



**Learning**

**from Home**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class 2  Wk beg: 14thth 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**  **Collective Worship:**  You may like to start the day with a ‘virtual assembly’ at <https://www.youtube.com/watch?v=gTYPHw22eeo> | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today we are writing a non-chronological report in RE.** Last week we learnt about Christian wedding rituals and that the vows are a covenant the couple make with each other: just like the covenant that God made with Noah.  Can you use your organisation and presentation skills (from our Romans writing) to write about the different aspects of a Christian wedding?  If you need to refresh your learning visit these websites for information and videos.  [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/)  Some of you may have looked into Hindu wedding rituals and Jewish wedding rituals after our lesson – you could include this information in a section where you compare the rituals to the Christian rituals. Where are they similar? Where are they different? | **Warm up with**  ***Contact school if you need a reminder of your login details!***  ***Y4 will calculate more perimeter today, while Y5/6 will move into area.***    **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> | **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 will ask the question, *‘Qu’est-ce-qu’il y a dans la trousse?’* (What is in the pencil case?) and will answer with the sentence, ‘*Il y a …’* using a range of vocabulary for classroom objects.  We will consider **possessive adjectives** (that we learnt about recently in SPAG but call possessive pronouns)and learn the French wordsfor *my, her, his, our, you and their*. We’ll also learn how these words change according to the gender of the noun.  Watch:  [French classroom objects](https://www.youtube.com/watch?v=dzEPv-Zc3eg)  [French Possessive Adjectives](https://www.youtube.com/watch?v=F0y2udVJLSw)  Practice forming some sentences in French using the vocabulary you have practised. Try to write a few of these sentences down. |
| **Tuesday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  <https://www.youtube.com/watch?v=uPhckV3cLwk> | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Thinking ahead to next term, I’d like you to write an elicitation for me today – a scene from a story, rather than a whole story.**  You could type it straight into Google Drive, then share it with me! We are getting so good at that!  Alternatively, if you write it by hand, ask someone to take a photo of your final product and send it to me.  Our final outcome will be to write an adventure story about a character that adopts an unusual pet. Think about how we built tension when writing a Roman adventure story.  **Elicitation** task: think of a character (boy/girl): take a few moments to write some information about them.  **Imagine** they have found a dragon! Where did they find it? What does it look like? What dangers are inherent (characteristic) when dealing with a dragon? (fire-breathing, sharp talons, can fly?)  **Now**, write the scene when your character has to capture the dragon.  **Beginning**: hiding outside the (cave?), looking around (setting), thinking about what to do.  **Middle**: their first and second attempt. How will you build tension? Maybe it’s asleep the first time and awake the second!  **End**: their third attempt – will it work? You decide!  Can’t wait to see what your creative and imaginative brains come up with! | **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/calculating-the-perimeters-of-shapes-in-m-and-cm-6ngkjt>  **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> | **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  How might you present what you have learnt about the Roman Legacy? |
| **Wednesday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  <https://www.youtube.com/watch?v=QJMX6ZnbOF4> | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today I’d like you to continue your work on play scripts by writing a short script for an imagined commentary between two Roman sports commentators at a gladiator fight.**  First, if you can, listen to a couple of clips of sports commentators – you will find a couple of suitable clips at  <https://eltplanning.com/2015/04/24/lesson-idea-using-sports-commentaries-in-class/>  (Just scroll down to the videos to watch and listen.)  As you listen, think carefully about the type of language the commentators use to build up and express an excited atmosphere.  Then, have a go at writing a script for a pair of Roman commentators watching gladiator combat at the famous Colosseum in Rome, either gladiator versus gladiator, or gladiator versus animal. Consider and collect ideas as to what kinds of things a Roman commentator might see and report on, making notes on a battle from the entry into the arena to the grisly end. How might the commentators try to build up the crowd’s excitement?  **Things to Remember about Layout**  Write the name of who is speaking in the margin, followed by a colon, like this:  Write their line, with any short stage directions in brackets (like this).  