



**Learning**

**from Home**

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|  | | **Learning Behaviours** – Something you have all worked incredibly hard to develop are your learning behaviours. Each week we will focus on two of our learning behaviours to keep our skills sharp.  The first is **Perseverance** because you are using it every single day that you solve a problem by trying different things! Tell me when you use Perseverance to chip away at your understanding. Confusion and mistakes are where the learning happens!  The second is **Planning**. Just like the bluebird planning where to build its nest and collecting twigs and leaves, this week you will be planning some of your tasks, thinking about what vocabulary or information or resources you might need. | | | | |  |
| Class 2  Wk beg: 18th January 2021 | **Spelling (15 mins)** | | **Reading (30 mins)** | **Writing (1 hour)** | **Maths (45 mins)** | **Afternoon Project**  **When finished each day** | |
| **Collective Worship:**  You may like to start the day with a ‘virtual assembly’ with Faith at Home at  <https://www.youtube.com/watch?v=1jieDjKVdC8> | <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | | How are you enjoying Thieves of Ostia?  <https://www.activelearnprimary.co.uk/login?c=0> | **Modal verbs**  **Modal verbs can change the impact of a sentence.**  Try writing each sentence below with several different modal verbs (will, could, might, won’t, may) *p. 12 ‘Hiccup will be in charge and that is an order!’ screamed Gobber, who didn’t do noises quieter than screaming.’* How did the modal verbs change the meaning of the sentence?NEXT adapt this sentence with modal verbs and adverbs of probability (probably, maybe definitely, possibly)*Vikings DO get seasick.* Remember Old Wrinkly’s question at the end of ‘How to Be a Viking’?*‘Do Vikings ever get frightened?**You* could write responses to Old Wrinkly’s question, making use of a range of modal verbs and adverbs of probability. **You’ll find the box-up for the story on Google Classroom, ready for tomorrow. Read through and start to think about the story you’re going to plan and write.**  **We will share our class brainstorm and story ideas with you tomorrow on Google Classroom.** | **Warm up with**  ***Contact school if you need a reminder of your login details!***  Today we are extending our work on fractions, thinking about **fractions** that are **greater than one**. There are printable White Rose small step links in Google Classroom or you can watch the BBC/Oak Academy lesson linked below.  **Google Classroom Slides**  Y4 Fractions greater than 1, focusing on creating mixed numbers.  Y5/6 – Converting improper fractions to mixed numbers.  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-describe-unit-and-non-unit-fractions-75jkac>  **Year 4**  **Unit and Mixed Fractions – an introduction**  <https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zxcfjty>  **Year 5**  <https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac>  **Year 6**  <https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac>  **Y5/6 – people online: try this and let me know what you think 😊**  Converting improper fractions and mixed numbers (linked to Power Maths)  <https://www.bbc.co.uk/bitesize/articles/z4ypscw> | **PE**  Premier sports have made some videos for you to follow at home for PE.  <https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA>  You might use this time to go for a walk or a bike ride, or spend some time being active in the garden.  My favourite garden activity is skipping!  Joe Wicks is back with his daily workouts, so check him out here:  <https://www.youtube.com/c/TheBodyCoachTV/videos>  Don’t forget Gonoodle for some fun workout videos too!  **PSHE – Going for Goals**  Think back to the goal you set yourself after PE last week. How are your goals progressing? Have you improved over the week?  Look at your progress, then set yourself a target for the coming week. How could you record your daily practice? | |
| **Tuesday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home. This is episode one of series 2.  <https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-belonging-s2e1> | <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | | <https://www.activelearnprimary.co.uk/login?c=0> | **Building ideas for our own story.**  Start by looking at the ideas for characters and plot lines on google slides in today’s classroom assignment.  Add any ideas of your own!  **Practice Writing**  Next, read the Gobber character extract – what do we learn about him from this scene? Record your ideas on the sheet.  Open the slide – bank of phrases. Each slide has ideas to describe a character and their emotions – I’ve set it up so we can all contribute ideas to it.  Our aim is to show the reader the character, not tell them about them.  If you can’t access the above, you can make notes yourself about your character and what might happen in your story. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  Today we continue our work on **converting** fractions and using a **number line.**  **Google Classroom**  Y4 – fractions greater than 1, worked out using a number line  Y5/6- Convert mixed numbers to improper fractions  **Online lesson linked to above.