

HIAS REMOTE LEARNING CURRICULUM PACK

Into the Future

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

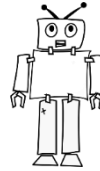
Your school is sending you this pack of remote learning activities to help you to support your child at home during the first few days of this isolation period. Your school may also have given you initial English and mathematics resources for the next few days, and this pack of activities can supplement 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

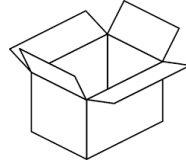
- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

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

Upper Key Stage 2

The big idea

Create a time capsule box – draw and write about it



Key learning

English:

- plan their writing by identifying the audience and purpose
- use expanded noun phrases to convey complicated information concisely

Art

- 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]

How to do it

A time capsule box is where people put special objects that are typical of the current time, into a container and bury it for future generations to find on a date in the future. It is a way of communicating with people in the future by showing them what life is like in the present day.

This activity is all about the creation of a time capsule by drawing and writing about the objects that would go into the special container. A special letter could also be written to go into the box.

Personal objects that could be included:

Think about the objects that are special and that show what life is like in the current time. These could include:

- Toys that are special or have been special in the past
- Computer games
- Music CDs and film DVDs
- Personal photographs that show different things and depict everyday life
- Mobile phones or electronic equipment

Other items may include:

- A letter written to someone in the future (see below)

- A newspaper or magazine
- Photographs that show important events
- Advertisements from magazines that show houses, cars etc.

The letter to the future:

The special letter to the future could be to the mystery person that opens the time capsule, or it could be to the child in the future.

Try including the following:

1. Say why the letter is being written
2. Share feelings
3. Write about specific events, both personal and in the news
4. Write about memories
5. Share everyday events
6. Use expanded noun phrases to add description to the letter

Completing the activity:

The activity can be completed in two different ways.

Either:

- Draw and label the objects.
- Write a piece about each object and why they have been chosen for the special time capsule box.

Extra challenge:

Choose a particular person or group of people that might open the box in future and then consider the audience in the writing.

Key questions:

- What would be useful to people in the future and why?
- What special objects could be chosen and why?
- How could the special objects be described?

Upper Key Stage 2

The big idea

Design a school for the future



Key learning

DT:

- 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

How to do it

Schools haven't really changed much over the last hundred years. Some children still go to schools in Victorian buildings, where children would have studied and played many years ago.

This activity is all about designing a school for the future. It will be important to think about how schools might change in the future and the types of subjects that children will study and how they will play.

Think about:

- the type of building that the school could be and what materials it may be made from.
- when in the future the school will exist.
- how children will use the school. Will they work in an open-plan environment? What subjects will they study?
- the different classrooms in the school. Currently schools often have IT suites and libraries but schools in the future may be very different.
- the outdoor environment. Will there be more focus on looking after the climate? What will the playgrounds look like and what play equipment will children have?
- whether children will still work in classrooms with children of their own age.
- how children will travel to school. With a focus on the environment, this may change in the future with more children travelling to school by public transport, rather than in individual cars.

Completing the activity:

The school design could be completed in different ways. These could include:

- A drawing of the parts of the school with labels to describe how the school is used.
- A written non-chronological report (a report not written in time order) with each of the parts of the school written under separate sub-headings.
- A painting of the school, showing all the different areas, equipment, and resources.

Key questions:

- How will children use the school in the future?
- How will the design for the school differ from schools today?
- What could stay the same and why?

Upper Key Stage 2

The big idea

Design and make a space craft for the future



Key learning

DT

- 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
- 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

Although many countries currently travel into space, this may well become more common in the future. This activity is all about designing and making a space craft for the future, thinking about how these space crafts could be different to the ones today.

Getting started:

- Research current space craft using the internet, books, or magazines. Look at the different designs and types of craft.
- Decide how different the space craft will be to modern day crafts.
- Collect the different materials available to make the space craft.

Types of space craft:

There are many different types of space craft including:

- An atmospheric probe which is an unmanned craft that is designed to probe into an alien planet.
- An observatory space craft that is a telescope that is placed in outer space to observe different planets.
- A space rocket that is a vehicle with a powerful jet engine designed to carry people and equipment into space.

Features of a space rocket:

Current space rockets that travel with people and/or equipment into space have four main parts that are made up of various other parts. These are usually stacked on top of each other. The rocket or space craft can be made based around current space rockets or new, invented parts.

A current rocket has the following features:

- The structure (the body)
- Payload (satellite or a space probe)
- Guidance (includes sensors and guides the rocket)
- Propulsion (the system that provides the thrust to get the rocket into space)

Completing the activity:

- Think about where the space craft will travel to. This will make a difference to the overall design as it may land on rough ground or water.
- Start the activity by drawing out the design on paper, considering the different parts to the space craft.
- Use the collected materials (see below) to make the space craft.

Different materials to use:

- Cardboard and cardboard boxes
- Coloured paper
- Rolled up card
- Plastic bottles
- Glittery stickers to decorate the craft
- Paint and paintbrushes
- PVA glue or sticky tape

Making the space craft

There are some 'traditional' space rocket designs on the internet to help but remember to follow the design. Make sure that time is left between each part of the construction to allow the glue to dry and the structure to become solid.

Take time after the space rocket is constructed to evaluate how effective the model is against the original design and how it could be improved.

Key questions:

- What parts of current space crafts could be used?
- How will the space craft for the future be adapted?
- How could the model be improved next time?

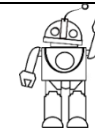
Useful websites: www.accessart.org.uk www.redtedart.com www.kidscraftroom.com

Upper Key Stage 2

The big idea



Design and make a robot to help with garden 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
- 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

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.

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 garden jobs that the robot could do as 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:

- Weeding the garden
- Mowing the lawn
- Planting
- Jet washing patios
- Cooking (barbecues)

These are some ideas, but there may be others to think about.

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 garden 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?
- What worked well and what could have been changed?

HIAS Teaching and Learning Team

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

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

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

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

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