



**Learning**

**from Home**

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| Class 2  Wk beg: 16th 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> | We are starting our new Literacy narrative unit, historical stories, based on the book ‘Escape from Pompeii’ by Chrisitina Ballit.    Look at the front cover. Can you predict: who might the story be about? What might they be escaping from?  You will find a read-through of this story on Youtube at:  <https://www.youtube.com/watch?v=K7aYNcv9uDI>  How does the author introduce the central characters, Tranio and Livia?  How does the author introduce the setting of Pompeii?  Pause the video to look closer at the pictures. Can you think like a historian? What can we learn about life in this Roman town from the pictures? | **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/using-arrays-to-represent-the-3-and-4-times-tables-6xk38r>  **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> | **PE**  This link will take you to Premier Sports YouTube channel.  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **PSHE**  We will be continuing our learning about keeping safe by considering how to keep safe from hazards in the  home:  <https://classroom.thenational.academy/lessons/hazards-in-the-home-6mt68c>  You could create a poster to warn family members of the hazards you have learnt about today. |
| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today, we are going to begin to explore how to write an effective description of a setting.**  Listen to the start of the story again (<https://www.youtube.com/watch?v=K7aYNcv9uDI> to 3:07 ‘Then something happened…’)  **As you listen**, make a list of the places that Tranio is described and what he sees, hears or does there.  You could watch the following videos to learn more about life in Pompeii before the eruption of Vesuvius. These animations show how historians and artists have used the remains of the town that were preserved for hundreds of years after they were covered in ash from the volcano, to imagine what the town was like before the eruption of Vesuvius destroyed it completely.  <https://youtu.be/G3W_KLtX2VM>  <https://youtu.be/N-upaByYclM>  <https://youtu.be/dY_3ggKg0Bc> | **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/understanding-multiplication-can-be-completed-in-any-order-68rp6c>  **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> | **Art**  Look at <http://en.wikipedia.org/wiki/Roman_mosaic> . Scroll down to the gallery of mosaics and click on the Ulysses image. Think like a historian and also as an artist.  *What can you learn about the Romans from this mosaic?*  *Think about the ship, design, sails, rigging, oars, the clothes, and the god like/ mythical figure on the right with the bird legs and wings that seems to be bringing a storm.*  Look at a variety of images of Roman mosaics (see also <https://www.historyextra.com/period/fishbourne-roman-palace-chedworth-roman-mosaics-visit-explore-where-in-britain/>) and choose a favourite. Find out what you can about the mosaic and write 5 facts about it.  Practice drawing pictures to represent Boudicca or another Roman story (e.g. Romulus and Remus) for the central motif of a mosaic, considering what you want to communicate about the central figure/s  Or, use the online lesson below to stimulate ideas about how you can use the pages of an old magazine to begin making your own mosaic picture.  <https://kinderart.com/art-lessons/recycle/magazine-mosaics/> |
| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today we will continue to consider how to write an effective description of a place. We will practice modifying nouns in different ways:**  **Year 4: Using expanded noun phrases**  Use the BBC bitesize lesson at <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f> to learn more about expanded noun phrases.  You could watch the lesson at <https://classroom.thenational.academy/lessons/to-explore-expanded-noun-phrases-ccwk8d>  to recap word classes, especially nouns and adjectives and learn more about expanded noun phrases.  Then, have a go at writing a few expanded noun phrases that you might use to describe a place in a Roman town (such as an arena where gladiators are fighting, the forum, the Roman baths or the chariot races, a villa) using sentences that include a relative clause. Can you use some of these expanded noun phrases in sentences? You may wish to use a character (like Tranio) in your sentences.  **Year 5 and 6: Using relative clauses**  Use the BBC bitesize lesson at <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt> to learn more about relative clauses.  You could also watch the lesson at <https://classroom.thenational.academy/lessons/to-explore-relative-clauses-6xjp4c>  to recap sentence types and learn more about relative clauses.  Then, have a go at writing a few sentences to describe a setting in a Roman town (such as an arena where gladiators are fighting, the forum, the Roman baths or the chariot races, a villa) using sentences that include a relative clause. Remember to use precise vocabulary along with expanded noun phrases to really paint a picture of the town. | **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/representing-2-step-word-problems-6nhkgt>  **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> | **History**  This week, we will be using a range of sources to find out about Roman places of interest in Britain and how the Romans changed Britain after they invaded,  Oak National Academy Roman Britain lesson 6: How did the Romans Change Britain? <https://classroom.thenational.academy/lessons/how-did-the-romans-change-britain-60r3gt>  BBC Radio: How the Romans Changed Britain [5. How the Romans changed Britain](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-how-changed-britain/zmgw8xs)  Roman Roads and Buildings [6. Roman roads and buildings](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-roads-and-buildings/zjvk47h)  <https://www.bbc.co.uk/programmes/p0113tgv>    **Geography**  Use online mapping tools to find out distances between Roman towns, such as Doncaster and Manchester or York and Bath. Record your findings in a simple table or spreadsheet. How many Roman towns can you find in the UK?  Use the following resource to support you in finding the modern names of Roman towns and locating important roads in Britain built by the Romans.  (Contact school if you need us to email this resource to you.)  <https://www.tes.com/teaching-resource/roman-towns-and-roads-in-britain-6406476> |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today, we are going to look at the way the author starts their sentences.** Read the following extract:  *‘On a hillside overlooking the sparkling bay of Naples, the Roman city of Pompeii glimmered in the sunlight.*  *From his window, young Tranio listened to the noise humming from bars, taverns and shops around him, and to the busy tradesmen haggling in the streets below. Beyond the massive city walls he could see Pompeii’s greatest protector looming in the distance.*  Can you remember what a **preposition** is? See <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd> if you have forgotten.  Underline the prepositions in the text above. Note that each of the three sentences in this paragraph start with a **preposition phrase** (i.e. A phrase that begins with a preposition.)  These preposition phrases are also **adverbials of place.** As **fronted adverbials** (i.e. adverbials at the start of a sentence), they are followed by a comma.  Have a go at writing a short description in the style of the paragraph above, using fronted adverbials at the start of sentences. Remember to follow each fronted adverbial with a comma. | **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> | **Science**  This week we will be learning about the symbols used to record various circuits as a diagram.  <https://classroom.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c>  If you want to know more about electricity and how it works, check out this web page.  <https://www.dkfindout.com/uk/science/electricity/>  **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, we are going to use conditional sentences to give advice to one of the characters from the story.**    Your task today is to write a letter to the citizens of Pompeii, or to one of them in particular, such as Tranio’s father, Dion, to give them advice.  Try to use sentences that contain ‘If…, then…’ or ‘When…’ to give your advice, explaining what might happen if they don’t leave the town.  Eg.  Use modal verbs such as ‘might’, ‘could’ and ‘will’ to explain what could happen if they don’t follow your advice and others such as ‘must’, ‘should’ or ‘can’ to explain what they ought to do.  *Think: How will you get across the seriousness of the situation?* | **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-the-inverse-operation-to-find-missing-numbers-cgt32c>  **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/prime-numbers-65j38e> | **RE**  **‘WHAT IS IT LIKE TO FOLLOW GOD?**  We did great writing last Friday related to our last sequence ‘Why do Hindus try to be good?’ 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?* |