

Home Learning Parent Workshop

Wednesday 14th September 2022



Make sure you know your child's login. For this session you will be using their account.

Please see Lisa if you can't remember theirs.
She will be able to give it to you.



Agenda

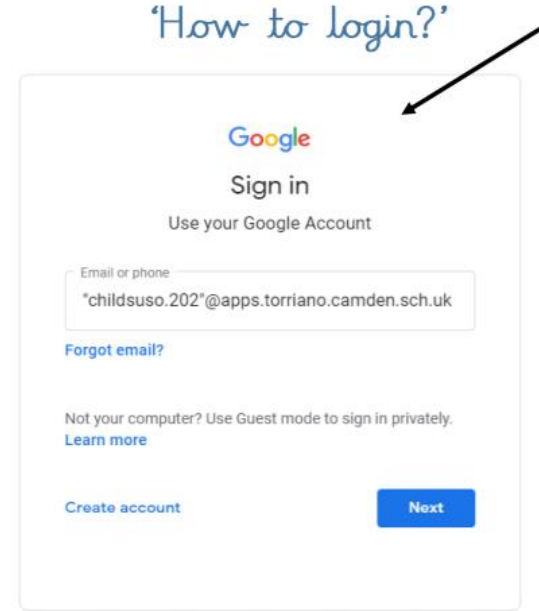
- ❖ How to login
- ❖ Navigating Google Classroom
- ❖ Home Learning Expectations



Login

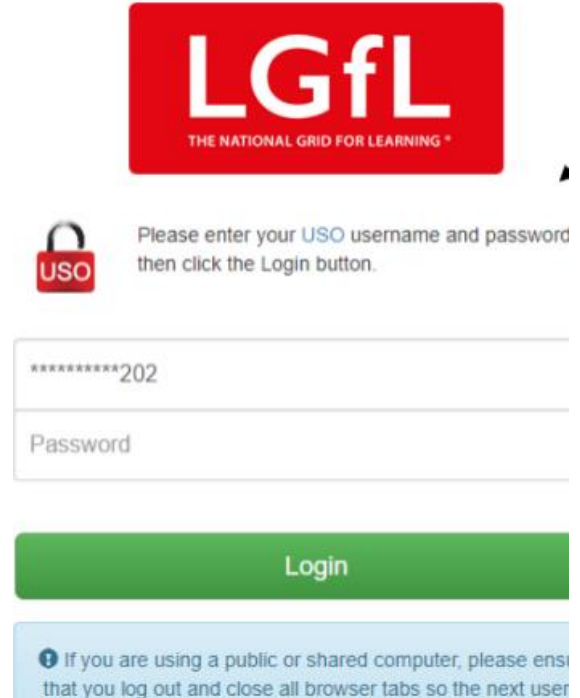


- 1) Use the search bar to find Google.
- 2) Sign into the Google drive
- 3) Then, you will need to enter the child's USO followed by
`@brecknockprimary.camden.sch.uk`



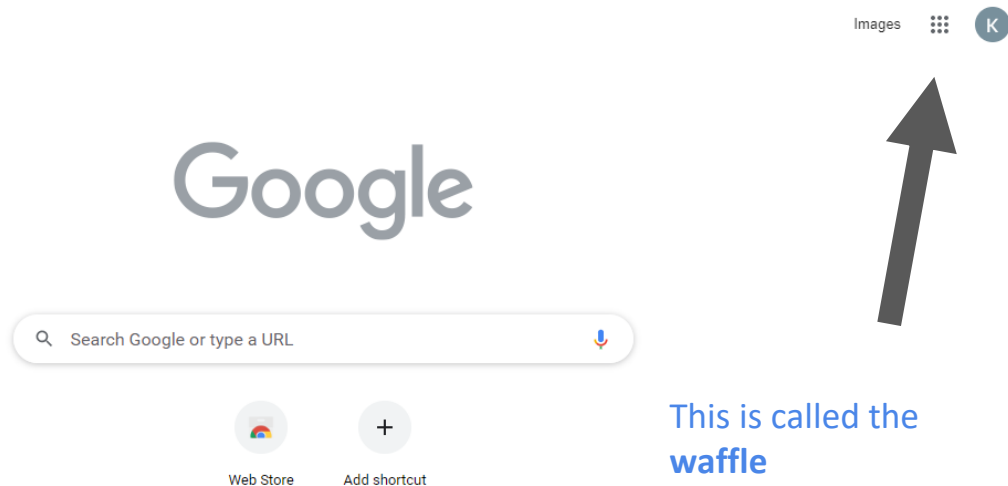
Once the child has entered your password,
you might be taken to a page that looks like this.

