL hub continuity of learning section and remote resources from the music co-ordinator.

Teachers will post DT or Art lessons on the Sway which are related to the normal learning lesson in school if the next lesson in the planned sequence of teach is unsuitable to home learning due to resources.

The Sway will include a link to Joe Wick's PE You Tube channel to encourage children to participate in physical activity.

Where a child receives interventions in school, then an invitation will be sent out for remote provision, where staffing allows.

If the child is in EYFS, then a Sway will be made with the related RWINC videos on from You Tube or a video of the teacher teaching a RWINC session, the numberblocks videos will be uploaded along with an activity and a daily story. Theme related activities that the parent can do with their child at home using household items. Books will be set on Bug Club and there will be a link to Numbots. A register will be added and a twice weekly phone call to parents to check in and answer any questions about the learning.



## Appendix II

### Autumn term

We have mapped the lessons available at National Oak academy to the United Learning curriculum, to your planning for remotely teaching one or two pupils in your class. Not every unit maps perfectly (in fact very few do!) and so we have chosen 'best fit' units, or else suggested individual lessons. Units marked in green are where there is no Oak unit but there is a UL Sway available.

Units marked in orange highlight where no suitable unit is available on National Oak, or where additional lessons will be required to supplement the National Oak lessons.

#### Year 1

Science		History		Geography		English	
UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak
Biology: Plants	<ul style="list-style-type: none"> <li>• <a href="#">Plants that grow in the wild</a> (lesson)</li> <li>• <a href="#">Types of tree</a> (lesson)</li> <li>• <a href="#">Parts of trees and plants</a> (lesson)</li> </ul>	Family history		Here I am	<a href="#">London in the United Kingdom</a>	Rosie's Walk	
	Peace at Last					<a href="#">Whatever Next Sway</a>	
Physics: Seasons	<a href="#">Seasons and change</a>	Family history		Here I am	<a href="#">London in the United Kingdom</a>	Information - Toys	<a href="#">All about Tigers</a>
						Recount – seeds	<a href="#">Diary</a>
						Lost and Found	<a href="#">Honey and Trouble</a>
						Information – seasons	<a href="#">All about Witches</a>
						Information – UK	
						One Year with Kipper	<a href="#">Oil Get off our Train</a>
Rhyme – <u>Wocket</u> in my Pocket	<a href="#">Wocket in my Pocket Sway</a>						



**Year 2**



Science		History		Geography		English	
UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak
Biology: Plants	<ul style="list-style-type: none"> <li>• <a href="#">Plant a bean</a> (lesson)</li> <li>• <a href="#">How tomato plants grow</a> (lesson)</li> <li>• <a href="#">What change have happened to bean plant</a> (lesson)</li> </ul>	My community and family	<a href="#">How have people's lives changed in living memory</a>	Mini mappers	<a href="#">Villages, towns, and cities</a>	On the way Home - character	<a href="#">Wanted! Alien posters sway</a>
Biology: Needs of animals	<a href="#">Human lifestyle</a>					Six Dinner Sid – Emotions and characters	<ul style="list-style-type: none"> <li>• <a href="#">The Lion Inside Sway</a></li> <li>• <a href="#">Jack and the Beanstalk</a></li> </ul>
		Non-chronological Report – Local area guide					
		Recount – Growing plants	<a href="#">Recount – Zoo Trip Sway</a>				
		Bloom – setting and character	<ul style="list-style-type: none"> <li>• <a href="#">Bloom Sway</a></li> <li>• <a href="#">Awongalema</a></li> </ul>				
						Rhymes – Down Behind the Dustbin	



