



**Learning**

**from Home**

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| Class 2  Wk beg: 19th October 2020 | **Spelling (30 mins)**  **Email school if your child has forgotten their log in!** | **Reading (30 mins)** | **Science (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> | **SCIENCE WEEK STARTER**  Give your self 15 minutes to draw a picture entitled ‘A Scientist’. You could label the different features you’ve included.  **Then** watch this video about some of the equipment you might use this week.  <https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z2qqj6f>  **OUR AMAZING BODIES**  Start with what we know about and can measure – our bodies.  How many questions can you come up with in 10 minutes related to your body and movement?  **Real Life Scientists – Mark Richards**  [**https://www.stem.org.uk/resources/elibrary/resource/228613/mark-richards**](https://www.stem.org.uk/resources/elibrary/resource/228613/mark-richards) | **Warm up with**  ***Contact school if you need a reminder of your login details!***  How could you record your measurements over time? Watch this short video about collecting data, <https://www.bbc.co.uk/bitesize/topics/zg6tyrd/articles/zgg9pbk>  Another short video for ideas on presenting your data: <https://www.bbc.co.uk/bitesize/topics/z7rcwmn/articles/z8dp8mn>  **In school we will be timing each other jogging a mile around the playground. This will be our baseline for continued practice and improvement. We will also be following the children’s ideas such as finding out - how many star-jumps we can do in a row and creating a table to record our daily attempts, looking for improvement.**  At home you could make up your own investigation, looking at your fitness levels and body skills you could improve. Maybe find out how many ball-bounces you can do in a minute. Or how long you can skip without stopping. Remember to decide how often you are going to repeat this task and how to record it. Set yourself a target for improvement! | **PE**  This link will take you to Premier Sports Youtube channel.  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **You could also continue your investigations into our amazing bodies from this morning.**  **PSHE**  This week in our mental health work, we are going to be considering aspiration and goals. As part of this, we will consider what it means to have a ‘growth mindset’. Watch the videos at the following link and then make a poster to explain what you have learned about the importance of taking risks and making mistakes in our learning.  <https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset/zkph92p>  Can you describe some of your goals and aspirations for the future? How will you get there? Draw a series of stepping stones and decorate these with the steps you will take to achieve your goals.  **Family Science:**  Why not visit Science Bob for a host of experiments and investigations to try out?  <https://sciencebob.com/category/experiments/> |
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| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **LIGHT AND SHADOW**  **(This learning is dependent on some sunshine so may need to be moved to later in the week!)**  **Key questions for today:**  How does light travel?  How do we see objects?  How are shadows formed?  How do shadows change?  Can you draw a labelled diagram to answer each of these questions?  **Watch the first two lesson clips on bitesize about light and shadows. (There are 18 short videos available too)**  [**https://www.bbc.co.uk/bitesize/topics/zbssgk7**](https://www.bbc.co.uk/bitesize/topics/zbssgk7)  **Real Life Scientists – Jassel Majevadia**  [**https://www.stem.org.uk/elibrary/resource/36772**](https://www.stem.org.uk/elibrary/resource/36772) | **Warm up with**  ***Contact school if you need a reminder of your login details!***  Time to investigate! Go outside and place a stick in the earth. Note the time. Look at where the shadow is cast – mark the end of the shadow with a small stone.  Create a table so that we can record the movement of the sun and how a shadow changes over the day. It should include regular time intervals. What will you measure? What do you think will happen to the shadow? (prediction)  You could also use the scale we learnt about while investigating this half term, doing a field sketch of the stick and its shadow for each hour. Remember to include a compass to show what direction your sketches are showing and sketch from the same place each time. | **SCIENCE**  Use a ball of wool or string to demonstrate how light travels from source to object, then your eye.  Look inside the feely bag – it’s hard to see what is inside because it’s dark. Try again but this time using a torch. Can you explain what is happening and why we can see the second time, through diagrams and words?  Use a big torch to experiment with shadows using simple shaped cardboard cutouts on a stick. Can you make the shadow change? Share your findings through diagrams and words.  Repeat the first task of the day to answer the key questions with the help of what you have learnt today..  **Lots more home ideas for light here:**  [**https://www.stem.org.uk/resources/community/collection/12719/year-3-light**](https://www.stem.org.uk/resources/community/collection/12719/year-3-light)  **Family Science:**  For great science ideas easily completed at home, check out this site:  <https://www.jamesdysonfoundation.co.uk/resources/challenge-cards> |