Use your child's USO in the first line and the same
password as before. The USO this time should not
include the "@brecknock" part.

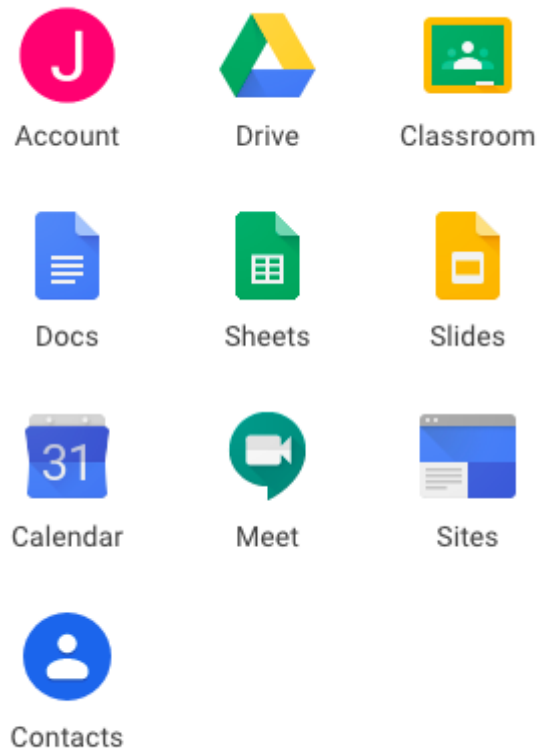


Once you're in...

Navigating the Account



This is called the
waffle





Account



Drive



Classroom



Each class has an **online classroom**.



Docs



Sheets



Slides



Calendar



Meet



Sites



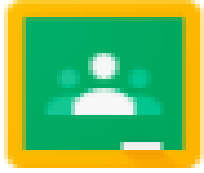
Contacts

For example if your child is in year 5, their online classroom will be 5K.



Google Classroom










Classroom

≡ Google Classroom

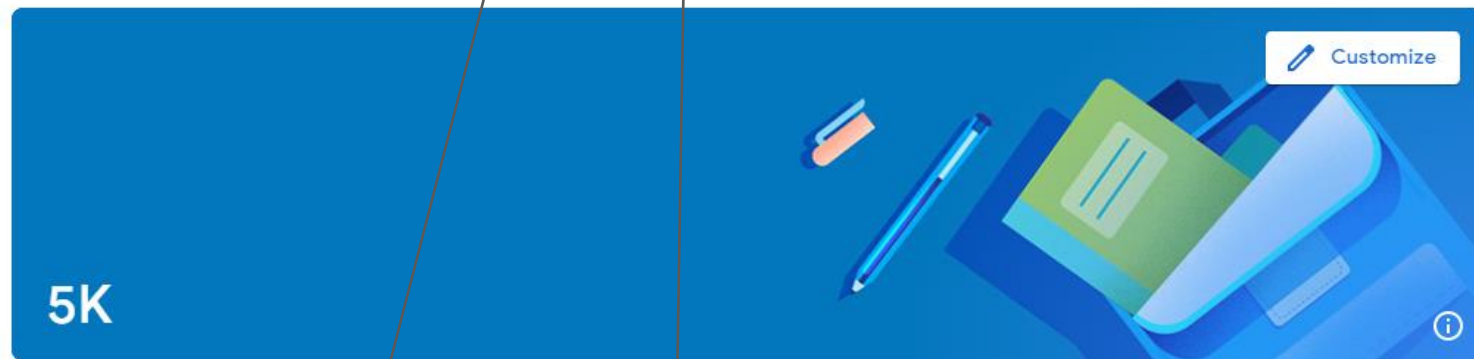
5K



Due Monday
Year 5 Home Learning







The 'Stream' page is the main page where teachers and students can share important messages about lessons and tasks.

