 

**Learning**

**from Home**

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| Class 2  Wk beg: 28th September 2020 | **Spelling (30 mins)**  **Email school if your child has forgotten their log in!** | **Reading (30 mins)** | **Writing (1 hour – 1hour 20 minutes)** | **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> | **All Year groups**  Read one or two of the stories from  [The Book of Hopes](https://literacytrust.org.uk/family-zone/9-12/book-hopes/)  **<https://classroom.thenational.academy/lessons/to-explore-word-class-6cu3je>**  Plan your own story about an encounter with a real or mythical creature, as we discussed in class last week for shared writing. Describe the main character with care, emphasising their key characteristics. Can you use a range of **adjectives** to describe? What **verbs** will you use for your character to show their emotions? How do these reflect their character? | **Warm up with**  ***Contact school if you need a reminder of your login details! Who will earn the most coins this week? Who will get faster in their timings?***  **Year 4**  <https://classroom.thenational.academy/lessons/ordering-and-comparing-numbers-beyond-1000-cmr66c>  **Year 5**  <https://classroom.thenational.academy/lessons/comparing-5-digit-numbers-cnhk6c>  **Year 6**  <https://classroom.thenational.academy/lessons/understanding-how-the-digits-in-a-number-indicate-its-structure-71gp6e> | **PE**  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **French**  [Learn French - How to Introduce Yourself in French](https://www.youtube.com/watch?v=_4N46dVx9nE)  [French lesson 2: How to ask and how to say your name in French](https://www.youtube.com/watch?v=Ru_bY6oYCPU)  Don’t forget, you need to practice what you have learned, so try to find some people to practice with! |
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| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **All Year groups**  **Read one or two of the stories from**  [The Book of Hopes](https://literacytrust.org.uk/family-zone/9-12/book-hopes/)  **<https://classroom.thenational.academy/lessons/to-explore-expanded-noun-phrases-6hh36c>**  Take some of your ideas for the setting of your story and your main character (the animal might be the other main character if they talk!) then use expanded noun phrases to describe your ideas (see above lesson). | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Year 4**  <https://classroom.thenational.academy/lessons/ordering-and-comparing-a-set-of-numbers-beyond-1000-6nh36r>  **Year 5**  <https://classroom.thenational.academy/lessons/ordering-and-comparing-5-digit-numbers-using-a-number-line-c4r62c>  **Year 6**  <https://classroom.thenational.academy/lessons/compare-and-order-numbers-to-ten-million-c4w6ac> | **History**  Use the following links to investigate famous Roman gladiators. Make some notes about a chosen gladiator or make a poster about them!  [Famous Gladiators](http://www.tribunesandtriumphs.org/gladiators/famous-gladiators.htm)  <https://www.youtube.com/watch?v=8l1NyR6UvxU>  [History - Spartacus](http://www.bbc.co.uk/history/historic_figures/spartacus.shtml)  [Spartacus, The Grecian Slave Warrior Who Threatened Rome](https://www.historynet.com/spartacus-the-grecian-slave-warrior-who-threatened-rome.htm)  [The Gladiators Priscus and Verus: Equal they Fought, Equal they Yielded](https://www.ancient-origins.net/history-important-events/gladiators-priscus-and-verus-equal-they-fought-equal-they-yielded-009321) |
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| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **All Year groups**  **Read one or two of the stories from**  [The Book of Hopes](https://literacytrust.org.uk/family-zone/9-12/book-hopes/)  **<https://classroom.thenational.academy/lessons/to-explore-pronouns-cmvkjr>**  **Remember- a story needs details to come alive. One way is by adding adverbs and adverbials**  Can you include a range of adverbs or adverbials that tell the reader more about **how, when** or **where**  the verbs or actions are performed? Try using these at the beginning of a sentence, followed by a comma. Tomorrow we’ll stop planning and rehearsing and write! | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Year 4**  <https://classroom.thenational.academy/lessons/finding-10-100-or-1000-more-than-a-given-number-cmu62c>  **Year 5**  <https://classroom.thenational.academy/lessons/ordering-and-comparing-6-digit-numbers-using-number-lines-cmw3cr>  **Year 6**  <https://classroom.thenational.academy/lessons/negative-numbers-in-context-68t66c?step=1&activity=video> | **Art**  Investigate Roman mosaics, looking through this gallery. Make a list of common subjects, such as animals. What sort of things did these works of Art portray?  <http://www.bbc.co.uk/history/ancient/romans/mosaics_gallery.shtml>  Which do you prefer?  We will be printing mosaics with paint, using the end of a piece of dowelling to make squares. You could try this at home or create a mosaic using this online tiling tool. [Make a Mosaic](https://www.learningplayground.co.uk/mosaic/)  **PSHE 30 mins**  [**https://us8.campaign-archive.com/?u=57437507f4a3aad76843b6d9e&id=1c0182708e&e=4dab1b9d9c**](https://us8.campaign-archive.com/?u=57437507f4a3aad76843b6d9e&id=1c0182708e&e=4dab1b9d9c)  I['LL DO IT, TAKING RESPONSIBILITY (BOOK)KIDS READING WITH ENGLISH SUBTITLES](https://www.youtube.com/watch?v=YpJKWcI6CL8) |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **All Year groups**  **Read one or two of the stories from**  [The Book of Hopes](https://literacytrust.org.uk/family-zone/9-12/book-hopes/)  **<https://classroom.thenational.academy/lessons/to-explore-the-functions-of-fronted-adverbials-60u68e>**  Begin to write your own story about an encounter with a real or mythical creature, as you’ve planned this week. In the first section, describe the main character with care, emphasising their key characteristics. Can you use a range of **adjectives** to describe? What **verbs** will you use for your character? How do these reflect their character? | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Year 4**  <https://classroom.thenational.academy/lessons/rounding-numbers-to-the-nearest-1000-crr66d>  **Year 5**  <https://www.bbc.co.uk/bitesize/topics/znwj6sg> What are negative numbers? Watch video and clips.  **Year 6**  <https://www.bbc.co.uk/bitesize/topics/znwj6sg> What are negative numbers? Watch video and clips. | **Science**  <https://classroom.thenational.academy/lessons/how-are-synthetic-materials-made-from-raw-materials-cdgk0e>  We will also be investigating what it means for a material to be durable. How could we test different materials for durability?  Last week we set up the investigation to find out ‘How long does it take for organic materials to decompose?  We ended up including various plastics to prove for ourselves how durable they are – even if they are very thin!  Maybe you could set up your own investigation in outdoor space – make observations and monitor changes. How will you record your observations? |
| **Friday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **All Year groups**  **Read one or two of the stories from**  [The Book of Hopes](https://literacytrust.org.uk/family-zone/9-12/book-hopes/)    **<https://classroom.thenational.academy/lessons/to-revise-our-knowledge-of-word-class-c9k6ct>**  Next write the middle of your story – the encounter. Remember to include some dialogue to move the story on. Start a new line each time a new person speaks so it’s easier to follow. Can’t wait to read it! | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Year 4**  <https://classroom.thenational.academy/lessons/finding-the-odd-one-out-75j36r>  **Year 5**  <https://classroom.thenational.academy/lessons/negative-numbers-in-context-68t66c?step=1&activity=video>  **Year 6**  <https://classroom.thenational.academy/lessons/negative-numbers-in-context-68t66c?step=1&activity=video> | **RE**  <https://classroom.thenational.academy/lessons/what-are-hindu-beliefs-about-karma-samsara-and-moksha-61jpat>    [Religious Studies KS2: The cycle of birth, death and rebirth](https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3)  **Music**  <https://www.bbc.co.uk/teach/school-radio/music-ks2-romans-2-is-that-a-fact/zhyd8xs> |