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-identify-and-describe-non-unit-fractions-6cr32t>  **Year 4**  **Marking fractions on a number line above one**  <https://www.bbc.co.uk/bitesize/articles/zfxw7nb>  **Year 5**  <https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad>  **Year 6**  <https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad> | **Design and Technology**  Saxon shields and weaponry  Find out about different styles here:  <https://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-weapons/>    There will also be images and information about sizes on a Slide found on Google Classroom.  How are they the same/different to Roman shields and weapons?  Design your own, thinking about what you will need and how you will approach making it. What will you need to collect before next week so you are ready to make your Saxon artefact?  **History**  King Arthur – legend or real? Today we are going to compare different historical source materials to find out about Arthur, a great leader who fought against the Angles and Saxons. These historical source materials give a variety of views on who Arthur was, including when and if he existed.  At the end I’d like you to decide whether, in your opinion, he really existed and support your opinions by giving reasons from the texts you have read.  The first reliable reference: [**http://www.caerleon.net/history/arthur/nennius/index.html**](http://www.caerleon.net/history/arthur/nennius/index.html)  Evidence?  [**https://www.independent.co.uk/life-style/history/top-10-clues-real-king-arthur-2024729.html**](https://www.independent.co.uk/life-style/history/top-10-clues-real-king-arthur-2024729.html)  National Geographic video: The Search for King Arthur.  [**https://www.youtube.com/watch?v=Pa4v5gH3b18**](https://www.youtube.com/watch?v=Pa4v5gH3b18)  Find out more here:  [**https://www.ks2history.com/king-arthur-info-guide**](https://www.ks2history.com/king-arthur-info-guide)  For the definitive tale, including first written mentions and birth to death events:  [**https://www.historyforkids.net/king-arthur.html**](https://www.historyforkids.net/king-arthur.html) | |
| **Wednesday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  <https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-loved-s2e2> | <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | | <https://www.activelearnprimary.co.uk/login?c=0> | Take a moment to look through our shared write phrase bank.  **Today your focus is to generate your own plan for independent write next week.**  If you send it to me, I will advise you on improvements before the end of the week, ready for next week.  Look on Google Classroom for step by step reminders.  Log in to spag.com for a task related to time adverbials. | **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)  The focus of today’s lesson is **simplifying** fractions – this is when you can divide the **numerator** and **denominator** so that the numerator (top number) is 1 or 2. (Not all fractions can be simplified!)  This is an important skill later when you are **comparing** different fractions or **calculating** with them – you **simplify** to find which ones are **equivalent**.  **Google Classroom**  Y4 -simplifying fractions  Y5/6 – Compare and order fractions, sometimes finding equivalent fractions when the denominators are not the same.  **Online learning**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/finding-non-unit-fractions-of-quantities-c5jp4d>  **Year 4**  **How to simplify fractions**  <https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zcdgxfr>  **Year 5**  <https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r>  **Year 6**  <https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r>  **Problem Solving** – try this online game from classroom secrets and use your converting skills to help Guiseppe serve his pizzas!  <https://classroomsecrets.co.uk/free-year-5-fractions-consolidation-steps-1-2-and-3/> | **Science**  **Start with this quiz to test your knowledge from last week**  [**https://www.educationquizzes.com/ks2/science/classification/**](https://www.educationquizzes.com/ks2/science/classification/)  This week we are going to focus on wildlife and birds that are local to the UK.  On google classroom you will find a power point to remind you how we identify living things and a sheet to complete.  Ideas for your own minibeast hunt can be found here:  <https://www.forestryengland.uk/sites/default/files/documents/MiniBeasts%20in%20the%20Forest_lesson%20plan.pdf>  Develop your knowledge of how to identify trees in winter by looking at their silhouette, buds and other key features.  <https://www.woodlandtrust.org.uk/blog/2020/12/winter-tree-identification-twigs-buds-and-silhouettes/>  **History**  Today we are going to think more about the legend.  Listen to Jackanory Junior – Crazy Camelot here:  <https://www.bbc.co.uk/bitesize/clips/zvmw2hv>  Can you retell on of the stories as a comic strip? Or from the point of view of one of the characters? | |
