



Nottingham Schools Trust Home Learning Pack – March 2020

Introduction for families

We recognise that for many parents and carers the task of providing appropriate educational experiences can be daunting. To help you, we have put together a range of suggestions for home learning which is designed to cover a number of curriculum subjects. Some activities are designed to be short and will require minimum input, others will need a little more support from an adult.

Top tips:

- There are lots of resources out there and it is easy to get swamped. Pick just a few and go with those. Otherwise you can spend a lot of time just looking at websites.
- Some websites have great resources, but they can be complicated and are perhaps best for teachers.
- Try to pick learning resources that will fit with what your child is learning at school. *For example:* On some websites you will have to choose a topic. BBC bitesize works like this. E.g. If your child is in Year 5, you will need to know that the forces and motion section will match what your children are doing in school.
- Try Twinkl, a subscription service offering a month of free access to parents: <https://www.twinkl.co.uk>
- [BBC Bitesize](#) has a huge range of educational resources free to use and monitored for quality
- You can also download and display the attached poster which provides primary aged pupils with some prompts to get ready for home school.

<https://img.nordangliaeducation.com/resources/asia/permacache/cbd/964/a78/7d6a9a0930fc088a63caa6a9947918d7.pdf>

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1. Resources for children with special educational needs

Children with SEND benefit from familiar routines, so where possible, try to create a regular timetable. Do2learn website (see below) has free resources to download with line drawing symbols to help you create your own timetable. All of the ideas listed below will require some adult input and supervision.

Maths and early language/literacy skills:

- To develop skills of counting, matching and sorting, categorising and discriminating use a range of common household items such as spoons including plastic and wooden spoons of all different shapes and sizes, plastic cups, bowls, jugs, plates, bottles and sponges. Make different sounds with the items, rattle the spoon in the cup, for example. Fill the cup and jug with water and find out which one holds the most water. How many spoonfuls of water are needed to fill the cup or fill the jug?
- Match and find “the same” of plastic plates, cups, mats, cutlery and so on. Sort plastic cutlery into groups of spoons, forks or knives.
- Use items of clothing such as socks or gloves to match pairs and find “*the same*”. Sort the pairs and order clothes according to the longest or shortest (scarves are good for this), or according to colour.
- Cut out some shapes- squares, circles and/or triangles (see the link to “Dotolearn” website below for resources). Carry out a shape walk around the home or outside to look for objects that match a particular shape.
- Simple cooking and food preparation activities involve a great deal of mathematical language and skills such as weighing and measuring as well as understanding and learning the concept of time, shape and space as well as all-important safety aspects of using kitchen equipment.
- Find a bag, such as a gift bag or carrier bag. Collect specific items in the home such as “*things that roll*” or “*yellow things*” or “*square things*.” Place them in the bag, name each item and count how many you have collected. For older children, extend this activity to phonics, eg “*things beginning with t*”
- Play “*what’s in the bag?*” game. Collect a small group of everyday objects from around the home (comb, spoon, plate, key) plus a suitable bag such as a carrier bag or wash bag. Take it in turns to hide one object inside the bag without the other person seeing. Fasten the bag. The other person then has to guess what’s in the bag. This game can be extended to phonics activities for collections of objects beginning with “t” for example.
- Rediscover old toys in the home that have not been in use for a while such as Lego or Duplo. These have great potential for learning about colour, shape, number, size as well as developing hand-eye co-ordination and fine motor skills.
- Hide objects around the room and encourage your child to ask questions about where they are. Encourage them to use or follow directions using preposition words such as “on” “under”, “behind”, “below”, “over”. If possible, take photos of the objects on your phone beforehand so the child knows what to look for and can check that they have found all objects at the end of the game.

- Create photo diaries of your child doing the various activities listed. This will help them to remember what they did yesterday/the day before. Encourage them to talk about past actions and activities.
- If possible, encourage your child to video an activity at home using your phone such as a meal time or an adult preparing a meal. Ask them to play it back and talk about what they saw.

