



Hampstead School Remote Learning

Autumn term 2020-21

This pack is intended to support remote learning for students who are not in school. This is particularly prevalent in light of the COVID-19 epidemic, but it applies to all forms of absence.

Your son or daughter will need to isolate if:	For how long?
They display symptoms of COVID-19	Until a negative test result is received or 10 days pass
Someone in their household displays symptoms	Until a negative test result is received or 14 days pass
They have had close contact with a confirmed COVID-19 case	For 14 days from the time of close contact
They receive a positive COVID-19 test result	For 10 days from displaying symptoms
They return from a country requiring quarantine	For 14 days from the point of departure

In all of these cases your son or daughter must complete school work at home if they are well enough to do so. Our remote curriculum consists of three tiers designed to give students and parents flexibility in response to circumstances at home.

Remote Learning	Outline	Submission details
Tier 1: Satchel: One (Show My Homework)	Your son or daughter's subject teachers will set them work through Satchel: One (previously Show My Homework). Work will reflect content covered in class and should be prioritised.	Access Hampstead.RMUnify.com and follow instructions within Satchel: One. Submit work to individual subject teachers.
Tier 2: Independent web-based learning	If your child completes all Tier One work, or has any problems in accessing it, this pack includes a list of high-quality, web-based learning platforms. Students can select relevant topics.	Photograph or screen grab your work and email details to your Head of Year and form tutor.
Tier 3: Core Activity Programme	If you have limited internet access or your child struggles with detailed, on-screen instructions, this pack contains a wide range of straightforward but thought-provoking tasks for completion.	Photograph your work and email details to your Head of Year and form tutor, or bring hard copies into school when you return.



Tier 2: Independent web-based learning

Website name	Website address	Log-in details and other notes
RMUnify	https://hampstead.rmunity.com	RMUnify allows direct access to software we have purchased for student to use at home. The login is identical to that used to access the school computers (see page 3 for more info)
Mathswatch	www.vle.mathswatch.co.uk	Username and password provided by maths department
Sam Learning	www.samlearning.com	Centre ID: NW2HS User ID& Password: DOB followed by initials in the format DDMMYY
Seneca	www.senecalearning.com	KS3 sign up using school email KS4 username is school email. Use forgotten password function to reset
BBC Bitesize	www.bbc.co.uk/bitesize	No registration required
Oak National Academy	www.thenational.academy	No registration required
Khan Academy	www.khanacademy.org	Create an account to access
Codecademy	www.codecademy.com	Create an account to access
The Day Online Newspaper	www.theday.co.uk	Follow the tile in RMUnify for access to our paid subscription
Unifrog	www.unifrog.org	Username is school email. Use forgotten password function to reset
Sumdog	www.sumdog.com	Can use as guest, sign up for free or use log in details provided by teacher to complete assigned homework.
Memrise	www.memrise.com	Create an account to access
Scratch	https://scratch.mit.edu	Create an account to access
BBC Languages	www.bbc.co.uk/languages	No registration required
Think U Know	www.thinkuknow.co.uk	No registration required



Hampstead.RMUnify.com—a portal to online learning

[Hampstead.RMUnify.com](https://hampstead.rmunity.com) gives you access to all of the digital products and online resources that the school provides to support your learning. **We strongly recommend that students log into RMUnify first and then access other school platforms.**

- It is your home page on school computers and you can access it from any device with an internet connection.
- All you need is your username and password for your school IT account.
- You can access your school email from RMUnify.
- If you started school before September 2020, your email address is STU + 'your username' + @hampsteadschool.org.uk.
E.g. STU16DZ1@hampsteadschool.org.uk
- If you started school in September 2020, you do not need to add STU.
E.g. 16DZ1@hampsteadschool.org.uk

How to support student engagement

The crucial factor at this stage is that students stay engaged in their education. They might find some work difficult but, if they put effort into their work and maintain good learning habits, they will make progress and find it much easier to close any gaps when they return to school.

How can my son/daughter engage?

- Log in to Satchel: One everyday and complete all work set
- Hand work in on time using the specified platform (e.g. Satchel: One, Microsoft Teams, Seneca)
- Email their classroom teacher, form tutor or head of year if they have any problems
- Access the web-based learning above if they finish Tier One work or struggle to access it
- Complete the Core Activity Programme if they do not have internet access

How can I help my son/daughter to engage?

- Create a quiet working area with access to the equipment they need
- Help them to establish a routine that builds in dedicated work and relaxation time
- Plan their work with them each morning or evening
- Reward them for good effort and engagement

The Hampstead School Core Activity Programme

If your child is struggling to understand the work set on Satchel One, or has limited access to a computer, they can complete these activities as an alternative. They can complete this work on paper or on a computer.

Geography: Walk to your nearest busy road and watch the traffic for ten minutes, keeping a tally chart of the different type of vehicles that you see (e.g. cars, vans, lorries, motorbikes, bicycles, electric scooters, emergency vehicles, other). Repeat the exercise at a different time of day and then write a paragraph comparing the results.



English: Imagine that the school football team in your year group gets through to the national cup final. You can either...

- Write a match report covering what happens in the match
- Write a script of commentary covering the key moments
- Write some football chants in support of Hampstead School

Art: We are planning to install a compass mosaic in the centre of our first playground, directing people to the North, East, South and West blocks. We would like something that reflects the culture of the school and also the life-changing events we are living through. Create a design or a series of design on paper.

History: Begin COVID-19 diary and time-capsule project. Make a daily entry: How do you feel? What is in the news? What are the positives and negatives of isolation? Gather together objects that sum up your lockdown experience.