This is where you will find the tasks assigned by the teachers

Classwork

Click on 'classwork'



Home Learning Autumn 1



Autumn 1 Half Term Anglo Saxons Quiz

Posted Yesterday



Year 5 Home Learning

Due Sep 19



Here you will see a **home learning folder**. That is where teachers will **organise the home learning tasks for the half term**.

In there, you will find a home learning overview that teachers have posted explaining the home learning tasks for the half term.



Home Learning



Google Classroom

5K Class Code: 3s37riq

Class code

Autumn 1 Home Learning

We've had a great start to the new year with children settling well into their classes and contributing to some fantastic discussions around our Class Charters and Discussion Guidelines. Thank you to all the children for their enthusiasm and thank you to parents who attended our Meet the Team session.

This term will be a busy one, with our key topic focusing on the Anglo Saxon history, looking at how their invasion shaped British history. Our literacy will also focus on this theme with a study of Michael Morpurgo's Beowulf which will inspire a variety of different writing outcomes. In maths, we will begin our work with place value to ensure we have plugged any gaps that might have crept in over the summer and then will build on this with calculation. We are excited to start our new PE lessons with Abdi and music with Tom.

Brief description explaining Autumn 1 learning



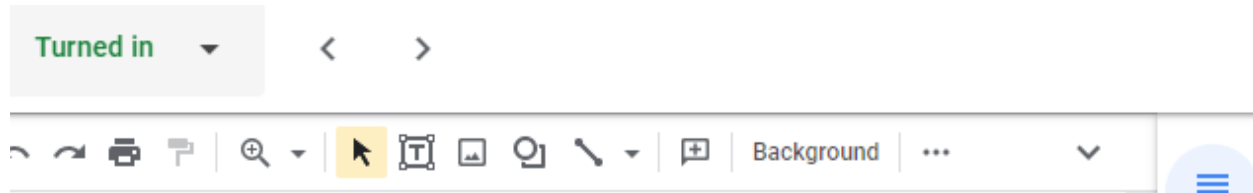
Weekly recap

Each week we will send home a piece of work from either maths or literacy, that will recap something we have learned in class. We would encourage you to access this learning online in your Google Classroom and complete it either online or in your Home Learning book.





Teachers will assign a weekly recap online task that mirrors an activity that they have completed in class (Maths, English or Science). This is *practice*, not *new learning*. Once the child has completed it, then they have to hand it in. Teachers are then notified of this and will give your child 1 point to acknowledge that they have seen the task.



Teacher assessment of home learning tasks will inform unit planning and in-class response

Answer sheet will be uploaded the following Monday for pupils and parents to check.

Grade

Points

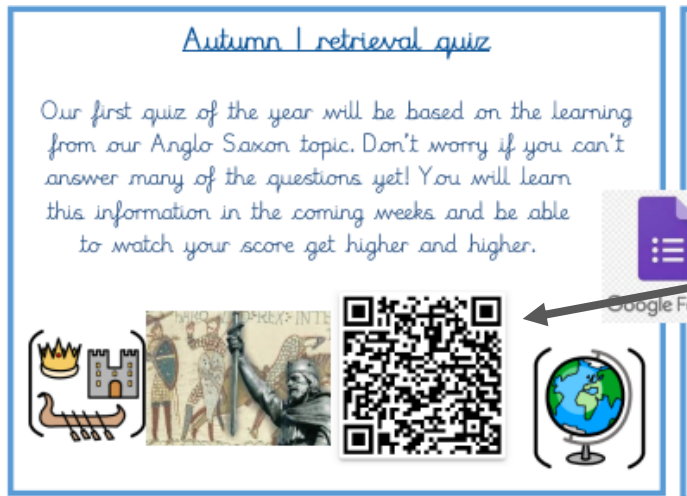
1

Long-term Memory Quiz

A quiz with questions based on the History or Geography unit for the term will be assigned at the start of the year.

