



**Learning**

**from Home**

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| Class 2  Wk beg: 23rd Nov 2020 | **Spelling (30 mins)**  **Email school if your child has forgotten their log in!** | **Reading (30 mins)** | **Writing (1 hour)** | **Maths (45 mins)** | **Afternoon Project**    **When finished each day** |
| **Monday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Remember when we looked at the key events in the story and discussed the characters emotions at each point? Today we are going to plan our own historical adventure story.**  Think about and makes notes on:  Your character/s – name, description, lifestyle (this is an opportunity to note down some relative clauses – who enjoys/who has/who believed);  3 places in the Roman town you will describe and what details you will include (expanded noun phrase, relative clause and prepositional phrase);  What will be the main event in your story that the description will lead up to?  What will happen at the end?  How will you finish the story? A short time later? When the child character has grown up? In present day?  I’ll post our box-up plan for Escape from Pompeii onto Google Classroom – you can have a go at making a copy, renaming it as your box up plan then use it to make notes for your own story plan beside it. I’ll be able to see it in our shared folder! | **Warm up with**  ***Contact school if you need a reminder of your login details!***    We are continuing our multiplication and division sequence this week, practicing using what we have learnt to solve problems and discussing our reasoning.  Y4 will be building their knowledge of factors and multiples, focusing on learning the 7x table. They will then apply their knowledge in different ways, focusing on the important language in word problems.  Y5/6 will be building on informal and formal written methods for multiplying and dividing, including by multiples of 10 and 100. Using their knowledge of prime, square and cubed numbers, they will solve problems relating to them.  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/recalling-multiplication-and-division-facts-cmwk0d>  **Year 4**  <https://classroom.thenational.academy/lessons/solving-2-digit-multiplication-calculations-using-the-distributive-law-6rr30d>  **Year 5**  <https://classroom.thenational.academy/lessons/using-derived-facts-to-multiply-mentally-69j3ct>  **Year 6**  <https://classroom.thenational.academy/lessons/using-derived-facts-to-multiply-mentally-69j3ct> | **PE**  This link will take you to Premier Sports YouTube channel.  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **French**  Today, we are continuing our learning about classroom objects:  Look at the following video to practise and learn some of the vocabulary you will need to name the things that are found in a classroom.  Why not begin to make your own French dictionary to help you remember the words?  You could label some of the things in your house with their French names: chair, desk, exercise book, pencil etc.  <https://www.youtube.com/watch?v=xRsr6wOIhgg>  **BRITISH VALUES**  Last week, as part of history, we looked at terrorism and thought about why people would protest through violence.  Two areas of British Values we’ve discussed a lot this term has been law and order, linked to our topic of Romans, and rights and responsibilities.  Prior to 1918, women were not allowed to vote. A group of women called the suffragettes protested violently to fight for that right.  Learn more with this BBC bitesize link:  <https://www.bbc.co.uk/bitesize/articles/z7fny9q> |
| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today we will rehearse our story out loud, trying out different words and phrases that will add detail to our story.**  I’ll post photos of our literacy working wall on google classroom so you can ‘magpie’ some of the phrases and clauses we came up with last week. Remember to note down the phrases and sentences you want to bring the setting of the story alive for your reader.  We will also remind ourselves of the rules of using dialogue we came up with in our last writing unit.  **“Everyone’s** target is to start a new line when a new person speaks,” said Mrs Marsh, surveying the classroom.  “**Most** are experimenting with a character speaking twice,” suggested Issy, with her hand up, “with a movement detail in the middle.”  “**Some** are remembering to use punctuation before closing the inverted commas,” grinned Josh.  Mrs Marsh smiled. | **Warm up: play an addition and subtraction game at** [**https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction**](https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction)  **Y4 will be introduced to multiplying a 3 digit number by a one digit using a formal written method.**  **Y5/6 will be focusing on using a formal written method when multiplying by a multiple of 10. Remember to think about your place value – ones column, tens column, hundreds column.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/using-dienes-to-multiply-a-2-digit-number-by-a-1-digit-number-c5hk6c>  **Year 4**  <https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60t6ae>  **Year 5**  <https://classroom.thenational.academy/lessons/long-multiplication-68u38t>  **Year 6**  <https://classroom.thenational.academy/lessons/long-multiplication-68u38t> | **History**  This week, we will learn more about the impact of the Romans in our local area and we will learn about discoveries of Roman artefacts in our local area, such as the Seaton Down Hoard. We will learn about the Roman name for Exeter – Isca Dumnoniorum.  Use the following web links to investigate: (just press ctrl and click on the link to follow it):  [Roman Devon - Historic environment](https://www.devon.gov.uk/historicenvironment/devons-historic-environment/roman-devon/)  [A History of Exeter](http://www.localhistories.org/exeter.html)  [a History Timeline of the City of Exeter](http://www.exetermemories.co.uk/em/timeline_of_exeter.php)  [An in-depth look at Exeter's bloody Roman past](https://www.devonlive.com/news/devon-news/isca-dumnoniorum-depth-look-exeters-3053736)  [Roman and bronze age sites in Devon](https://www.devonlife.co.uk/out-about/places/where-were-the-roman-settlements-in-devon-1-6682740)  How will you present what you have learned? Write down some of the interesting facts you read about…  *If you can access google drive, you could create a slideshow (like a powerpoint) to share the discoveries you have learnt about. Remember to post it to google classroom!* |
| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today we are writing our story. Read the instructions first please!**  Log in to google drive and click on the shared folder named Escape from Pompeii. From there you can open a document and start writing.  *If you are writing by hand, remember to leave a blank line in between each line you complete so you can redraft and improve later (better than rewriting the whole paragraph later!).*  Remember to write one section at a time.  *Target*  *Y4 use expanded noun phrases to add detail to setting.*  *Y5 use relative clauses to add detail to characters and setting, marked with commas.*  *Y6 select between expanded noun phrases and relative clauses and brackets or dashes for additional detail.*  Stop and read through to check for sense regularly (especially if you are experimenting with expanded noun phrases and subordinate clauses).  At the end of each paragraph, check your plan for what the next section needs to include.  *You might only get to the third paragraph today - because you are carefully crafting your sentences – but don’t worry, because you have more time tomorrow. 😊* | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/using-arrays-to-multiply-a-2-digit-number-by-a-1-digit-number-cctk4c>  **Year 4**  <https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-6ctkjd>  **Year 5**  <https://classroom.thenational.academy/lessons/long-multiplication-68u38t>  **Year 6**  <https://classroom.thenational.academy/lessons/long-multiplication-68u38t> | **Art**  Explore the work of a range of modern mosaic artists:    Look at the work of mosaic artist Sonia King <http://mosaicworks.com/gallery/fineart/>.  Look at the different shapes of tiles used, patterns motifs etc . You could investigate the work of other mosaic artists (see <http://mosaicworks.com/gallery/fineart/>).  Which mosaics do you like best? Why not print a picture of one to show the class, explaining why you like it.  Then, use small pieces of coloured paper (you could cut up the pages of an old magazine or catalogue) to make your own mosaic design in the style of the artist you have chosen.  **Computing**  So much of everyday life in the modern world is tied up with computers. Today we are going to explore what the Internet is and how it works.  First, watch this video:  [How does the internet work?](https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z3tbgk7)  Then, use the BBC Bitesize lesson (<https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7>) to create a glossary of key vocabulary including things like *protocol, domain, IP address, URL, packet, router, DNS  etc.* |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today we are completing our story.**  Some of us might start to edit too!  (*Remember if you are writing a document on the google drive you can edit and improve as you go.)*  **Take the time to read your story out loud.** Is it easy to read it with expression? Do you need to shorten some sentences from multi-clauses into two? Is there a bit that needs more description? Does your dialogue make sense and move the plot on?  Think about improving your overall writing, the vocabulary and phrases and ‘sound’ of the story before proof-reading (thinking about spelling and punctuation) because that is most important and what we are focusing on!  Happy writing. | **Warm up with a game from** [**https://www.mathplayground.com/index\_addition\_subtraction.html**](https://www.mathplayground.com/index_addition_subtraction.html) **today and keep simple mental skills sharp!**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/dividing-by-10-using-place-value-c8tpad>  **Year 4**  https://classroom.thenational.academy/lessons/short-division-part-1-6gr6ar  **Year 5**  <https://classroom.thenational.academy/lessons/short-division-6gt64d>  **Year 6**  <https://classroom.thenational.academy/lessons/short-division-6gt64d> | **Science**  This week we will be learning about what happens in a circuit when we change the components. We will be learning about the measuring tools, voltmeters and ammeters. We will then investigate what happens when we change the number of cells and lamps in a circuit. Predictions and conclusions are the focus of this lesson, so have your paper and pencil ready!  <https://classroom.thenational.academy/lessons/what-happens-in-a-circuit-when-we-change-the-components-60wp2r>  **Music**  Learn a song about mosaic making in this week’s ‘Time and Tune’ lesson:  [Primary Music KS2: Romans - 8. Make a mosaic](https://www.bbc.co.uk/teach/school-radio/music-ks2-romans-8-make-a-mosaic/zfyd8xs) |
| **Friday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today is our editing, proof-reading and sharing day.**  Proof-reading is easier when writing on the computer as the wiggly red line indicates spelling and the wiggly blue line indicates grammar (and extra spaces) and if you right click on the line it suggests the correction.  If you are writing by hand, you could use a dictionary to correct spellings you know are wrong. Use a different colour pen to show the changes you have made to punctuation.  I can’t wait to read your story set in historical times! | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/exploring-division-strategies-c8tk4c>  **Year 4**  <https://classroom.thenational.academy/lessons/short-division-part-2-6nk66c>  **Year 5**  <https://classroom.thenational.academy/lessons/division-with-remainders-ccwk6r>  **Year 6**  <https://classroom.thenational.academy/lessons/division-with-remainders-ccwk6r> | **RE**  This week in RE, we will continue to explore the biblical story of Noah – see [Animation: Noah and the Flood - Children and Youth](https://www.childrenandyouth.co.uk/videos/animation-noah-and-the-flood/)  Write a diary of the events in the story from the point of view of one or more of the characters (human or animal).  In this story, God decided to destroy the world as so many people had become wicked. However, at the end of the story, God made a **covenant** with Noah that he would never again send a flood to destroy the world. ***Covenant: noun*** *an agreement, usually formal, between two or more persons to do or not do something specified.*  Much of the Bible, starting with this story, is about how God chooses to deal with the problem of evil in the world.  So what is evil?  List what we could remove from today’s world in order to make it a better place. Split list into two categories: ‘Things we could stop’ and ‘Things we can’t stop’.  Christians and Jews believe that God has a plan to rescue the world from evil. Humanists, on the other hand, believe that human beings have the power themselves, through Science and human development, to resolve the world’s problems themselves.  What could **we** do to improve the world?  Why not make a pact or promise to do something to improve the world? |