Useful websites:

- www.do2learn.com
This website specialises in providing information, advice and support for SEND with lots of free resources that can be downloaded and printed for use. For example, you can download picture symbols for basic vocabulary and matching games and activities. Other ideas to promote communication are also available with free resources to support activities
- <https://www.pathstoliteracy.org/blog/56-tactile-math-ideas-ideas-and-suggestions-development-basic-concepts-early-maths-skills>
This link takes you to some great ideas for the development of basic skills and concepts in Maths via practical activities using common, household articles.
- www.nasen.org.uk
The eNational Association for Special Educational Needs is a UK charitable organisation and contains information about different types of SEND as well as links to useful resources, advice and information.
- www.autismeducationtrust.org.uk
The autism education trust is a national organisation. The website contains useful information about autism and resources for use with pupils with autism.
- www.literacytrust.org.uk
This website contains a wealth of information and resources for use with pupils with SEND aimed at encouraging early communication skills and early reading skills.

2. Mathematics

The national curriculum expectations for each year group are set out in the government document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf.

The curriculum includes information across all areas of knowledge and skills including number and place value, addition and subtraction, multiplication and division, geometry, algebra, fractions and measurement.

Websites for all year groups

- [BBC Teach – Key Stage 1](#)
- [BBC Teach – Key Stage 2](#)
- [Mathsticks – Key Stage 1](#)
- [Mathsticks – Key Stage 2](#)
 - Times Tables Rockstars
 - [Puzzles for Key Stage 2, some appropriate for Key Stage 1](#)
 - [Free 28 day Trial with resources from EYFS up to Y6](#)
 - [Maths with Mum – Lessons, videos and interactive questions](#)
 - [Maths Prodigy Game](#)
 - [Hit The Button Times Tables and Number Bonds](#)
 - [Tasks for every curriculum objective from Year 1 up](#)
 - [Mathematic Shed Free 14 day trial](#)
 - [Multiplication](#)
 - Free 28 day Trial with resources from EYFS up to Y6 – <https://www.numberstacks.co.uk/free-trial/>
 - All year groups, free maths games – <https://www.arcademics.com/>
 - Free during school closure – <https://www.brainpop.com/math/>
 - You can find times tables songs on YouTube like this one – https://www.youtube.com/watch?v=8QU_E0u-tP4
 - Times Tables activities – <http://www.iseemaths.com/tables/>
 - Games – <http://www.iseemaths.com/games-resources/>
 - 3-part lessons for all year groups – <http://www.iseemaths.com/3-act-tasks/>
 - Mathletics free trial for 48 hours – <https://www.mathletics.com/uk/for-home/free-trial/>
 - Free resources all ages – <https://www.hamilton-trust.org.uk/blog/free-maths-resources-hamilton/>
 - Key Stage 1 – <https://www.planbee.com/ks1-home-learning-pack-maths>
 - Lower Key Stage 2 – <https://www.planbee.com/lks2-home-learning-pack-maths>
 - Upper Key Stage 2- <https://www.planbee.com/uks2-home-learning-pack-maths>
 - Quizzes for all year groups – <https://diagnosticquestions.com/WhiteRose>

A. Early Years Foundation Stage (EYFS)

- [EYFS First4Maths – Creative at Home](#) – Free download
- [Mathematics Mastery – At home materials – Reception – Weeks 1 – 3](#)
- [Mathematics Mastery – At home materials – Reception – Weeks 4 – 6](#)
- [Classroom Secrets](#) – sign up free
- [Mathsticks – ages 2-5](#)
- Number sense activities – <http://www.iseemaths.com/early-number/>
- Games – <https://www.abcya.com/grades/k/numbers>

B. Year 1

- [White Rose Maths](#) - the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.
- [Mathematics Mastery – Year 1 – Weeks 1 – 2](#)
- [Mathematics Mastery – Year 1 – Weeks 3 – 5](#)
- [First4Maths – Creative at Home](#) – Free download
- [Classroom Secrets](#) – sign up free

C. Year 2

- [White Rose Maths – Home learning – Year 2](#) - the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.
- [First4Maths – Creative at Home – Year 2](#)
- [Mathematics Mastery – Year 2 – Weeks 1 – 2](#)
- [Mathematics Mastery – Year 2 – Weeks 3 – 5](#)
- [Classroom Secrets – Year 2 – sign up free](#)

D. Year 3

- [White Rose Maths Y3](#) - the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.