Children will be given the opportunity to take this quiz throughout the half term to improve their score.

Once you scan the QR code, it will take you to the quiz.





Half Term Quiz-Anglo Saxons

Take this quiz every two weeks while we are learning about the Anglo Saxons to test your knowledge on the subject. Can you improve your score each time?

The teacher will then be able to see the student responses and monitor their progress.

Short - term Memory Quiz

Weekly retrieval quiz

Every week we will add a question to our weekly quiz. This will be something that we have already covered in class and will help you to recap and remember this knowledge.



Younger children may wish to download the mote app to send voice notes as answers/queries.



Year 5 Weekly Quiz

Every week 1 question will be added for you to answer based on learning you have done in class.




Who ruled Britain before the Anglo-Saxons?



- ☐ Romans
- ☐ Celts
- ☐ Vikings
- ☐ Greeks


Every week one question will be added for the children to answer based on learning they have done in class.





Spelling

The spelling list for this half term is attached to this document and stuck in your Home Learning books. Please practice your spellings each week, ready for a test every Monday.



Home Learning Books

Week 1	Rule: The sounds /f/, /v/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	Week 2	Rule: The /n/ sound spelt n before k
Rule and guidance	The /f/, /v/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words.	Rule and guidance	
Example Words Can you find more words that follow the rule?	off, well, miss (n), buzz (n), back (n)	Example Words Can you find more words that follow the rule?	bank (n), honk (n), think (v), sunk (v)
Exception word Do not follow the rule and just need to be learned	if, pal, us, bus, yes.	Exception word Do not follow the rule and just need to be learned	
Word classification	Nouns: person, place, thing (n) 	Word classification	Verbs: an action, state or doing word (v) 

<u>Week 1</u>	Rule: words endings which sound like /əʃ/ spelt -cious or -tious	<u>Week 2</u>	Rule: words endings which sound like /əʃ/ spelt -cious or -tious		
Note:	Not many common words end like this.	Rule and guidance	If the root word does not end in -ce, the /ʃ/ sound is usually spelt as t – e.g.		
Rule and guidance	If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice space – spacious, malice – malicious	Example Words Can you find more words that follow the rule?	ambitious, cautious, fictitious, infectious, nutritious		
Example Words Can you find more words that follow the rule?	vicious, precious, conscious, delicious, malicious, suspicious	Exception word Do not follow the rule and just need to be learned	anxious		
Exception word Do not follow the rule and just need to be learned	anxious	Word classification	Adjectives: describing words		
Word classification	Adjectives: describing words	5/6 Word List These words do not follow a spelling rule and need to be learned	5/6 Word List These words do not follow a spelling rule and need to be learned		
accommodate	accompany	according	achieve	aggressive	amateur

Spelling or Phonics Overview is also uploaded at the start of each half term. The child needs to practise their weekly spellings in their home learning book. They are then assessed on these in class. Test spelling books are kept in school (phonics not applicable).



Support



- Speak to the school if you don't have a device.
- If you need further support/ demonstration please stay behind and we can help you.

Google Classroom iOS requirements are 11.0 or later.

BEFORE THE MEETING

Find a comfortable spot to sit. It is best to keep your device on a steady surface if possible.

WHEN THE MEETING STARTS

Mute your device by clicking the microphone button.

DURING THE MEETING

Be patient, this is a learning experience for everyone.

Be engaged. Nod or give thumbs up when others are speaking.

Unmute your microphone when your teacher asks you to talk. Mute your device again when you are done speaking.

Even though we are not in our school building, our school rules and expectations still apply.

CAMERAS ON/OFF

We use this to show understanding:

EG: If you clearly understand cameras off
If you need help keep the camera on

We also use this to save bandwidth to stop 'lagging'.