Miss a line after that person has spoken and repeat for the next speaker.  Think about when you need stage directions – characters entering, where do they go, how do they present, etc (these should be in brackets too) | **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-lengths-to-the-nearest-cm-or-mm-65k64d>  **Year 4**  <https://classroom.thenational.academy/lessons/understand-that-area-is-a-measure-of-surface-and-is-measured-in-square-units-part-1-ccwk2c>  **Year 5**  <https://classroom.thenational.academy/lessons/compare-the-area-and-perimeter-of-rectangles-crrp2d>  **Year 6**  <https://classroom.thenational.academy/lessons/compare-the-area-and-perimeter-of-rectangles-crrp2d> | **Christmas Wreaths**  Today we are making Christmas wreaths with the help of our PTFA, who are providing the resources.  The **wreath** is meant to represent the crown of thorns worn on the cross, with the red berries meant to be Christ's blood. The use of evergreen branches in a **wreath** is to signify eternal life. By hanging one of these on their door, Christians are inviting the spirit of Christ into their home.  Why not have a go at making one of your own this afternoon. If you don’t have access to greenery, you could make other Christmas decorations. The first link shows how to make a paper wreath. Find more ideas here:  <https://www.youtube.com/watch?v=rNAw4bfcw9s>  Number 9 on this blog is a pasta wreath.  <https://www.brightstarkids.com.au/blog/decorating/20-easy-christmas-craft-for-kids/>  **Computing**  Today we are going to explore more about search engines.  Watch the video and read the information on this page:  <https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/ztbjq6f> |
| **Thursday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  <https://www.youtube.com/watch?v=1GsHEM037j4> | <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 book recommendations. In class we will be writing our recommendations from our reads this term. Watch your Year group’s lesson below.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-crrp8t>  **Year 4**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-68rp4c>  **Year 5**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-cgr34c>  **Year 6**  <https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-68u3cr>  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/measuring-length-and-drawing-lines-of-a-given-length-in-mixed-units-69j3ed>  **Year 4**  <https://classroom.thenational.academy/lessons/understand-that-area-is-a-measure-of-surface-and-is-measured-in-square-units-part-2-6xj3cc>  **Year 5**  <https://classroom.thenational.academy/lessons/calculate-the-area-of-non-rectilinear-shapes-chh38d>  **Year 6**  <https://classroom.thenational.academy/lessons/calculate-the-area-of-non-rectilinear-shapes-chh38d> | **Science**  This week, we are completing our sequence of work on electricity by considering how much we rely on electricity. We will also be returning to the questions from the beginning of the unit, to test our knowledge.  Watch and complete the lesson at  <https://classroom.thenational.academy/lessons/how-much-do-we-rely-on-electricity-cnhkct>  **PSHE**  We will be continuing our learning about keeping safe by learning about safety signs outside and exploring laws, using the last Oak National Academy lesson at:  <https://classroom.thenational.academy/lessons/rules-rule-6rrpcc> |
| **Friday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  <https://www.youtube.com/watch?v=_R3wgWCdaLE> | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | Log in to [www.spag.com](http://www.spag.com) for your end of term grammar and punctuation file.  Remember to **Take Your Time** and read the question carefully.  Look at which answer you know **isn’t possible** out of the four choices. There are usually two.  Answer the question. Be careful when you **type the answer** in – any random spaces or misspells will mark you wrong, as we discovered earlier this term! | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/length-and-measurement-application-ccr68e>  **Year 4**  <https://classroom.thenational.academy/lessons/calculate-and-compare-the-area-of-rectangles-using-square-centimetres-cm-69h6cd>  **Year 5**  <https://classroom.thenational.academy/lessons/comparing-and-classifying-2-d-shapes-64r34c>  **Year 6**  <https://classroom.thenational.academy/lessons/comparing-and-classifying-2-d-shapes-64r34c> | **RE**  Last week in RE, we learnt about the **covenant** that God made with Abraham and how this was a part of God’s rescue plan.  To remind yourself about God’s call to Abraham, his faith relationship with God, the covenant between them and its significance for Jews and Christians ever since, watch these:  [4. God's Covenant with Abraham - Open Bible Stories (v4)](https://www.youtube.com/watch?v=aBPANcV67nk)  [God calls Abraham](https://www.youtube.com/watch?v=v3rK_PcEMfA)  [Abraham - A Man of Faith](https://www.youtube.com/watch?v=gQTuBSf9YbA)  Write a play script of the conversation between Abraham and God in your own words, using the Bible passages as a reference. Look at Hebrews 11verse 1 – how does this definition of faith relate to the story of Abraham? |