

## HIAS REMOTE LEARNING CURRICULUM PACK

# Into the Future

## Remote learning curriculum pack Lower Key Stage 2 (Years 3 and 4) Pack 2

HIAS Teaching and Learning Team  
Autumn 2020  
Final version

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# HIAS Remote Learning Curriculum Pack

## Using the Remote Learning Materials

Dear Parents and carers,

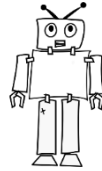
Your school is sending you this pack of remote learning activities to help you to support your child at home during the first few days of this isolation period. Your school may also have given you initial English and mathematics resources for the next few days, and this pack of activities can supplement and work alongside these. The school is finalising its plans to deliver your child's current curriculum remotely to your child, with your support, during the remainder of the isolation period. These plans will be with you shortly and will maintain progress during this short interruption of education at school.

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

How to use the pack and support your child:

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

# Into the future



## Key theme:

This theme is based on thinking about the future and making objects related to this. The activities are based around, in part, to some of the Design and Technology curriculum (see below).

## Key Stage 2

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

### Make

- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components

### Evaluate

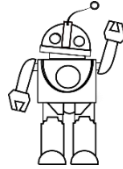
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

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

## Lower Key Stage 2

### The big idea

## Design and make a robot to help with household tasks



### Key learning

#### DT:

- use research and develop design criteria to inform the design of innovative, functional, appealing products
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams
- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

### How to do it

A robot is a machine that resembles a human being and can copy some human movements. Some people feel that robots may be used more in the future to undertake some of the tasks that humans do. They are already used to make some items for surgery, assembly and packing and are also used up in space!

This activity is all about designing and making a robot. Make sure that there are sufficient materials to complete this activity before starting.

#### Getting started:

- Look at some robots in books or on the internet. This will show the types of jobs that robots do and their design.
- Think about the household job that the robot could do in the home. This will affect the design and the materials that are used.
- Check the different materials around the home that can help with the creation.

#### Jobs that the robot could do:

- Do the washing up
- Help with the laundry (washing, drying, hanging on the line, ironing)
- Make the beds

- General tidying and dusting
- Do the cooking
- Clean the car

These are some ideas, but there may be other jobs that the robot could complete around the home too.

**Useful materials:**

These are some of the materials that can be used to make the robot:

- Cardboard boxes
- Card and paper
- Paints
- Empty, clean plastic bottles
- Different fabrics
- Drinking straws
- Lolly sticks
- Ribbon or string (use this safely)
- Glue (adult support)

**Designing and making the robot:**

- On paper, draw a design for the robot and consider what materials could be used to make each part.
- Consider how the parts of the robot could help with the household tasks.
- Gather the materials needed and make sure they are safe and clean.
- Follow the design and start to construct the robot.
- Leave plenty of time for the robot to dry before it is used.
- Evaluate how well the design worked and what could be changed in the future.

**Key questions:**

- What tasks could the robot do?
- How could the materials be used effectively?
- How did the design have to be adapted as it was made?
- What worked well and what could have been changed?

## Lower Key Stage 2

### The big idea



## Design a household object for the future



### Key learning

#### DT:

- use research and develop design criteria to inform the design of innovative, functional, appealing products
- generate, develop, model, and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

### How to do it

There are many different household objects that have evolved over many years. They are all designed to help complete jobs around the home more quickly and efficiently.

This activity is about designing a household object that will complete these tasks in the future.

#### How homes may change in the future

##### Think about:

- The different equipment in the kitchen e.g. there may be an appliance that peels the potatoes!
- The different jobs that are done by hand now across the home that could be adapted in the future e.g. there may be an appliance that irons clothes or takes out the rubbish!

##### Completing the activity:

- Decide on the 'job' that needs doing in the home and how the object could complete this more efficiently (this means completing something in a well organised and quick way).
- Research and look at the different designs for that current object today. For example, the design of vacuum cleaners has really changed over the last few years.
- Draft the design and think about the different parts to the machine.

Once the plan is made or drafted, draw out the design carefully on a large piece of paper. Make sure that all the parts of the machine are labelled clearly. Once the design is completed, the activity could be extended by writing a small piece about how the machine will make life easier for those that use it.

##### Key questions:

- What type of machine could be improved from the way it is now?
- How will the design improve what already exists?

**Useful websites and resources:** type in some of the general household items into a search engine to give inspiration.

## Lower Key Stage 2

### The big idea

### Draw a picture of the future



### Key learning

#### Art:

- To improve mastery of art and design techniques

### How to do it

None of us know what the future holds but this activity is all about thinking about what the future might look like and drawing or painting a picture about it.

#### Completing the activity:

- Think about the different things that could happen in the future around home life, friends, and jobs.
- Draft some ideas linked to the future that may happen. Consider how different objects such as cars and homes might change.
- Talk through the ideas with someone else and see if they can come up with any other ideas.
- Get some large paper and some drawing or painting materials ready to start the picture.
- Draw the outline of the objects using pencil. The picture could be of a street or countryside scene or could be of different objects that might change in the future.
- Carefully colour in the drawings and label them using descriptive words.

#### Key questions:

- What might happen in the future?
- How might different objects change?
- What descriptive words could be used to describe the objects?

## Lower Key Stage 2

### The big idea



## Write or draw the diary of an alien who visits school



### Key learning

#### English:

##### Year 3:

- Writing is clear in purpose
- Organise writing into logical 'chunks'
- Use conjunctions to express time

##### Year 4:

- Organise paragraphs around a theme
- Use a range of conjunctions such as when, if, because, although

### How to do it

No one knows if aliens from other planets exist...! Extra - terrestrial life is a hypothetical life that may be life outside of Earth. Hypothetical means a possible situation that may or may not be real. Over the years, extra-terrestrial life has been seen in works of science fiction and there has been much interest as to whether aliens exist.

This activity is all about pretending to be an alien and imagining what they would see if they visited a school now.

#### Getting started:

- Consider where the alien may come from – there are many planets in the Solar system to choose from or an imaginary planet could be used.
- Draw or write a brief description of the alien. What do they look like? What is their character like?
- Think about the journey that the alien may come from to get from their planet to the school.
- Plan the key parts of their journey and what happens when they get to the school.

#### Features of a diary:

A diary is a first-person account of what someone does, their actions and their feelings. It is important to imagine being the alien and thinking about what they might see or do when they come into a school.

Diaries have the following features:

- Uses the past tense
- Uses 'I', 'we', 'my' etc.
- Describes the writer's point of view, their thoughts, and feelings
- Events are organised into paragraphs (Year 4)
- Includes opinions as well as facts
- Is written in an informal style, as if the writer is talking to someone (a 'chatty' style)
- Uses time conjunctions to link events e.g. First, then, after a while, finally.
- Use a range of conjunctions – when, if, because, although

To make the diary extra special, it could be illustrated by drawing a picture of the alien and labelling their features. Alternatively, this activity could just involve drawing a picture of the alien and what they might see when they visit a school.

**Key questions:**

- What would the alien look like and be like?
- What would the alien find strange in schools now?
- What happens to the alien when they get to the school?

## HIAS Teaching and Learning Team

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

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

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

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

Tel: 01962 874820 or email: [hias.enquiries@hants.gov.uk](mailto:hias.enquiries@hants.gov.uk).