DIGITAL SKILLS LESSONS



Stream

Classwork

People

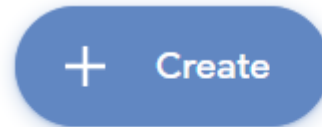
Marks

GO TO CLASSWORK

GO TO CREATE



THEN PRESS
ASSIGNMENT



Assignment



Assignment



Title

TRAINING



Instructions (optional)

USING SLIDES



Add



Create

ADD THE TASK DETAIL



Title

TASK



Instructions (optional)

REMEMBER TO SEND A COPY TO EACH PUPIL



Add



Create

For

6B



All students



Points

100



Due

No due date



Topic

No topic



Rubric

+ Rubric



Check plagiarism (originality)

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ADD YOUR NAME IN A BOX

(First name register order)

<i>Helen</i>	<i>Conor</i>	<i>Justin</i>	<i>om</i>	<i>Jaime</i>	<i>Zoe</i>
<i>Adam</i>	<i>Mel</i>	<i>Sabrina</i>	<i>Maeve</i>		
<i>Usma</i>	<i>Marianna</i>	<i>Maria</i>	<i>Sadikah</i>		
<i>Lisa</i>	<i>Lexie</i>	<i>Andrea</i>			

Can you think of an adjective to describe a cat

1) Put these numbers in order, starting with the smallest.

0.3

$\frac{2}{10}$

$\frac{1}{4}$

0.27

$\frac{22}{100}$

smallest

MAKING 'SNIPS' EDITABLE

TEACHING USING GOOGLE SLIDES

KS2 MATHS EXAMPLES

NCETM Videos

KS2 ENGLISH EXAMPLES

<https://classroom.google.com/c/MTU4NDY3NzYzMjU4>



Account



Drive



Classroom



Docs



Sheets



Slides



Calendar



Meet



Sites



Contacts

Marking of Work

All work must be acknowledged.

This comes in the form of a simple comment like-

“Great!”

“Well done.”

Easiest to comment on work as children work, particularly in KS2

KS1 - Marking - What to expect

Every piece of submitted work will be acknowledged with a simple comment and 'returned' by the teacher.

The teacher will give more detailed feedback for one piece of writing each week in some form using the marking criteria and success criteria where possible

The teacher will use verbal recognition for work completed the previous day or sessions. This live or recorded recognition of work is a powerful tool to maintain motivation and to give clear feedback.

KS1 - Marking - What to expect

No work will be 'graded' - be sure to switch this off when assigning

Any feedback from parents will inform the following days lesson where possible

(this should not be shared with parents)

During the day work will be shared in live sessions but where work is not shared or the child can't upload at the time parents will need to do so later in the day, probably after they have finished work or have time so there could be a delay in the work being handed in, marked and feedback fed into the future learning.

KS2 - Marking - What to expect

- All work submitted needs to be marked and returned.
- Basic secretarial marking needs to be included in all pieces of work where children have submitted a written response. Secretarial marking includes spelling, punctuation, tense and grammar. Adding a comment using our existing marking code is a quick way of doing this. Ensure that you remind children of any codes you use.
- Marking policy should be used to mark work quickly - reducing the need for written comments. A summarising comment should then be used to praise and clarify the marking.

Excellent adjectives Helen. Please add adverb.

Slowly the red bus moved.

KS2 - Marking - What to expect

- Work does not need to be 'graded' and so the grading feature should be turned off before assigning work.
- Whole class verbal feedback can be given the following day to supplement future learning.
- Any children who need further input can be targeted during the 9-10am response slot. In which case, just make a comment guiding them to this meeting time.

key tips

ADD YOUR NAME TO A STICKY AND POSITION UNDERNEATH THE APPROPRIATE STATEMENT

Clearly understand



Mr B	Sasha	Ms B	Mia	Claudia
Cecil	Martha	abdullahi	BIORDI	rayden
Ebla	Rinaz	Aamira	Elias	Arturo

Understand



TAILIAH	ayub
Shayla	SYLVAN

6B this is
for your
work, not
play!

