
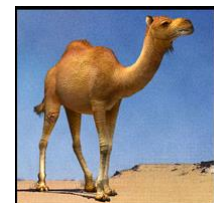




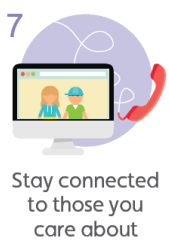





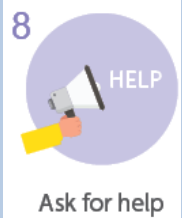


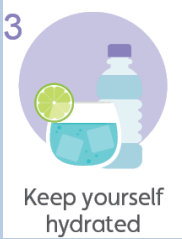






Learning from Home



<div>  <div> Learning Behaviours The first this week continues to be Making Links. Just like the spider weaving his web, you will be weaving the web of your understanding in our topic linked lessons as well as English and especially in maths this week. The second is Capitalising, when you gather and store information from the wider world. Just like the camel stores water in his hump, you collect and store information from other people, books, the internet and past experiences. Learning and collecting of information happens in lots of different ways, then you notice patterns and distill what you have learnt! Look out for making links and capitalising while you are learning this week and let me know about it so I can pass it on to Mr Hughes for his Sharing Assembly. </div>  </div>					
Class 2 Wk beg: 8th February 2021	Spelling (15 mins)	Reading (30 mins)	Writing (1 hour)	Maths (45 mins)	Afternoon Project When finished each day
<div> <div>5</div>  <div>Keep active in mind and body</div> </div>	<div>  https://www.edshed.com/en-gb/login Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group. </div>	<div> Are you enjoying our class novel Thieves of Ostia? Leave a comment in Google Classroom.  https://www.activelearnprimary.co.uk/login?c=0 </div>	<div> This week we will continue to explore Dare to Care Pet Dragon, focusing on grammar and box up structure, in preparation for our practising writing which will be 'Dare to Care – Pet Yeti'. I will include the pdfs of various pages from last week in today's Google Classroom for your reference. Part 1 (40 mins) We'll start by reviewing your sentences from Friday that used subordinating conjunctions. The subordinate clauses in this book act adverbially because they give information on when and how actions or events take place. Where is the when/where/how information found in the sentence? We call this fronting so they are fronted adverbials. Have a go at using your imagination to complete these fronted adverbials (taken from the text) and send your five sentences created to me: <ul style="list-style-type: none"> 'With a diet of toxic pond weed and the occasional toad,...' (p.10); 'Despite its colossal size,...' (p.11); 'Compared to the size of their bodies,...' (p.24) 'As a consequence,...' (p.24) 'However,...' (p.24). Part 2 (20 mins) Then log in to spag.com for a quiz on fronted adverbials – this was set on January 17th and has been reset following our learning over the month. The four children who </div>	<div> Warm up with  <i>Contact school if you need a reminder of your login details!</i> This week Y5/6 will be multiplying fractions, while Y4 will find fractions of quantity, starting with unit fractions (1/4) then moving onto non-unit fractions (3/4). Y4 – Calculate unit fractions of quantities https://classroom.thenational.academy/lessons/calculating-unit-fractions-of-quantities-c4t6ad Y5/6 – multiply a fraction by a whole number https://classroom.thenational.academy/lessons/multiply-a-fraction-by-a-whole-number-cqup2t Powermaths or White Rose pages will be available on Google Classroom. </div>	<div> PE How did you get on last week with the video from Exeter City Football Club? This week we have our second PE lesson of six provided by Callum Shipton. The lesson is designed to be completed at home. He has asked for feedback and ideas for future lessons so watch out for the task he sets at the end of the video and send your feedback via the Google Classroom assignment. Find the video attached in Google Classroom. At the bottom of this grid, below Friday, is a grid of suggested activities you can do each day through the week. You might choose to go for a walk with your adult, but watch out for Storm D'arcy! History At the end of the week, we will be moving into the next section of our topic 'Beware the Viking Raiders!' so check this out. The Education Team at the Jorvik Viking Centre in York are hosting 'That Jorvik Viking Thing for Schools', which is a week of free live Virtual Viking sessions daily at 10am and 2pm, plus lots of videos, author readings (including Cressida Cowell!) and activities. The link below should take you to the page of livestreams: https://jorvikthing.com/schoolsweek/ This link will also be available on Google Classroom. Other activities from the website are available here: https://www.jorvikvikingcentre.co.uk/discover-from-home/ </div>

