



**Learning**

**from Home**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Class 2  Wk beg: 7th Dec 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>  **Last week we wrote our story based in historical times. If you didn’t finish yours, take some time today to complete the ending with lots of detail about the setting in the future – was it rebuilt or reclaimed by nature? What did your characters do in the intervening years?** | **In this lesson, we will practice proofreading and editing. In particular, we will revisit how the letter s is used at the end of a word, for a plural (more than one of something) or to show possession (with an apostrophe).**  You may find it helpful to revise spelling rules regarding possessive apostrophes and plurals first, using  [**https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs**](https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs) **(possessive apostrophes)**  [**https://www.bbc.co.uk/bitesize/topics/zbmv2sg/articles/zfqh92p**](https://www.bbc.co.uk/bitesize/topics/zbmv2sg/articles/zfqh92p) **(plural nouns)**  **Livia’s Lesson**  Livia has written an entry in her diary for today. But, oh no! She has made lots of mistakes with her grammar. Can you help her out?  Using different coloured pens, make corrections to Livia’s diary. Be careful - she has not made a mistake every time she has used an -s!  Dear Diary,  What a lovely day it has been! First thing this morning I helped mother light the oven’s and open the sack’s of flour. After kneading the dough, my muscles were aching, but mothers bread is the most delicious in the city so it was worth all the effort! At the market, the smell of fresh bread drew in the crowd’s. I filled one customer’s basket with four loaves! When everything was sold, I ran through the stalls, past the pots of spice’s and the ship’s in the harbour until I reached home.  Npw can you write the rest of Livia’s diary entry, making sure to use the –s correctly for plurals and the possessive apostrophe with s to show possession? | | **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-word-problems-70r30c>  **Year 4**  https://classroom.thenational.academy/lessons/short-division-part-1-6gr6ar  **Year 5**  <https://classroom.thenational.academy/lessons/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-1-chj3et>  **Year 6**  <https://classroom.thenational.academy/lessons/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-1-chj3et> | **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 videos 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>  [French school things ~ affaires scolaires en français](https://www.youtube.com/watch?v=2oqykNYcUcw)  [French classroom objects](https://www.youtube.com/watch?v=dzEPv-Zc3eg)  For Y5/6, who are looking at word classes in French as well as naming objects, check out these:  [Ask a French Teacher - How Can I Tell if a Noun is Masculine or Feminine?](https://www.youtube.com/watch?v=C8lzZmJm2Qk)  [French Possessive Adjectives](https://www.youtube.com/watch?v=F0y2udVJLSw)  **PSHE**  We will be continuing our learning about keeping safe by learning more about road safety, using the Oak National Academy lesson at:  <https://classroom.thenational.academy/lessons/king-of-the-road-6mu36t> |
| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Spend some time editing your story to improve and make it ready to publish. Have you used apostrophe s appropriately in your story?**  **Reading for pleasure**  Over the next two weeks we will be looking at our reading journey this term. Join the lesson below for your year group.  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-cgukgt>  **Year 4**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-61hk2c>  **Year 5**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-c5jp6r>  **Year 6**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-74v3cd> | **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/consolidating-multiplication-and-division-knowledge-part-2-cdhk0t>  **Year 4**  <https://classroom.thenational.academy/lessons/short-division-part-2-6nk66c>  **Year 5**  <https://classroom.thenational.academy/lessons/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-2-ccu32d>  **Year 6**  <https://classroom.thenational.academy/lessons/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-2-ccu32d> | | **Forest School**  Linda will be visiting this week. At home, you could investigate whether our school habitat would be good for bats. Read this information:  <https://www.devonwildlifetrust.org/news/giving-devon-seven-bats>  What could we change to encourage them to nest in our environment?  This site talks about our school being involved in this project a few years ago – we could be bat buddies again!  <https://www.eastdevonaonb.org.uk/our-work/projects/greater-horseshoe-bat-project>  **History**  Last week we investigated what the Romans had left behind in the Southwest.  Today we will be exploring in what ways did **life** in Britain remain the same after the Roman invasion?  We will begin by looking at how normal life continued for many people in Britain and then look at how the invasion particularly changed the lives of the rich.  <https://classroom.thenational.academy/lessons/in-what-ways-did-life-in-britain-remain-the-same-after-the-roman-invasion-74t3ge>  More information can be found on this BBC radio show. Why not draw your notes while you listen as a concept map? Did you learn anything new?  [11. The Roman legacy: part 1](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-legacy-1/zjmyscw)b |
| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Our final unit this term is playscripts: reading them, analysing them and writing them.**  This article from BBC bitesize will teach you what is a playscript, features of a playscript and tips for performing.  The main thing we will be remembering is how to ‘show’ what is happening rather than ‘tell’.  Watch the videos, read the information then complete Activity 1 which is to watch a 5-minute video about Robert Falcon Scott before writing a script about what happened next.  <https://www.bbc.co.uk/bitesize/articles/z69q4xs> | **Warm up with**  ***Contact school if you need a reminder of your login details!***  Starting a new unit today! Length, perimeter and a little bit of area. So, lets start with perimeter…  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-calculate-perimeters-of-2d-shapes-in-cm-and-mm-cnj3ae>  **Year 4**  <https://classroom.thenational.academy/lessons/measure-and-calculate-the-perimeter-of-rectangles-in-centimetres-and-millimetres-c5h32c>  **Year 5**  <https://classroom.thenational.academy/lessons/calculate-and-measure-perimeter-crv36r>  **Year 6**  <https://classroom.thenational.academy/lessons/calculate-and-measure-perimeter-crv36r> | | **Art/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)  **Why not use paper squares cut from junk mail, magazines or catalogues to create your own mosaic today?**  **Computing**  Today we are going to explore more about the World Wide Web and how it works.  Watch the video and read the information on this page:  <https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z2nbgk7>  **Can you explain the difference between the Internet and the World Wide Web?**  Interested in learning more? Find out about search engines here:  <https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/ztbjq6f> |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Continuing our review of our reading journey, today we will think about how we develop empathy through Reading. Watch your Year group’s lesson below.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-74w3cr>  **Year 4**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-cguk8e>  **Year 5**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-70tket>  **Year 6**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-discussion-of-favourite-characters-c8u68d>  If you didn’t finish your scene yesterday, finish it today! | **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/to-calculate-perimeters-of-2d-shapes-in-mixed-units-6crp2e>  **Year 4**  <https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-rectangles-in-centimetres-and-metres-65gp2r>  **Year 5** <https://classroom.thenational.academy/lessons/calculate-the-area-of-rectangles-cgupcc>  **Year 6**  <https://classroom.thenational.academy/lessons/calculate-the-area-of-rectangles-cgupcc> | | **Science**  **How much do we rely on electricity?**  In this lesson, we will learn about mains and battery electricity. We will identify and sort appliances based on whether they are electrical or non-electrical and also whether they are powered by mains or battery electricity. We will also explore the idea of a world without electricity.  <https://classroom.thenational.academy/lessons/how-much-do-we-rely-on-electricity-cnhkct> |
| **Friday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today we are going to return to writing a playscript. Reread your writing from Wednesday, where you wrote the next scene.**  Today you can choose Activity 2 or 3 to complete from the link below.  <https://www.bbc.co.uk/bitesize/articles/z69q4xs>  Activity 2  Imagine you are going on an expedition: write a 5-page script about getting to your destination. It could be a mountain, an ancient city or anywhere else that you can imagine.  Activity 3   1. Think about your favourite TV show and its characters. 2. Decide on a setting and scenario. Where is this scene and what is the drama (eg a park or a library)? 3. Write a script for your favourite TV show within the scene you have decided upon.   As you write, think about:  How do my characters talk to each other?  How can I show conflict or drama in the scene?  What are my characters thinking and feeling?  How can I show thoughts and feelings through dialogue (using ‘show not tell’)? | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/measuring-and-comparing-length-in-mixed-units-cm-and-mm-64r64c>  **Year 4**  <https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-simple-compound-shapes-c9gp8r>  **Year 5**  <https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar>  **Year 6**  <https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar> | | **RE**  This week, in RE, we will investigate the Christian wedding ceremony, promises and symbols.  [Marriage « RE:quest](http://request.org.uk/life/rites-of-passage/marriage/)  [Marriage « RE:quest](http://request.org.uk/issues/family-and-relationships/marriage-2/)  [Weddings « RE:quest](http://request.org.uk/life/rites-of-passage/weddings/)  A wedding is a covenant between two people – just like the covenant God made with Noah and humankind last week. ***Covenant: noun*** *an agreement, usually formal, between two or more persons to do or not do something specified.*  Create a poster that identifies the symbols and promises in a Christian marriage and what they mean.  **Extension:**  Find out about the Jewish wedding ceremony traditions and symbols here.  <https://www.bbc.co.uk/religion/religions/judaism/rites/weddings_1.shtml> (a lot of reading) or here:  <https://www.chabad.org/library/article_cdo/aid/476757/jewish/Jewish-Wedding-Ceremony.htm> which includes a video.  What do you notice that is the same? What is different? |