Need help



daniel

Jamboard

ADD YOUR NAME TO A STICKY AND POSITION UNDERNEATH THE APPROPRIATE STATEMENT

Clearly understand



Mr B	Sasha	Ms B	Mia	Claudia
Cecil	Martha	abdullahi	BIORDI	rayden
Ebla	Rinaz	Aamira	Elias	Arturo

Understand



TAILIAH	ayub
Shayla	SYLVAN

6B this is for your work, not play!

Nees

$$55/8 = 8 \frac{1}{8}$$

$$\frac{8}{6} = \frac{12}{6}$$

TAILIAH

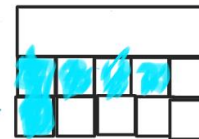
$$24 = 2 \frac{6}{4}$$

Examples of Improper Fractions
 $\frac{16}{8}$ $\frac{101}{52}$ $\frac{5}{3}$ $\frac{8}{4}$ $\frac{12}{2}$ $\frac{20}{11}$ $\frac{2}{1}$
 All of the above are examples of improper fractions!

16/9

Rayann

$$21/5 = 4 \frac{1}{5}$$



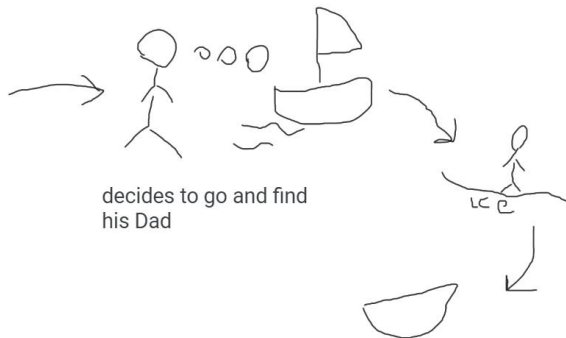
$$\frac{17}{4} \quad 17 \div 4 = 4 \text{ r. } 1$$

$$\frac{17}{4} = 4 \frac{1}{4}$$

Improper fraction



Noi at home, Dad at sea



decides to go and find his Dad



NOI'S DAD WENT ON A FISHING TRIP.



BUT HE DID NOT RETURN



HIS OLD PAL THE STORM WHALE HELPED HIM AND TOOK HIM TO HIS DAD.



HE FOUND HIS BOAT BUT IT WAS EMPTY

SO HE WENT AFTER HIS DAD

Any questions?







EYFS - Online Learning

Tapestry





What is the purpose of online learning for EYFS?

- Keeping the children learning
- Ensuring they feel part of their class community
- Opportunities for learning in the home environment
- Shift to live teaching via Zoom
- Sharing of their home learning
- Stories, phonics, rhymes, counting

	What am I learning today?	Finished
9:30-9:40	LIVE INPUT "Hello!" and register 	
9:40-10:00	Phonics LIVE INPUT and Writing Challenge 	
10:00-11:45	Writing Challenge to complete at home with grown-ups - share via Tapestry 	
11:45-12:00	"Wake Up, Shake Up" LIVE INPUT Physical Challenge & Breakout Groups for 'Show and Tell of work'/PSED circle time 	
12:00	C&L/PD/M/UW/EAD LIVE INPUT Home Learning Challenge sent via Tapestry 	
12:00-13:00	LUNCH 	

EYFS

13:00-14:30	C&L/PD/M/UW/EAD Challenge to complete at home with grown-ups - share via Tapestry 	
14:30-14:45	LIVE INPUT Storytime and "Goodbye!" 	

EYFS Expectations

Teachers and Support Staff working from home should be available from **9am Monday-Friday, logging into Tapestry regularly throughout the school day.**

Support Staff working from home **must attend all live lessons on Zoom.** Support staff in school should **show children the lesson from the classroom.**

Children will have the opportunity during the day to **share their work during live sessions.** They will also have the opportunity to **share their work via Tapestry** (and will receive feedback and a next step).

1:1 support staff should provide an additional daily challenge for their Key Child (if they are learning from home) which links to their EHCP/Speech and Language/OT targets. Where possible the challenge should be linked to the theme that day.

