



**Learning**

**from Home**

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| Class 2  Wk beg: 9th 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> | **In class we are writing our reports on aspects of Roman life over the next two days. You could work on writing your own or have a go at the spelling and grammar lessons below.**  **With Ellie:**  <https://classroom.thenational.academy/lessons/to-investigate-suffixes-more-plurals-6rtpcd>  **Year 4:**  https://classroom.thenational.academy/lessons/to-investigate-more-suffixes-past-and-present-tense-64wp2c  **Year 5:**  <https://classroom.thenational.academy/lessons/to-investigate-the-letter-string-fer-64r3ce>  **Year 6:**  <https://classroom.thenational.academy/lessons/to-develop-our-knowledge-of-the-function-of-a-colon-6hjk0t> | **Warm up with**  ***Contact school if you need a reminder of your login details!***  We are starting a new sequence today, looking at multiplication and division and how they are related to one another.  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/recalling-the-3-times-table-c8tp4d>  **Year 4**  <https://classroom.thenational.academy/lessons/multiplication-and-division-64r32e>  **Year 5**  <https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d>  **Year 6**  <https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d> | **PE**  This link will take you to Premier Sports Youtube channel.  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **British Values**  A big topic of conversation recently has been the elections in the USA for the top job – President.  What are some of the ways we can get involved in politics? Voting is the first thing we think about but you can only do that when you are over 16 years old. As schoolchildren, we can get involved in political issues through writing letters, signing petitions or campaigning.  How important is this responsibility? Can you, a child, make a difference?  Look at some of the laws of Ancient Rome - do we agree with them? Why/ why not?  [The Twelve Tables - Ancient Rome for Kids and Teachers - Ancient Rome](https://rome.mrdonn.org/12tables.html) |
| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Spelling and grammar lessons**  **With Ellie:** <https://classroom.thenational.academy/lessons/to-investigate-suffixes-more-plurals-6rtpcd>  **Year 4:**  <https://classroom.thenational.academy/lessons/to-revise-our-understanding-of-simple-and-compound-sentences-65gkje>  **Year 5:**  <https://classroom.thenational.academy/lessons/to-develop-and-generate-subject-specific-vocabulary-6mtp4e>  **Year 6:**  <https://classroom.thenational.academy/lessons/to-practise-curriculum-words-6tj32d> | **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)  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/recalling-the-4-times-table-cmt64e>  **Year 4**  <https://classroom.thenational.academy/lessons/representing-word-problems-using-bar-models-c4wpae>  **Year 5**  <https://classroom.thenational.academy/lessons/factor-pairs-61k3cd>  **Year 6**  <https://classroom.thenational.academy/lessons/understand-the-terms-common-factor-and-common-multiple-as-properties-of-a-number-cdk68c> | **History**  This week, we will be learning about the Celtic queen of the Iceni tribe, Queen Boudicca, and her revolt against the Romans.  Start by investigating the word **revolt.**  Use n online or other dictionary to find out more about what this word means.  Use the Oak National Academy lesson below to learn more about Queen Boudicca.  <https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc>  You could also listen to the BBC radio programmes:  Queen of the Iceni [1. Queen of the Iceni](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-boudicca-queen-iceni/zrvcgwx),  Boudicca’s victories [2. Boudicca's victories](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-boudicca-victories/zj2spg8),  The Final Battle [3. The final battle](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-boudicca-final-battle/zhy9cqt)  **Art**  Look at pictures of Boudicca and discuss how she is presented.  Practise drawing pictures to represent Boudicca or another Roman story (eg. Romulus and Remus) for the central motif of a mosaic, considering what you want to communicate about the central figure/s. |
| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today’s lessons focus on collecting a range of exciting ‘technical’ (subject-specific) vocabulary for writing a report.**  **With Ellie:**  <https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-the-jungle-part-1-6wu3gt>  **Year 4:**  https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-being-wet-c8w30r  **Year 5:**  <https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-eating-6mtkec>  **Year 6:**  <https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-eating-cmwk6d> | **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-represent-the-3-and-4-times-tables-6xk38r>  **Year 4**  <https://classroom.thenational.academy/lessons/representing-2-step-word-problems-6nhkgt>  **Year 5**  <https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e>  **Year 6**  <https://classroom.thenational.academy/lessons/multiply-and-divide-by-10-100-and-1000-involving-decimals-64wk6r> | **PSHE**  Philosophy for Children  Big Question - Am I always responsible for my actions?  Start by writing down some of your responsibilities – to go to school, be a good learner, look after pets… Another meaning of responsible is to ‘take responsibility’ – to own your actions.  