- [First4Maths – Creative at Home](#) – Year 3
- [Mathematics Mastery – Year 3 – Parents – Weeks 1 – 4](#)
- [Mathematics Mastery – Year 3 – Students – Weeks 1 – 4](#)
- [Classroom Secrets – Year 3](#) – sign up free
- [My Mini Maths](#)

E. Year 4

- [White Rose Maths Y4](#) - the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.
- [First4Maths – Creative at Home](#) – Year 4
- [Mathematics Mastery – Year 4 – Parents – Weeks 1 – 4](#)
- [Mathematics Mastery – Year 4 – Students – Weeks 1 – 4](#)
- [Classroom Secrets – Year 4](#) – sign up free
- [My Mini Maths – Year 4](#)
- [Multiplication Time Tables Check](#)

F. Year 5

- [White Rose Maths Y5](#) - the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.
- [First4Maths – Creative at Home](#) – Year 5
- [Mathematics Mastery – Year 5 – Weeks 1 – 4](#) – Parents Guidance Pack
- [Mathematics Mastery – Year 5 – Weeks 3 – 5](#) – Students
- [Classroom Secrets – Year 5](#) – sign up free
- [My Mini Maths – Year 5](#)

G. Year 6

- [White Rose Maths Y6](#) - the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.
- [First4Maths – Creative at Home – Year 6](#)
- [Mathematics Mastery – Year 6 – Weeks 1 – 4](#) – Parents Guidance Pack
- [Mathematics Mastery – Year 6 – Weeks 3 – 5](#) – Students
- [Classroom Secrets – Year 6](#) – sign up free
- [My Mini Maths – Year 6](#)
- [Explanation of SATs questions](#)

3. English

The national curriculum expectations for each year group are set out in the government document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

Curriculum content is set out across the areas of reading, writing, spelling punctuation and grammar.

Phonics

- Twinkl will be doing a daily phonics lesson, 9.30 to 10.30 a.m. Go on to the website and click on the Home Learning Hub. <https://www.twinkl.com/>
- <https://www.teachyourmonstertoread.com/teachers-area/classroom-toolkit>
- <https://www.readwithphonics.com/phonics-resources>
- Ruth Miskin is also providing a daily session at <https://www.ruthmiskin.com/en/>

Reading and Writing

- The Reading Realm <https://thereadingrealm.co.uk/>
- [Love My Books](#) - Creative, fun activities to support children's literacy
- [No Red Ink](#) - builds stronger writers through interest-based curriculum, adaptive exercises, and actionable data.
- [Discovery Education](#) - Free tool to make your own word puzzles.
- [Jane Considine](#) - delivering daily English activities by video for pupils to complete at home.
- [Sentence Stacking with Jane Considine](#)
- Children's books read online – Facebook: <https://m.facebook.com/oliverjeffersart/photos/a.391765256611/10156586435571612/?type=3>
- Kids' Poems and Stories with Michael Rosen - Free stories, poems, songs, and jokes - YouTube. Subscribe and only click on that name: <https://www.youtube.com/user/artificedesign/videos>
- Hoopla - Public library online: <https://www.hoopladigital.com/>
- Creative writing resources - By Lou Enstone: <https://www.dropbox.com/s/oeezrloxo25rk7y/Creative%20Writing%20Remote%20Learning%20%40englishlulu.pptx?dl=0#>
- Solomon Kingsnorth - Free books in PDF, Word and audiobook format - Alice in Wonderland / Wind in the Willows / The Railway Children / The Jungle Book / Peter Pan / Black Beauty: <https://www.researchify.co.uk/audiobooks.html>
- British Library - How to make a mini book <https://www.bl.uk/childrens-books/activities/make-a-miniature-book#>
- 3000 Ebooks and audiobooks - free for children of all ages: <https://worldbook.kitaboo.com/reader/worldbook/index.html#!/>
- Open Library Access - Free <https://openlibrary.org/>

- British Council - Resources for English language learning:
<https://www.britishcouncil.org/school-resources/find>



Image credit: Sketches for *The Gruffalo*, 1999 © Axel Scheffler 1999. Photo by Joseph Turp

The British Library has just launched a brand new website – [Discovering Children's Books](#). It's completely free to access and full of creative activities to do at home. Aimed at primary school children, teachers and book-lovers of all ages, the site explores the history and rich variety of children's literature, through treasures from the British Library, Seven Stories, Bodleian Libraries (in Oxford) and the Victoria & Albert museum. Explore over 100 fascinating items, from one-of-a-kind manuscripts to illustrations and printed books. Go down the rabbit hole with Lewis Carroll's original manuscript of *Alice's Adventures in Wonderland*. Rifle through Roald Dahl's drafts, John Agard's poetry notebooks or sketches by Judith Kerr, Axel Scheffler and Liz Pichon. For the writers and artists of the future, there's a gallery of free [activities](#) to spark children's creativity and inspire their own stories, poems, illustrations and more.