Where appropriate Support Staff may also **provide additional challenges i.e. fine motor activities.**

All EYFS Teachers and Support Staff should **'like' all Nursery and Reception observations** uploaded by parents/carers.

Teachers and Support Staff working from home should **comment and give feedback on their bubble's work uploaded to Tapestry.**

When commenting on and giving feedback on children's work, **names must be spelt correctly and writing should be proofed before commenting.**

"Wow! You are an author, Will! What a great story. Does the Tickle Monster have any friends? I would love to hear more about his adventures!"


"Olivia, that sushi looks yummy! It's my favourite food, too. Perhaps you could draw and label the sushi that you made to make a menu - just like a real restaurant! Ask Mummy and Daddy to post a picture of it on Tapestry if you do."

Good morning Beetroots,

Thank you for joining me for today's live phonics session! This is the follow-up phonics 'Curious Challenge' for today. There are no new sounds or Tricky Words to learn so this challenge will help you to practise reading and writing the Phase 2 sounds.

If you were able to join the live session, please complete the last two pages of the challenge. If you were not able to join the live session, have a go at trying to complete all of the challenges.

Grown-ups - PLEASE NOTE - I have uploaded the teaching resource in the 'Memos' section of Tapestry. This is different to where I have been saving things previously as Tapestry have changed some features of the Documents section. It is saved as 'DOCUMENT - Phonics - Challenge - Re-cap Phase 2 - Sounds 11.12.20'.

In order to view the 'Memos' section, you will need to access it through the Tapestry website (www.tapestryjournal.com)  and not the app.

You could download and print the document for your child to write on. Alternatively, your child can view it online and use a whiteboard or paper to write on.

If you have any questions, please don't hesitate to contact us through Tapestry or via the school email address (admin@torriano.camden.sch.uk).

Remember to let us know how you get on with the phonics Curious Challenge - ask a grown-up to send us a photo of your learning.

Good luck!



Bouncy Blending



This is a fun game to play at home with your family! It is a great way to practise your **blending** (i.e. putting sounds together to read a word).

Decoder Dog has written a list of words.

Ask your grown-up to write the **graphemes** (letters) on pieces of paper and then lay them on the floor. You need to jump on each piece of paper and then say the sounds. Can you **blend** them together to read the word? Can you write your own word to add to the game?

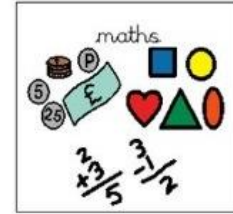
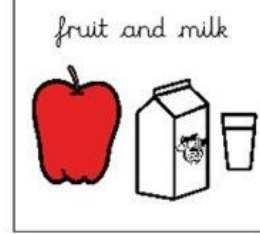
huff (h-u-ff)

sat (s-a-t)

Make a visual timetable for the important events in your 'home learning' day (just like the timetable we have in school). Draw pictures and write labels on pieces of paper for the key moments in the day i.e. register, phonics, snack, toilet, maths, story etc.

When you have finished, order the events in your day and tell your grown-ups what you are doing 'now', 'next' and 'later'.

Refer back to the timetable throughout the day and ask your child questions about it i.e. What are we doing now? What will we be doing this afternoon?



Day and Night

Monday

Sing songs to encourage your child to learn the days of the week.

<https://www.youtube.com/watch?v=3txOrvuXIRg>

Encourage them to say which days we go to school and which days we stay at home.

Tuesday

Make a countdown calendar to introduce durations and to count down to a special event i.e. Christmas, a birthday, Eid.

Encourage your child to say and record how many 'sleeps' are left until the special event.





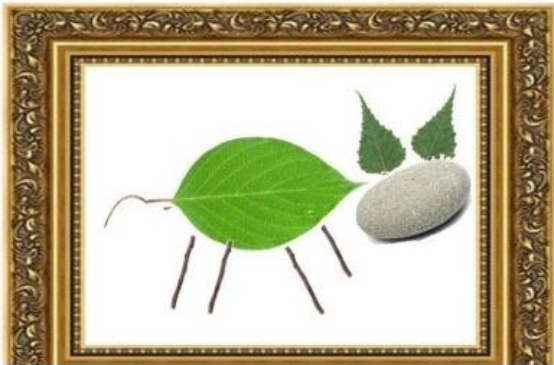
The BIG Beetroot Challenge!