Design and Technology: Use your graphic design skills to come up with a logo for your year group at Hampstead. It should link to the Hampstead logo but draw in ideas and principles that you think are important to you and your friends. Complete some developmental sketches and a final, labelled design.

PE: Create a new ball game that combines some of the rules of football and handball. They should include the following: rules, number of players, scoring system, equipment needed and the name of the new game. They should outline all of this on a poster or leaflet.

Science: For this experiment you will need a bottle of any size. Fill the bottle with water and then leave the water out for four hours to make sure it is at room temperature. Put the bottle—lying on its side—in the freezer for an hour and a half. Take the water out carefully (do not shake!). Hit the bottle on the table and watch what happens!

This link shows some of the tricks you can do with this : <https://www.youtube.com/watch?v=kEHdyiBMgAg>

Social Sciences: Using the TV news and other newspapers as an inspiration, create a newspaper front page covering the main issues in the news this week. Include the name of your newspaper, a main headline and a lead story. You could also add pictures and other stories.

Finished? Log in to Satchel: One and try and complete the activities set by your teachers. Go to [BBC Bitesize Daily Lessons](#) and complete lessons there. Watch one of [these documentaries](#) on YouTube.

If you are working on paper, keep it safe and bring it into school when we open. If you are working on computer, or you have taken photographs, please email your work to your Head of Year and form tutor.

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Art: This year saw the 75th anniversary of **VE Day**. We would like you to talk to your family about VE Day and watch the news and any relevant TV programmes. Use what you learn as inspiration for **a piece of artwork that commemorates VE Day**. It could be a painting, drawing, photograph, sculpture or collage.

History and Social Sciences: Create a '**self isolation time capsule**'. Each day, choose an item that you think helps sum up your experience of isolation. Write a sentence for each item, explaining why you have chosen it. Put all of the items in a box and either (i) bury it in the garden or (ii) put it at the back of a cupboard. Open it in 12 months!

Design and Technology: We are all being careful not to visit the shops more than we need to and get maximum value from the food we have. **Plan and cook a lockdown meal** based on some things that need to be used up in your kitchen cupboards. Write up the recipe, method and a restaurant review of how it tasted.

PE: Using items that you can find in your house, **plan and complete a lockdown workout** that develops all the major muscle groups. Do it every day and keep a record of the time it takes or the amount of reps you manage—try and achieve a personal best on the last day of the week.

Mathematics: Using paper and scissors, **create nets for a range of shapes**. Can you make a net for a cube, cuboid, square-based pyramid, triangular-based pyramid and—for a real challenge—a hexagonal prism? When complete calculate the surface area and volume of each of the shapes you have created.



English: Write a brilliant paragraph that describes this photograph in lots of detail.

When you have finished, you can write...

- A story inspired by the picture.
- A newspaper article about recent events.
- A poem about how you feel.

Science: You are going to **make plastic polymers from milk**. You will need (i) milk (ii) vinegar (iii) a bowl (iv) a spoon (v) a sieve (vi) cookie cutters

Add a pint of milk to a saucepan and heat it until it is hot but not boiling. Carefully pour it into a bowl. Add some vinegar to the milk and stir until you see blobs. Strain the milk through a sieve, leaving a mass of blobby lumps. Leave to cool and rinse with water. Press all the blobs together to form and squeeze out the liquid. Flatten out onto a smooth surface and then cut out shapes with a cookie cutter. Leave to harden over a couple of days.

What you have actually made is casein, made when the milk's proteins meet the acid in the vinegar. The casein will not mix with the acid, so it forms the blobs you strained out.



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Geography: Where does your food come from? Dive into your cupboards and fridge to find out! Find the country of origin on the label and create a food diary or food map. Do you think you could convince your parents to try and buy more local produce so that you can reduce your carbon footprint?



English: Imagine that your normal school day is interrupted by aliens crash landing at Hampstead School. You could...

- Draw a picture of what the aliens look like.
- Write a diary entry about the day it happened.
- Write a newspaper report covering the aftermath

Art: If COVID-19 was a creature or animal what would it look like? Use your imagination or memories of animals, monsters and creatures from movies. Sketch it lightly at first and then draw the details such as the texture of the scales, skin, fur or feathers. Shade with pencil, colour pencils, felts or make it as a collage.

Music and art: Create a ‘**lockdown**’ playlist of ten songs that help sum up your lockdown experience. Write them as a list and write a sentence for each, explaining why you chose each song. Give your playlist a title and then **design a music album cover**.

Design and Technology: Board games have been flying off the shelves (of Amazon warehouses) as people look for ways to pass the time. Design a ‘Lockdown 2020’ board game that tries to capture your experience. If you have the materials you could even build a prototype and play it with your family!

PE: Run two kilometres as your daily exercise four times this week, leaving a day in between each run as a rest day. Record your time for each run and try and achieve a personal best in your final run of the week.

Mathematics: Using a ruler, draw out five 12 x 12 grids on separate pieces of paper. Use one grid to write out your times tables (2 through to 12) and time yourself to get a baseline time. Ask your family to test you every day, focusing on the sums you find more difficult. Complete a grid each day; can you improve your time?

French or Spanish: Create labels using paper and Blu-Tac. Label as many different household items using French or Spanish vocabulary. Do not worry about getting them wrong! Challenge your family to use these words as much as possible and then test them at the end of the week.

Social Sciences: Anything but Coronavirus! Watch the news everyday and find one story per day that has nothing to do with COVID-19. Summarise the key points of each story and draw a picture to accompany your notes. At the end of the week decide which story is most important and why.

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