- Learn how to draw a Gruffalo:
<https://www.bl.uk/childrens-books/videos/axel-scheffler-how-to-draw-a-gruffalo>
- Create your own characters:
<https://www.bl.uk/childrens-books/videos/viviane-schwarz-how-to-develop-a-character#>
- Try Joseph Coelho's poetry prompts:
<https://www.bl.uk/childrens-books/activities/poetry-prompts>
- Make a miniature book:
<https://www.bl.uk/childrens-books/activities/make-a-miniature-book>
- Make your own comic strips:
<https://www.bl.uk/childrens-books/activities/make-your-own-comic-strip-stories>
- Invent your own superhero:
<https://www.bl.uk/childrens-books/activities/what-makes-a-hero-super>

Dive in here and spread the word!

 @BL_Learning: Share your work and tag us, and we'll do our best to re-tweet!



Or get in touch with Andrea.Varney@bl.uk. She'd love to hear from you.
<https://www.bl.uk/childrens-books>.

4. Science

Use this table which shows you the curriculum content your child will be learning at school to choose appropriate digital content.

EYFS	<ul style="list-style-type: none"> Children know about similarities and differences in objects, materials and living things. They talk about their environment and how different environments change or vary. They make observations of animals and plants. They talk about changes in animals and plants and why. 					
YR1	Plants	Animals, including humans	Everyday materials	Seasonal changes		
YR2	Plants	Animals, including humans	Everyday materials	Living things and their habitats		
YR3	Plants	Animals, including humans	Forces and magnets	Rocks	Light	Working scientifically
YR4	Sound	Animals, including humans	States of matter	Living things and their habitats	Electricity	Working scientifically
YR5	Forces	Animals, including humans	Properties and changes of materials	Living things and their habitats	Earth and space	Working scientifically
YR6	Evolution and inheritance	Animals, including humans	Light	Living things and their habitats	Electricity	Working scientifically

The following websites have been checked to make sure that they provide learning that supports the 2014 National Curriculum. This is the curriculum your children study at school.

Website	Notes
<p>https://www.brainpop.com/</p> <p>This website has resources for all subjects, not just science. YR3 - 6</p>	<p>American site but you can choose the English curriculum. On the home page, scroll down and click on standards</p>  <p>Then, click on England.</p> 

	Choose 'England (2014 Curriculum)'. Then your child's year group and then your chosen subject. Video clips, games, quizzes and activities for each topic.
https://www.bbc.co.uk/bitesize This website has resources for all subjects, not just science. YR1 - 6	English website linked to the National Curriculum. Easy to use. Video clips and some activities.
https://www.bbc.co.uk/teach This website has resources for all subjects, not just science. YR1 - 6	Good video clips and teaching points. Designed for teachers to use in class with their children. Easy to use.
https://mysteryscience.com YR1 - 6	American site but with some relevant resources. American grades are one number behind English classes. E.g. Grade 2 is YR3. Structured lesson plans with activities and video clips.
https://explorify.wellcome.ac.uk/ YR1 - 6	Structured lesson plans with activities and video clips.
https://www.twinkl.com/ This website has resources for all subjects, not just science. EYFS- YR6	English site. Very easy to use. You can choose the correct year group and science topic. Lots of worksheets and resources. Note, there is a daily lesson timetable with links to resources and video clips for each lesson for the day. For example, daily P.E. and phonics.
https://www.stem.org.uk/ This website also has resources for maths and computing YR1 - 6	Some good lessons but designed more for teachers. Lesson guidance very detailed. It does link to other websites like BBC Bitesize for some games.
https://www.nasa.gov/kidsclub/index.html	Good website for children interested in space.

The following sites are also available.