			completed it before will be able to show their improvement in this area. The other five children will have their second attempt set as half term homework.		
<p>Tuesday</p> 	<p>Spelling Shed </p> <p>https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group.</p>	<p> Bug Club</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>Part 1 (35 minutes) BOXING UP STRUCTURE</p> <p>Today, in class, we will identify the structure of the text together and record the information to support our organisation of ideas and writing.</p> <p>Look at the pdf 'Identifying text structure', which includes a box up of the page 'Feeding' as well as a box up of the various pages we will use when writing at the 'invent' stage.</p> <p>You do not need to fill in the third column today – just read the box up and compare it to the 'feeding' page from the book.</p> <p>You might start to think about how you would use the 'Yeti Owners' ideas to write paragraphs later in the week. We know it is useful to verbalise your sentences first, playing with words and practising your 'informative voice'. If an adult isn't available to do this, you could tell a pet or a soft toy.</p> <p>Part 2 (20 mins)</p> <p>Another visit to spag.com today, this time to revisit 'Subordinate Conjunctions A'. There are 10 questions. Two children achieved 80% last time so I have set them 'Parenthesis and Commas A' instead.</p> <p>Take 5 minutes at the end of the session to read the pages from Dragonology, on Google Classroom, ready for tomorrow.</p>	<p>Warm up with </p> <p><i>Contact school if you need a reminder of your login details!</i></p> <p>First watch the video for your year group.</p> <p>Y4 – calculating unit fractions of quantities through problem solving https://classroom.thenational.academy/lessons/calculating-unit-fractions-of-quantities-6wvkqd</p> <p>Y5/6 – multiply a mixed number fraction https://classroom.thenational.academy/lessons/multiply-a-mixed-number-fraction-6nj6t</p> <p>Powermaths or White Rose pages will be available on Google Classroom.</p>	<p>Computing</p> <p>Your task in our Computing lessons this term is to create a 'virtual' museum display about the Anglo-Saxons.</p> <p>In order to do this, you will need to search for Anglo-Saxon artefacts, save and import images of artefacts, copy and paste them into a 'Google Slides' document and manipulate the size of the images.</p> <p>Your first page should be a title page 'Virtual Anglo-Saxon Museum' by 'your name'.</p> <p>Please record around 5 artefacts – so five pages as well as your title page and reference page.</p> <p>You should collect the references by copying and pasting the URLs of the pages where you found the images onto a final page 'References' on your Google slides document. (You will need these references in the next lesson, when you will be adding text to your images and recording these as sound files.)</p> <p>More details and a video from Miss Moss at Branscombe can be found in Google Classroom today. Remember to turn in your slides by the end of Thursday so I can plan the next lesson.</p> <p>Art</p> <p>In this week's art lesson we will make the 'Anglo-Saxon' necklace designed last week, arranging the beads and creating a larger centre decoration, perhaps painting some of the beads in metallic colours and adding additional beads made of natural materials.</p> <p>Check out 'The Alfred Jewel' on this page for a possible centre decoration: https://www.dkfindout.com/uk/history/anglo-saxons/alfred-great/ You'll learn more about Alfred later in the week!</p> <p>Then we will be investigating printing techniques, in preparation for after half term, when we will be designing and making a printing tile.</p> <p>Watch the video at https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw to get some ideas of print-making techniques and start planning your Anglo-Saxon print design. There will be a slideshow on Google Classroom for inspiration.</p> <p>Forward thinking - you will need to make your printing tiles out of polystyrene, soft lino, aluminium foil or string and cardboard and test your tiles on paper before printing on fabric if you have some available. What do you have around the house that you could use? You may wish to spend some time this week experimenting with one or two techniques.</p> <p>In school we will stick string onto cardboard to create a printing tile in an Anglo-Saxon style this week. If you don't have paint or other</p>