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| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **SOUND**  **Key questions for today:**  **How does sound travel?**  **Can you draw a sound?**  **What happens when we get further away from the sound source?**  **How are high pitched sounds different to low pitched sounds?**  *Go on an environmental sound track through your house and outside too. At each place you stop, record where you are and what you can hear. Listen carefully for a full minute. How can you hear all these sounds?*  Watch these BBC learning clips to find out more about sound.  **How are sounds made?**  <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb>  **How are sounds detected?** <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zx9hcj6>  Explain your answer to these questions to someone at home or write a few sentences to explain.  **Real Life Scientists – Charlotte Armah**  [**https://www.stem.org.uk/resources/elibrary/resource/228594/charlotte-armah**](https://www.stem.org.uk/resources/elibrary/resource/228594/charlotte-armah) | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Place your sound source at one end of the playground/garden. You will be investigating how far you need to move away from the sound source before you can’t hear it any more. What is your prediction?**  You will use your accurate measuring skills to identify each stop and listen place in this experiment.  How will you record the change in volume?  What did you find out?  **In school we will be looking at a range of scientific data and comparing which presentation is most effective.**  **Can you find examples online or in non-fiction books of data presented in different ways? Which do you find easier to read and understand?** | **SCIENCE**  This afternoon we are going to investigate pitch and loudness of sounds and how we can change them.  **What is pitch?**  <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/z3j3jty>  **Changing sound (pitch) video.**  <https://www.stem.org.uk/resources/elibrary/resource/32040/changing-sounds>  **What is the volume of sound?**  <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk>  **Making sounds with different pitches.**  <https://www.bbc.co.uk/bitesize/clips/ztptsbk>  You could recreate this string experiment and discover the different pitches for yourself.  You might use recycling and rubber bands to create an instrument that changes pitch.  Firmly hold a plastic ruler over the edge of the table. Listen to the sound it makes if you ‘twang’ the end. Can you change the pitch of the sound the ruler makes?  Remember to use your words to communicate your tests and discoveries this afternoon, along with diagrams that are labelled.  **Family Science:**  Check out this series of short videos demonstrating science at home  [https://www.rigb.org/families/experimental?](https://www.rigb.org/families/experimental?gclid=CjwKCAjwz6_8BRBkEiwA3p02VR_2hMEn8OC6CqDmZjsEGo7bSyAUM6VkYgdc37WaMPL4FeuorKNRIhoCcOoQAvD_BwE) |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **EARTH AND SPACE**  **(as requested!)**  **Key questions for today:**  How do Earth and the other planets move through space? (Don’t forget to mention the sun!)  How does the moon move through space? Draw, then label it with arrows to show the movement.  How does day and night happen on Earth?  Let’s start off with some learning guides from BBC Bitesize.  **What is the Earth?**  [**https://www.bbc.co.uk/bitesize/topics/zwccwmn**](https://www.bbc.co.uk/bitesize/topics/zwccwmn)  **What is the Sun?**  [**https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zqn7y4j**](https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zqn7y4j)  **What is the solar system?**  [**https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/ztsqj6f**](https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/ztsqj6f)  **How do we know the sun is spherical?**  [**https://www.bbc.co.uk/bitesize/clips/zd3fb9q**](https://www.bbc.co.uk/bitesize/clips/zd3fb9q)  **Real Life Scientists – Maggie Aderin-Pocock**  [**https://www.stem.org.uk/elibrary/resource/36774**](https://www.stem.org.uk/elibrary/resource/36774) | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Today we will focus on using our maths skills to compare data between the different planets in our solar system.**  **This page gives you data from each planet.**  [**https://nineplanets.org/kids/**](https://nineplanets.org/kids/)  **First compare the diameters then order them from smallest to largest.**  **What is the difference in distance of each planet from the sun?**  **Compare the temperature of each planet, ordering them from hottest to coldest.**  **Why not visit Nasa’s Space Place? It’s informative, colourful and full of great ideas!**  [**https://spaceplace.nasa.gov/classroom-activities/en/**](https://spaceplace.nasa.gov/classroom-activities/en/) | **SCIENCE**  Create a space mobile that incorporates key information.  Act out the movement of the moon around the Earth, using the verb rotate when describing what is happening.  Who is Paxi? (Tim Peake’s website)  <https://www.stem.org.uk/resources/elibrary/resource/162655/who-paxi>  ***‘Mission X: Train like an astronaut’ is an international competition that opens on the 4th of January 2021. I’ve signed us up for it!***  Watch this video to make links between soundwaves, light waves and space.  **Do waves hold the secrets of space?**  <https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zxymp39>  **Can you make outer space in your kitchen?**  <https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zyjcdmn>  **Family Science:**  Another page of wonderful science idea that can be completed at home with domestic resources!  <https://www.sciencefun.org/kidszone/experiments/> |
| **Friday** | **NO SCHOOL TODAY – NON-PUPIL DAY.**  **Would you like to entire a science competition? Scroll half way down this page to see what you could do.**  [**https://www.stem.org.uk/stem-clubs/partner-activities**](https://www.stem.org.uk/stem-clubs/partner-activities)  **HAVE A WONDERFUL HALF TERM BREAK!** | | | | |