- <https://thatsciencelady.com/>
- <https://classroomsecrets.co.uk/>
- <http://www.sciencekids.co.nz/>
- <https://thekidshouldseethis.com>
- <https://thecrashcourse.com>
- <https://m.youtube.com/user/crashcoursekids>

5. History

National Curriculum orders:

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- A local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
 - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
 - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- BBC Bitesize <https://www.bbc.co.uk/bitesize/topics>
 - BBC History for Kids <http://www.bbc.co.uk/history/forkids/>
 - Primary Resources <http://www.primaryresources.co.uk/history/history.htm>
 - History for Kids <https://www.historyforkids.net/>
 - Ducksters Educational Site <https://www.ducksters.com/history/>
 - Virtual museum for kids <https://www.si.edu/kids/>
 - BBC - Free curriculum mapped videos <https://www.bbc.co.uk/teach>
 - Museums from around the world - Virtual, online tours
<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>
 - British Museum - Free videos <https://www.youtube.com/user/britishmuseum>
 - BBC Radio 4 - The History of the world - podcasts
<https://www.bbc.co.uk/programmes/b00nrt2/episodes/downloads>
 - 50 things that made modern economy – Podcasts
<https://www.bbc.co.uk/programmes/p04b1g3c/episodes/downloads>
 - Access to 500 Museums & Art Galleries - Free, online
<https://artsandculture.google.com/partner?hl=en>
 - Future Learn - Explore the architecture and history of Rome, walking around a 3D digital model of the ancient city, with this free online course.
<https://www.futurelearn.com/courses/rome/8/register?return=b5vf4pil>
 - 165 History resources - By Karen Knight
<https://drive.google.com/drive/folders/12v2FX4L4ApBD44h8zH0s9fQMnJWKPxpr>
 - Big History Project
<https://www.bighistoryproject.com/home>
Aimed at Secondary age but a wide range of activities.
 - Primary History Home Learning Resources
 - Key Stage 1 – <https://www.bbc.co.uk/teach/ks1-history/z6h3jlv>
 - Key Stage 2 – <https://www.bbc.co.uk/teach/ks2-history/zfbwhbk>
 - Key Stage 1 – Significant People
 - Key Stage 1 – Periods
 - Key Stage 1 – Themes
 - Key Stage 2 – British History
 - Key Stage 2 – World History
 - Key Stage 2 – Famous People
 - Key Stage 2 – Historical Skills

6. Geography

Use this table which shows you the curriculum content your child should be learning at school to help you choose appropriate digital content. For Geography, as with some other foundation subjects, themes are not broken down by year group in the National Curriculum.

EYFS	Understanding the world fits best with geography in the early years, this involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment			
	People and communities 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 others, and among families, communities and traditions.		The world 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 another. They make observations of animals and plants and explain why some things occur, and can talk about changes.	
Key Stage 1 Years 1 & 2	Locational knowledge Name and locate the world's continents and oceans Know characteristics of the four countries and capital cities of the UK	Place knowledge Compare an area of the UK with a small area of a contrasting non-European country	Human & physical geography Identify seasonal and daily weather patterns Use basic geographical vocabulary	Geographical skills & fieldwork Use maps, atlases and globes. Use simple compass directions (N,E,S,W) Devise a simple map Study your own environment
Key Stage 2 Years 3 to 6	Locate countries of the world Name and locate counties and cities of the UK Identify positions of significance in the world, eg. latitude, longitude, Arctic and Antarctic Circles, time zones	Understand geographical similarities and differences between a region of the UK, a region in Europe and a region in North or South America	Research: Physical geography (eg. climate zones, rivers, mountains, volcanoes, water cycle, etc.) Human geography (eg. settlements, land use, economics, energy, food, etc.)	Use maps, atlases, ICT etc. to locate countries and describe their features. Use eight points of the compass (and maps) to build knowledge of the UK and wider world Sketch maps, plans and graphs of local area

- Weather - Have a daily weather map – rain gauge, make an anemometer
- Mapping - Plot countries on a world map, draw local maps – bedroom, house/flat, garden, street, park
- Rivers - plot rivers of the UK on a map, compare to canals (natural, manmade and link to history)