					resources at home, you could tell me about one of the printing techniques you'd like to try and I'll set it up for after half term (when we are hopefully back in school together). Parent teachers – access this site for more ideas about different types of printing. (https://www.accessart.org.uk/-planning-printmaking/)
Wednesday  Ask for help	 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	<p>Today we will look at some pages from Dragonology (see Google Classroom) to investigate sentences that include a lot of information.</p> <p>One way is through multi-clause sentences. These have a main clause that can stand alone, then additional subordinate clauses that add detail to the original clause.</p> <p>Remember that a clause needs a verb. If it doesn't have a verb it is a phrase.</p> <p>Explore and note down how much information one sentence can contain. See the task on Google Classroom for more details.</p> <p><i>(Y5/6 objective) Another way to include lots of information in a sentence is through your use of punctuation. The book uses square brackets, commas and dashes to separate information in sentences. This is called parenthesis.</i></p> <p><i>Brush up your knowledge of this punctuation here:</i> https://www.bbc.co.uk/bitesize/topics/zmfc7ty/article/z7hpgg8</p> <p>See GC for a model write of a paragraph using all of the ways to give additional information.</p> <p>Then you can have a go at writing your own paragraph using the image provided. If you can't access classroom today, write about a dragon in your imagination (or from Google Image Search on an adult's phone!).</p>	<p>Warm up: play an addition and subtraction game at https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction</p> <p>First watch the video for your year group.</p> <p>Y4 – Calculating non-unit fractions of quantities https://classroom.thenational.academy/lessons/calculating-non-unit-fractions-of-quantities-70u3jd</p> <p>Y5/6 – Fractions of quantities linked to division https://classroom.thenational.academy/lessons/fractions-of-quantities-1-6wuk6r</p> <p>Powermaths or White Rose pages will be available on Google Classroom.</p>	<p>History</p> <p>In around AD 789, low ships appeared on the horizon off the coast of Wessex. The Vikings had arrived to begin many more years of violent invasion in Britain!</p> <p>Consider the questions <i>'Who were the Vikings? Where did they come from?'</i> Research information about the first Viking invasions of Britain. Decide how to record the information that you have gathered and send it to me.</p> <p>https://www.natgeokids.com/uk/discover/history/general-history/10-facts-about-the-vikings/</p> <p>https://www.bbc.co.uk/bitesize/topics/ztyr9j6</p> <p>Remember if using Google to include 'KS2' in your search to ensure the websites are appropriate for you.</p> <p>Topic/Science</p> <p>Think about some of the changes, natural and man-made, that can occur in the environment, and the ways these can impact on living things.</p> <p>Some species that have become endangered and extinct due to changes in their environment include .</p> <p>Choose an endangered animal to research from books and the Internet and prepare a presentation about this animal. I have allocated Friday's English session for you to complete this presentation.</p>
Thursday  Keep yourself hydrated	 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	<p>Today we will pattern some multi-clause sentences about Yeti. Yeti are an imaginary beast so you can let your imagination run wild! There is no right or wrong answers, just possibilities.</p> <p>These could be single-clause sentences (Y4), e.g. <i>In the wild, the yeti is a solitary creature,</i></p> <p>or multi-clause (Y5/6), e.g. <i>In the wild, the yeti is a solitary creature but yours will welcome some company. Because its hair is so long, it will need regular detangling.</i></p>	<p>Warm up with </p> <p>Contact school if you need a reminder of your login details!</p> <p>First watch the video for your year group.</p> <p>Y4 – calculating non-unit fractions of quantities through problem solving https://classroom.thenational.academy/lessons/calculating-non-unit-fractions-of-quantities-70u3jd</p>	<p>History – researching significant historical characters</p> <p>Today we will find out more about one of the few rulers of England to be called 'the Great'. Today, in Alfred the Great's birthplace, Winchester, there is a statue of him that was erected 1000 years after his death.</p> <p>This page has information about Alfred the Great from childhood through his Kingship years. If you scroll down, you will find a recorded reading of the information on the page. https://www.ducksters.com/history/middle_ages/alfred_the_great.php</p> <p>This page from Birmingham includes an informative and easy to follow slideshow half-way down:</p>

	Remember to challenge yourself by moving from easy to hard and maybe all the way to extreme!		See the examples on Google Classroom, or use one of the pages from the text you've worked with over the last two weeks to find multi-clause sentences that you can pattern.	cmt4e Y5/6 – Fractions of quantities linked to division (part 2) https://classroom.thenational.academy/lessons/fractions-of-quantities-part-2-cmt36t Powermaths or White Rose pages will be available on Google Classroom.	https://www.schoolsofkingedwardvi.co.uk/ks2-history-anglo-saxons-vikings-4b-alfred-great/ And if you really want to find out more Y5/6, this page gives a lot of dates of key events in his life – you might record your learning including the dates so you can create a timeline of his life with labels and drawings. https://www.historyforkids.net/alfred-the-great.html <p style="text-align: center;">Music</p> Below is an episode from BBC school radio, including a song about King Alfred. Why not play it in the background while you research? https://www.bbc.co.uk/teach/school-radio/history-ks2-anglo-saxons-alfred-the-great/zmwbbdm
Friday 	 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	Use this session to complete any history writing from the week about Alfred the Great or the Viking Invasion, or your research on an endangered animal.	Warm up with a game from https://www.mathplayground.com/index_addition_subtraction.html today and keep simple mental skills sharp! First watch the video for your year group. Y4 – comparing non-unit fractions of quantities https://classroom.thenational.academy/lessons/comparing-non-unit-fractions-of-quantities-6wvk2d Y5/6 – percentage as a fraction and a decimal https://classroom.thenational.academy/lessons/percentage-as-a-fraction-and-decimal-6mrk0r Powermaths or White Rose pages will be available on Google Classroom.	<p style="text-align: center;">RE</p> <p style="text-align: center;">How can following God bring freedom and justice?</p> Last week we looked at Humanists and their belief that government should be secular (ie free from religious influence). Remind yourself of this here: https://www.bbc.co.uk/bitesize/topics/znk647h/articles/zmqpkmn Christians believe their lifestyle should be appealing to others too. Look at Jesus' words in Matthew 5:13–16. List all the reasons why salt is useful to people then do the same for light. These were essential in biblical times. Today, many Christians think it is really important that people have a close relationship with God so they try to attract others to him by being 'salt and light' in their actions. What do these metaphors mean? 'Salt' might include preserving the good things in the world and 'light' might include setting a good example of Christianity and showing people who are in the dark about Jesus to help them find their way to him. TASK: give examples of times when Christians might act as salt or light or both. For the last time, answer our key question: How can following God bring freedom and justice? You've learnt about God bringing freedom to the people of God (covenant with Abraham and Moses), but also how believers try to bring justice today. Complete the Invent grid for this sequence from Google Classroom.