| **Thursday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  <https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-track-s2e3> | <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group.  Remember to challenge yourself by moving from easy to hard and maybe all the way to extreme! | | <https://www.activelearnprimary.co.uk/login?c=0> | **Practice Writing**  Today we are going to look at how time adverbials can build a picture of how the character is feeling.  See the extract on Google Classroom that starts ‘  At half past nine…’  How could you use this in your writing next week? Use the structure example to write a paragraph about your own character. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  This is where our teaching and learning diverge for a few days! Keep letting me know how you are getting on.  **Google Classroom**  Y4 - Tenths and Hundredths -focusing on hundredths  Y5/6 - Comparing and Ordering Fractions – focusing on how to compare mixed numbers.  **Online Learning**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/consolidating-finding-non-unit-fractions-of-quantities-6rwk8t>  **Year 4**  **Place value of decimals – tenths and hundredths**  [**https://www.bbc.co.uk/bitesize/articles/z3d83j6**](https://www.bbc.co.uk/bitesize/articles/z3d83j6)  **Year 5**  <https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r>  **Year 6**  <https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r> | **History**  **AD600 onwards – The Settling Saxons**  Research Groups – explore the everyday life of the settlers then create an information board (poster) to share with the rest of class.  Think about the most effective ways to record your research – Labelled images, drawings or text?  You could choose from:  Homes, farming, food, crime and punishment, beliefs, customs, fighting, clothing.  Recommended General Information and links  <https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/>  <http://www.primaryhomeworkhelp.co.uk/saxons/settle.htm>  A video about a reconstructed Saxon village (a bit like Escot in Devon) called Bede’s World.  <https://www.bbc.co.uk/bitesize/clips/znjqxnb>  If Crime and Punishment caught your eye (again!) here is a great link:  [https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqkty#:~:text=The%20Anglo%2DSaxons%20didn't,offenders%20were%20punished%20very%20harshly.](https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zxhqkty" \l ":~:text=The%20Anglo%2DSaxons%20didn't,offenders%20were%20punished%20very%20harshly" \o "Saxon Crime and Punishment)  Alternatively, you could print the information posted on Google Classroom to research Anglo-Saxon Homes, ready for next week’s Design Technology. | |
| **Friday**  **Collective Worship**  **Check on Google Classroom for a video from us.** | <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group.  Remember to challenge yourself by moving from easy to hard and maybe all the way to extreme! | | <https://www.activelearnprimary.co.uk/login?c=0> | First job today is to go back and respond to marking for each piece of writing this week. It might be a sentence development, an improved choice of vocabulary, additional detail or precise noun or verb.  Today I will be modelling writing about my character, selecting expanded noun ohrases, using repetition of key words and selecting verbs carefully.  Then you will write your paragraph describing your character, using what we have learnt over the last two weeks.  WHEN YOU START TO WRITE NEXT WEEK, make sure you remember you have these practice writes to include in the story. | **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!**  **Google Classroom**  Y4 – end of unit check – problem solving  Y5/6 - Number sequences in fractions  **Online Learning**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/comparing-fractions-with-the-same-denominator-c4vkar>  **Year 4**  **Problem Solving with Fractions**  [**https://www.bbc.co.uk/bitesize/articles/z7pckmn**](https://www.bbc.co.uk/bitesize/articles/z7pckmn)  Then complete the end of unit check above.  **Year 5**  <https://classroom.thenational.academy/lessons/comparing-fractions-and-decimals-c5jp8r>  **Year 6**  <https://classroom.thenational.academy/lessons/comparing-fractions-and-decimals-c5jp8r>  **Extra** An interesting short video on  Ordering fractions on a number line by converting  <https://www.bbc.co.uk/bitesize/clips/zvvgkqt> | **RE**  **How does following God bring freedom and justice?**  The story of the Exodus has inspired Jewish and Christian people for centuries.  Look at the Ten Commandments given at Mount Sinai (see Google Classroom or Exodus 20 v1-17) For each commandment can you work out what some people must have been doing, if the People of God had to be given that command. (You don’t need rules to make you do something if you are doing it already!)  How similar or different is the world now: how many of those things are still going on? Give three good reasons why Christians (and Jewish people) argue that the Ten Commandments are still important today; what might an atheist say about the value of these commands today.  Together, we’re not going to write Ten Commandments, but rather write Ten Lessons for Living. I’d like you to show what we can all do to bring more freedom and justice, explaining why these are good Lessons for Living. How many will you write?  EXTRA: are there three easy steps you could take towards justice yourself? | |