- Coasts - learn coastal terminology
- Volcanoes - research recent volcanic eruption in New Zealand, make a 3d model
- Earthquakes - research natural disasters and the causes of earthquakes, such as the Asian Tsunami in 2004. Link with maths, measuring with the Richter Scale
- Glaciers - look at different types, relate to global warming.
- Rainforests - research different animals and plants found in rainforests. Look at deforestation.
- Settlements - carry out a local study, what is in your town/village/area. Compare to another part of the country/world.
- Populations - maybe consider relating to Coronavirus?
- Farming - looking at the farming year. Consider current issues, such as very wet autumn/winter and the effects on harvest.
- Consider doing a cross-curricular farming project – geography, history, art, D&T, music etc. (See Countryside Classroom below for ideas)
- Nature studies - research the wildlife that comes into your garden or local park.
- Climate change - research Greta Thunberg
- Cut out geography stories from the newspaper, and research

Suggested websites

- Research a country – check out government websites for different countries, e.g. <https://www.usa.gov/about-the-us>
- <https://www.kids-world-travel-guide.com/france-facts.html>
- <https://www.educationquizzes.com/ks2/geography/britain/>
- <http://www.primaryresources.co.uk/>

Geography games online:

- <https://world-geography-games.com/>
- <https://www.playgeography.com/games/countries-of-the-world/>
- <https://kidworldcitizen.org/free-online-geography-games/>

Resources by topic, lots of blank maps etc.:

- <https://www.3dgeography.co.uk/geography-topic>
- National Geographic Kids:
- <https://www.natgeokids.com/uk/>

Nature studies and birds:

- <https://www.rspb.org.uk/fun-and-learning/for-kids/>

Farming:

- www.whyfarmingmatters.co.uk
- <https://www.countrysideclassroom.org.uk/resources/>
- <https://ypte.org.uk/lesson-plans/food-farming-and-the-environment>
- <https://www.ourtesco.com/2014/01/26/introducing-the-tesco-eat-happy-project-and-our-farm-to-fork-initiative/>
- <https://www.discoveryeducation.co.uk/servlet/file/store66/item1174616/Discovery>

Climate change:

- <https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources>

- Nature Detectives
<https://naturedetectives.woodlandtrust.org.uk/naturedetect.../>
A lot of these can be done in a garden

7. The Arts

National Curriculum orders:

Art

Key Stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Music

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Websites

- Red Ted Art <https://www.redtedart.com/>
- Crafts for Kids <https://www.easypeasyandfun.com/crafts-for-kids/>
- Silver cross - Junk modelling ideas <https://www.playlikemum.com/20-genius-junk-modelling-ideas-for-kids-to-try/>
- Art Bar - Craft activities for children and young people <https://www.artbarblog.com/13-crafts-for-teens-and-tweens/>
- Art for Kids Hub - YouTube videos
- <https://www.youtube.com/channel/UC5XMF3Inoi8R9nSl8ChOsdQ>
- Expressive Arts resources - Riverside school <https://www.riversideschool.org.uk/page/?title=Expressive+Arts+Resource&pid=209>
- Concerts online - Various live streaming concerts <https://www.nytimes.com/2020/03/13/arts/music/coronavirus-pandemic-music-streaming.html>
- J P Brewer - View classic paintings online <https://www.flickr.com/photos/91590072@N04/>
- Walter's Museum - houses the highest artistic achievements from nearly every corner of the world <https://thewalters.org/>
- Facebook Virtual Choir - Duet with a choir online <https://www.facebook.com/groups/560884704783731/?ref=share>
- Rob Biddulph an artist posting draw-along videos via Twitter here: <https://twitter.com/RobBiddulph>
- Google Arts and culture - Learn something new every day! <https://artsandculture.google.com/>
- UK parliament - Politics, history, citizenship, etc <https://learning.parliament.uk/resources/>
- Lots of different productions available here: https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html?fbclid=IwAR25ZOUY8M_p_u1-uln2KsxZKncAZ3A2Gd-97q2rycrtia22M0lx2_S-bOo
- Wind in the Willows at The London Palladium: <https://www.willowsmusical.com/>
- Splendid Theatre Company on Vimeo: <https://vimeo.com/splendidproductions>