The children in *Beetroots* are always so creative and curious with their learning. Today's BIG *Beetroot* Challenge is about re-using objects that you find around your home/garden to create art! This technique is called 'Transient Art'.

We would like you to collect a selection of objects and then use them to make a picture. It could be a person, animal, house, letter from your name - whatever you want!

These objects could be natural items such as leaves, stones, sticks or other small loose parts such as buttons, beads, small toys, string etc. You then need a frame - you can use an old picture frame or ask your grown-up to help you cut out a frame from paper or cardboard. Use the objects to create your picture inside the frame. When your creation is finished, ask your grown-ups to help you take a photo and send it to us on Tapestry.

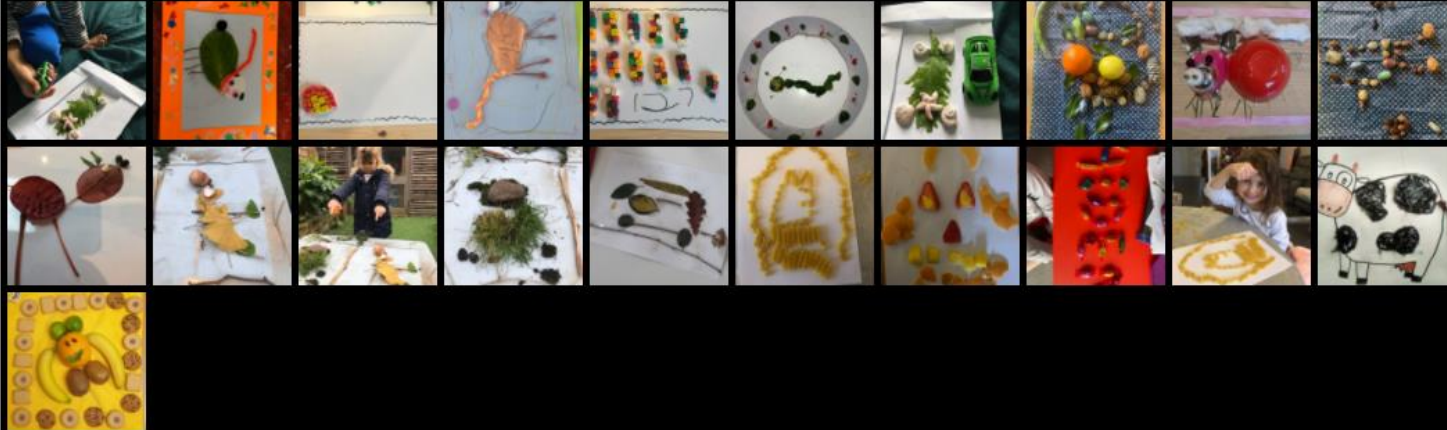
The best thing about this type of art is that you don't need any glue - you can just use the same objects again and create a new picture!



<https://tapestryjournal.com/s/torriano-primary-school/observation/31496>

The Beetroot's Transient Art Exhibition 2020!

Great way to
showcase off
line work.



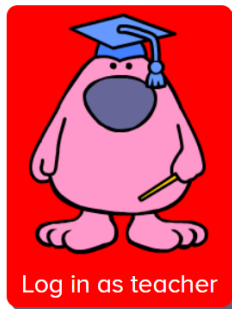
Online Games



Welcome **Torriano Primary School**. If you are not from this school/organisation then please contact us:

Tel: 01332 364963

Email: lgfl@busythings.co.uk or trustnet@busythings.co.uk



Normal USO Login



Easy Login



Who Am I Login

If in doubt, click
"Normal USO Login".

In order to use LGfL USO logins, a school will first need to ensure that the headteacher has approved the "data release self-determination" declaration. For more information, click [here](#).



Communication with parents

- Google Classroom app
- Email?