Watch the video link below, which is an animated version if the classic tale ‘The Scorpion and the Frog’.  [PSHE KS1/KS2: Am I always responsible for my actions?](https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsygwx)  The story was about a scorpion’s nature – what things are in human nature? Are we responsible for all the decisions we make? What about other humans across the planet?  **ART**  Continue drawing representations of Boudicca and other members of her tribe. Remember the rules of proportion we learnt last year? Revisit those here:  <http://thehelpfulartteacher.blogspot.com/2012/07/human-proportion-simplifying-figure.html> |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today’s focus is on spelling.**  **With Ellie**  <https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-plural-including-a-test-6gt3jc>  **Year 4:**  <https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-more-suffixes-past-and-present-tense-including-a-test-74t30c>  **Year 5:**  <https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-the-letter-string-fer-including-test-70rp8c>  **Year 6:**  <https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-curriculum-words-including-test-65k6ar> | **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/understanding-multiplication-can-be-completed-in-any-order-68rp6c>  **Year 4**  <https://classroom.thenational.academy/lessons/deriving-multiplication-facts-c9k32r>  **Year 5**  <https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c>  **Year 6**  <https://classroom.thenational.academy/lessons/place-value-to-3-decimal-places-6crpat>  <https://classroom.thenational.academy/lessons/represent-decimal-numbers-in-a-variety-of-ways-cmv6ae> | **Science**  This week we will be creating circuits and investigating what happens when we change certain components.  What are the different components in an electrical circuit?  <https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit-cdk34d>  We will also be looking at common appliances that run on electricity. Your task is to make a list of battery powered and mains powered appliances found at home.  EXT: can you identify anything outside your home that is run by electricity? You might need to discuss your ideas with an adult first!  Then check your list by watching this video:  [**https://www.bbc.co.uk/bitesize/clips/zqb7tyc**](https://www.bbc.co.uk/bitesize/clips/zqb7tyc)  Finish off by creating a poster to warn people how to stay safe around electricity. (Links to PSHE – Staying Safe) |
| **Friday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Elicitation Write**  Ournext unit is to write a historical narrative (story), based on ‘Escape from Pompei’ by Christina Balit.  Today I’d like you to write a story set during Ancient Roman times.  How will you show it is set in Ancient Roman times? What will you mention to set the scene?  Think carefully about the characters in your story: who they are, where and how they live and what they do. What might be the problem they encounter in a short story? How will they overcome the dilemma?  Keep the story simple, so that you will have time to make it exciting by using dialogue and description as well as describing the action.  When you have thought carefully about your characters, setting and plot, you need to decide how to start the story and write the opening.  Think carefully about what the reader needs to know about your characters and, wherever possible, **show, don’t tell** by describing carefully what they say and do to reveal how they are feeling and what they might be thinking.  I will be especially looking for:  -description of setting  -dialogue between characters  -an exciting event.  **Start by writing down as many Roman topic words you can remember so you can include them in your story!** | **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-bar-models-to-represent-known-times-tables-6tj62e>  **Year 4**  <https://classroom.thenational.academy/lessons/deriving-division-and-multiplication-facts-6nk62t>  **Year 5**  <https://classroom.thenational.academy/lessons/prime-numbers-65j38e>  **Year 6**  <https://classroom.thenational.academy/lessons/identify-properties-of-numbers-6wv34t> | **RE**  **‘WHAT IS IT LIKE TO FOLLOW GOD?**  Our new sequence in RE will focus on what it means to have a faith, particularly considering Christianity and Judaism. Write a few sentences to share your initial thoughts on the big question above.  We will start our new sequence of work, on the key question ‘What does it mean to follow God?’ by considering what it means to have faith.  Watch and respond to [What Does it Mean to Have Faith?](https://www.youtube.com/watch?v=2iZxeMm3w4I)  [Faith Through the Eyes of a Child](https://www.youtube.com/watch?v=CsXdYwe0TJE)  [What is Faith ?](https://www.youtube.com/watch?v=FLzBOnlvN4w)  [Jesus' Teaching: Faith « RE:quest](http://request.org.uk/jesus/teaching/jesus-teaching-faith/)  Write a paragraph or make a mind-map about the question *What does it mean to have faith?*  **Music**  In Music this week, we will be composing our own ‘sound scapes’ using a range of instruments or sounds. What can you find around the house to make music with? What sounds might you use to represent the sounds of a Roman town? Can you represent a walk to the forum, past the temple, on to the stadium to watch gladiators fighting and then to watch a chariot race? You could record your composition.  Can you invent and use symbols or drawings to make your own ‘graphic score’ of the sounds in your musical composition and the order in which they are played? |