- Theatre Reach – YouTube channel featuring interviews with professionals working in theatre:
<https://www.youtube.com/channel/UC7v8HyQ7WGyeeJgILFayo4Q?fbclid=IwAR2CLqYW4HvStakKA4nZn98GQKHUIXpoDSbZe1TzSMrH-jei4rGPLNqlqjs>
- The Paper Birds – video snippets of some of their devised work (for older children) <https://www.thepaperbirds.com/video/>
- Gecko Theatre Company have lots of videos on YouTube here (for older children): <https://www.youtube.com/user/GeckoTheatreCo>
- PlayMe has loads of theatre pieces turned into podcasts, as well as interesting interviews: <http://www.playmepodcast.com/>
- From The Guardian article:
https://www.theguardian.com/stage/2020/mar/17/hottest-front-room-seats-the-best-theatre-and-dance-to-watch-online?CMP=share_btn_fb&fbclid=IwAR0dY-4h4lqYtViRxxDnT8O5W5tn7E_h3fwINDzaltHibKYFpbiXSpJikFU
- The Show Must Go Online: The actor [Robert Myles](#) has set up a reading group for professional and amateur actors to perform Shakespeare’s complete plays in the order they’re believed to have been written. The first livestreamed reading, on YouTube, was [The Two Gentleman of Verona](#) 19 March
- Showstopper! The Improvised Musical: After more than 1,000 productions, the Showstoppers improv crew are some of the quickest wits in the biz. So it’s no surprise that when they were faced with a West End closure they live-streamed a performance. Watch their custom-made, never-to-be-repeated impro musical [on Facebook](#).
- Timpson: The Musical: Two households, both alike in dignity ... well, sort of. Our narrator, a talking portrait, lays our scene in Victorian London and this musical comedy imagines the founding of the popular shoe repair chain as a union between two companies, the Montashoes and the Keypulets. [Watch Gigglemug Theatre’s show on YouTube](#). Here: <https://www.youtube.com/watch?v=LfzOOWCi8Ag&feature=youtu.be>
- No Proscenium - Immersive Theatre productions and interviews/ blog/ podcasts here: <https://noproscenium.com/>. Production of Blood Brothers by Theatre Ink (also other productions available on their YouTube channel: <https://www.youtube.com/watch?v=dvek0bj451Y>
- Theatre Company Blah Blah Blah – The Vulture’s song. You can watch a filmed version of the full show recorded at Square Chapel Arts Centre here: <https://youtu.be/J2CbApty2xs>. Creative activities for the family here: http://www.blahs.co.uk/portfolio/the-vultures-song/?fbclid=IwAR1rbSZ3symR_gESZ_t_wtCMXpamI4h9HV-lhfRHxcz75kTO_nK-R0ckXmq
- Drama Online has some amazing works by The National Theatre and over 2500 plays and theatre books. Now FREE until the end of April here: <https://www.dramaonlinelibrary.com/?fbclid=IwAR2x8D5GVbhEgE5o846yXM8AtzRRzA5y88ViD4ECglae9ZTCEg60-BAFtTQ>

- The National Theatre Learning department have created a digital tour guide for its building: https://www.nationaltheatre.org.uk/sites/default/files/nt_self-guided_tour1.pdf
- The RSC have developed an extensive Shakespeare Learning Zone with plenty of resources to choose from: <https://www.rsc.org.uk/shakespeare-learning-zone>
- Many actors are also now releasing podcasts of themselves reading extracts from plays, poems and stories – for example see Patrick Stewart on Twitter: <https://twitter.com/SirPatStew/status/1241870850334359552> <https://www.storylineonline.net> has many many more.
- The Royal Opera House are showing a range of operas, ballets and music via their YouTube channel: <https://www.youtube.com/royaloperahouse> including open rehearsals

8. Computing

- ICompute - I.T. Learn Programming and Computational Thinking resources <http://www.icompute-uk.com/news/covid-19-get-free-access-to-icompute/>
- Purple Mash & Serial Mash - Free resources <https://2simple.com/free-access/>
- Elementari - Write and code interactive stories - free access <https://www.elementari.io/>
- Twinkl – free resources <https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-ict>

Coding websites:

- Codecademy - learn to code - free trial <https://www.codecademy.com/>
- Barefoot computing - <https://www.barefootcomputing.org/>
- Scratch - <https://scratch.mit.edu/>
- Busy Things - <https://www.busythings.co.uk/schools/key-stages-1-and-2>
- Code - <https://code.org/>
- Raspberry PI - <https://www.raspberrypi.org/>
- Microbit - <https://www.microbit.org/>
- Turtle Academy - <https://turtleacademy.com/>
- Kodable - <https://www.kodable.com/>
- Blockly
<https://blockly.games>
Learn computer programming skills - fun and free
- Scratch
<https://scratch.mit.edu/explore/projects/games/>
Creative computer programming
- Ted Ed
<https://ed.ted.com>
All sorts of engaging educational videos
- Khan Academy
<https://www.khanacademy.org>
Note this uses the U.S. grade system but it's mostly common material.