**Year 3**

Science		History		Geography		English	
UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak
Chemistry: Rocks	<a href="#">The Rock Cycle</a>	Prehistoric Britain	• <a href="#">Prehistoric Britain</a>	United Kingdom	• <a href="#">Locational knowledge of United Kingdom</a>	Fiction: Dialogue	• <a href="#">Aladdin</a>
						Fiction: Playscripts	
Physics: Light	<a href="#">Light &amp; Dark</a>					Non-Fiction: Non-chron report	• <a href="#">Portia Spiders – Non-chronological report</a>
						Non-fiction: instructions	• <a href="#">Monster Pizza - instructions</a>
						Non-fiction: discussion	• <a href="#">Healthy eating – persuasive letter</a>
						Non-fiction: Informative adverts	

**Year 4**

Science		History		Geography		English	
UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak
Biology: Living things & environment And Biology: Food & Digestion	<ul style="list-style-type: none"> <li>• <a href="#">Ecosystems</a></li> <li>• <a href="#">Teeth</a> (lesson)</li> <li>• <a href="#">Digestive system</a> (lesson)</li> </ul>	Maya (comparing Ancient Greeks)	• <a href="#">Ancient Greece</a> (no Maya)	A village in Brazil	<ul style="list-style-type: none"> <li>• <a href="#">Brazil</a> (KS1 unit)</li> <li>• <a href="#">South America</a> (KS2 unit, focus on Chile)</li> </ul>	Fiction: Narrative	• <a href="#">Whale rider</a>
						Fiction: Character and setting	• <a href="#">Christmas Carol</a>
						Non-fiction: Reports	• <a href="#">Angler fish – Non-chronological report</a>
						Non-fiction: voiceovers	
						Non-fiction: Instructions	<ul style="list-style-type: none"> <li>• <a href="#">Lesson on fronted adverbials</a></li> <li>• <a href="#">Chocolate making - explanation</a></li> </ul>
						Non-fiction: Reviews and letters	



**Year 5**

Science		History		Geography		English	
UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak
Biology: Life cycles	<ul style="list-style-type: none"> <li>• <a href="#">Reproductive cycles</a></li> </ul>	Ancient Rome	<ul style="list-style-type: none"> <li>• <a href="#">Roman empire</a> (lesson)</li> <li>• <a href="#">Julius Caesar</a> (lesson)</li> <li>• <a href="#">Roman beliefs</a> (lesson)</li> <li>• <a href="#">Roman and Greek beliefs</a> (lesson)</li> </ul>	Investigating world trade	<ul style="list-style-type: none"> <li>• <a href="#">Globalisation and trade</a> (lesson)</li> <li>• <a href="#">Natural resources</a></li> </ul>	Fiction: picture with words	<ul style="list-style-type: none"> <li>• <a href="#">Lesson on expanded noun phrases</a></li> <li>• <a href="#">Oliver Twist</a></li> </ul>
Biology: Human development	<ul style="list-style-type: none"> <li>• <a href="#">How bodies change</a> (KS1 lesson only)</li> </ul>					Fiction: building character	<ul style="list-style-type: none"> <li>• <a href="#">The Highwayman</a></li> </ul>
						Non-fiction: Report	<ul style="list-style-type: none"> <li>• Need lesson on relative pronouns</li> <li>• <a href="#">Wildcats – Non-chron reports</a></li> </ul>
						Non-fiction: Comparative writing	

**Year 6**

Science		History		Geography		English	
UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak	UL curriculum	Links to Oak
Biology: Evolution and inheritance	<ul style="list-style-type: none"> <li>• <a href="#">Humans and animals over time</a></li> </ul>	Anglo-Saxons		Improving the environment	<a href="#">Energy and sustainability</a>	Fiction: New chapter	<a href="#">Golden Compass (lessons 1-15)</a>
Physics: Electricity	<ul style="list-style-type: none"> <li>• <a href="#">Electrical circuits</a></li> </ul>					Fiction: developing description	<a href="#">Sherlock Holmes (lessons 1-20)</a>
						Non-fiction: persuasion	<a href="#">Sherlock Holmes (lessons 21-30)</a>
						Non-fiction: Dual voice informative	