9. Modern Foreign Languages

Support for all languages:

- Duolingo
<https://www.duolingo.com>
Learn languages for free. Web or app.

French:

- Key Stage 2 – <https://www.bbc.co.uk/teach/ks2-french/zr4qf4j>
- [Primary Resources French](#)

German:

- Key Stage 2 – <https://www.bbc.co.uk/teach/ks2-german/zm6yd6f>
- [Primary Resources German](#)

Spanish:

- Key Stage Two – <https://www.bbc.co.uk/teach/ks2-spanish/zr3dt39>
- [Primary Resources Spanish](#)
- [Free websites to learn Spanish](#)

10. Design and Technology

National Curriculum orders:

Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable □ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Websites:

- Blue Peter Badges
<https://www.bbc.co.uk/cbbc/joinin/about-blue-peter-badges>
If you have a stamp and a nearby post box.
- iDEA Awards
<https://idea.org.uk>
Digital enterprise award scheme you can complete online.
- Paw Print Badges
<https://www.pawprintbadges.co.uk>
Free challenge packs and other downloads. Many activities can be completed indoors. Badges cost but are optional.
- Tinkercad
<https://www.tinkercad.com>
All kinds of making.
- The James Dyson Foundation – a range of exciting design activities for kids https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html?gclid=Cj0KCQjw09HzBRDrARIsAG60GP_WEVe3Jnnaws9_aeTXaDNLtHgtSRQe36bMSDxxP_y5EPI5MweEV80aApbrEALw_wcB
- Teaching Ideas – free activities to support design and technology:
<https://www.teachingideas.co.uk/subjects/dt>
- Plan Bee <https://www.planbee.com/design-technology>
- Pinterest – amazing project to do at home
<https://www.pinterest.co.uk/teachingideas/design-technology-resources/>

- Stem – exciting new Design and Technology projects
<https://www.stem.org.uk/resources/collection/2897/designing-key-stage-two>
- BBC – free resources and project ideas - <https://www.bbc.co.uk/teach/ks2-design-and-technology/zvb8hbk>
- Cooking With The Kids - Keep kids Busy by getting them to learn how to cook. Teach Your Kids an Awareness of Food and Cooking To Keep Them Engaged and Occupied www.rspcaassured.org.uk/

11. Physical Education

National Curriculum orders

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Websites:

- Cosmic Kids Yoga – <https://www.youtube.com/user/CosmicKidsYoga/videos>
- 5 a day fitness videos – <https://www.youtube.com/user/5adayTV/videos>

- SuperMovers – <https://www.bbc.co.uk/teach/super-movers>
- Key Stage 1 – <https://www.bbc.co.uk/teach/ks1-physical-education/zdqhcqt>
- Key Stage 2 – <https://www.bbc.co.uk/teach/ks2-physical-education/zj2n92p>
- Keep Children Active – <https://imoves.com/imovement-signup>
- Yoga for Kids – <https://www.youtube.com/watch?v=X655B4ISakg>
- Zumba Dance Party – <https://www.youtube.com/watch?v=FHo9QaJ1Dyl>
- Dance Tutorial – <https://www.youtube.com/watch?v=FRnEDoVRaa0>
- Born to Move – <https://www.youtube.com/watch?v=9WgkiB-GQMI>
- Avengers Workout – <https://www.youtube.com/watch?v=uYi1kyMeFHQ>
- Body Coach for Kids – <https://www.youtube.com/watch?v=d3LPrl0v-w&safe=active>
- JumpStart Jonny – <https://www.jumpstartjonny.co.uk/home>

In addition, Joe Wicks, The Body Coach, will be doing 30 minute live fitness videos at 9am and Oti Mabuse will be doing daily dance classes in the evenings both via their You Tube channels:

https://www.youtube.com/channel/UC58aowNEXHHnflR_5YTtP4g

https://www.youtube.com/watch?v=4wzoy_J3l_c