



**Learning**

**from Home**

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| Class 2  Wk beg: 23rd Nov 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 read the story several times, mapped it out then focused on some aspects of the writing that helped to paint a picture in our minds – expanded noun phrases, relative clauses and prepositional phrases. Our vocabulary, phrases and clauses lists were immense!  Now it is time to use that learning.  **Task** I’d like you to write a paragraph about Tranio and what he notices about the Colosseum/arena.  You’ll focus on the setting, what he can see, as well as what he can hear. You’ll use some sentences that include a relative clause (starting with who, which, that) to add detail.  Remember to use precise vocabulary along with expanded noun phrases to really paint a picture of the Colosseum.  Perhaps some of your sentences will start with a prepositional phrase (beyond the wall, beside the gladiator, under the wolf) to show precisely where it is taking place.  Here’s the link to the story if you’d like to refresh your memory:  <https://www.youtube.com/watch?v=K7aYNcv9uDI>  To be ready to write at the end of the week, why not refresh your memory of the key ingredients of an adventure story.  <https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zgthrwx> | **Warm up with**  ***Contact school if you need a reminder of your login details!***    We are continuing our multiplication and division sequence today, looking at how they are related to one another.  Y4 will be building their knowledge of factors and multiples, focusing on the 6, 8 and 9x tables.  Y5/6 will be building on informal and formal written methods for multiplying as well as developing their knowledge of prime numbers and using known facts to calculate multiplying and dividing by multiples of 10 or 100.  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/understanding-multiplication-can-be-completed-in-any-order-68rp6c>  **Year 4**  <https://classroom.thenational.academy/lessons/deriving-multiplication-facts-c9k32r>  **Year 5**  <https://classroom.thenational.academy/lessons/short-multiplication-c8v64c>  **Year 6**  <https://classroom.thenational.academy/lessons/short-multiplication-c8v64c> | **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 instructions:  Are you ready to ‘ecoutez’, ‘regardez’ and ‘repetez’? You could practice them on a pet or sibling!  [French Classroom Instructions and Vocabulary](https://www.youtube.com/watch?v=haXeIEdBUi0)  [Classroom Commands Video 1](https://www.youtube.com/watch?v=1S-2q2ku0d8) |
| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today, we are going to use conditional sentences to give advice to one of the characters from the story.**    Your task today is to write a letter to the citizens of Pompeii, or to one of them in particular, such as Tranio’s father, Dion, to give them advice.  Try to use sentences that contain ‘If…, then…’ or ‘When…’ to give your advice, explaining what might happen if they don’t leave the town.  Eg.  Use modal verbs such as ‘might’, ‘could’ and ‘will’ to explain what could happen if they don’t follow your advice and others such as ‘must’, ‘should’ or ‘can’ to explain what they ought to do.  *Think: How will you get across the seriousness of the situation?* | **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/using-the-inverse-operation-to-find-missing-numbers-cgt32c>  **Year 4**  <https://classroom.thenational.academy/lessons/deriving-division-and-multiplication-facts-6nk62t>  **Year 5**  <https://classroom.thenational.academy/lessons/prime-numbers-65j38e>  **Year 6**  <https://classroom.thenational.academy/lessons/prime-numbers-65j38e> | **PSHE**  We will be continuing our learning about keeping safe by learning about ‘petty arson’. Arson is when someone sets fire to something they should not on purpose. Petty arson can be the start of a small fire. However, as we have seen, it does not take long for a small fire to burn out of control.  Think: *Why might someone set things on fire? What could happen? How would they feel if the fire got out of control?*  What rules do you think you and others should observe when it comes to matches, lighters or other tools to make fire, so that you behave in a **responsible** way? Make a list.  Can you design a poster or leaflet to persuade young children or others that it is not safe to set fire to things?  **You could also take part in the Oak National Academy lesson on ‘Fireproofing’ at** [**https://classroom.thenational.academy/lessons/fireproof-64t3er**](https://classroom.thenational.academy/lessons/fireproof-64t3er) |
| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today, we will practice selecting and using powerful verbs to describe.**  Last week we focused on nouns and adjectives. You remembered that a **verb** is a doing or being word.  **Quick task** List 5 verbs  **Improve** Next to your list, list 5 more verbs that are more precise to convey meaning.  E.G. looking – gazing, staring, studying  walking – sauntering, jogging, hurrying  Can you find and underline the verbs in the section of text from the beginning of the story?  *‘On a hillside overlooking the sparkling bay of Naples, the Roman city of Pompeii glimmered in the sunlight.*  *From his window, young Tranio listened to the noise humming from bars, taverns and shops around him, and to the busy tradesmen haggling in the streets below. Beyond the massive city walls he could see Pompeii’s greatest protector looming in the distance.’*  Notice how the verbs ending in –ing, the present participle verbs, are used in the description of what Tranio could see and hear.  Look at the street scene below. You could cut and paste it into the centre of a page and then annotate the picture with phrases describing what you might see or hear looking out of a window on this scene. Can you think of some other powerful –ing verbs to use?  Then, try using these phrases to adapt the paragraph above. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **This week the focus of this lesson is particularly upon division by 10, 100 and 1000.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/multiplying-numbers-by-10-and-100-6tgpac>  **Year 4**  <https://classroom.thenational.academy/lessons/to-calculate-multiplication-facts-using-the-distributive-law-cmvkad>  **Year 5**  <https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e>  **Year 6**  <https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e> | **History**  This week, we will continue to use a range of sources to find out more about Roman places of interest in Britain and how the Romans changed Britain after they invaded, in particular learning about Hadrian’s wall.  Watch the following videos. As you watch, try to note down 5 key facts about Hadrian’s wall, including when and why it was built.  <https://www.bbc.co.uk/bitesize/clips/zhq76sg>  [Why Was Hadrian’s Wall Built? | Animated History](https://www.youtube.com/watch?v=pmmfS4Z4Jig)  [What was Hadrian's Wall?](https://www.youtube.com/watch?v=Txtz9p0VYl4)  Can you locate Hadrian’s wall on a map? What can you find out about what still remains of the wall?  **Geography**  **We looked at the main Roman roads last week and the original names of some of the cities that were important in those times. Some people investigated Roman name roots as well (eg -chester)**  **If you’d like to find out more check out this site:**  [**https://bitaboutbritain.com/roman-place-names-and-sites/**](https://bitaboutbritain.com/roman-place-names-and-sites/)  This week I’d like you to use online mapping tools to find out distances between Roman towns, such as Doncaster and Manchester or York and Bath. Record your findings in a simple table or spreadsheet. How many Roman towns can you find in the UK? (above weblink will help) |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | Remember when we looked at the key events in the story and discussed the characters emotions at each point? Today we are going to plan our own historical adventure story.  **Think about and makes notes on:**  Your character/s – name, description, lifestyle (opportunity for a relative clause – who enjoys/who has/who believed);  3 places in the Roman town you will describe and what details you will include (expanded noun phrase, relative clause and prepositional phrase);  What will be the main event in your story that the description will lead up to?  What will happen at the end?  How will you finish the story? A short time later? When the child character has grown up? In present day?  I’ll post the box-up plan for Escape from Pompeii onto Google Classroom – then you can make notes for your own story plan beside it and email it to me. We will be writing a shared plan in school for practicing writing. | **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/recalling-multiplication-and-division-facts-cmwk0d>  **Year 4**  <https://classroom.thenational.academy/lessons/solving-2-digit-multiplication-calculations-using-the-distributive-law-6rr30d>  **Year 5**  <https://classroom.thenational.academy/lessons/using-derived-facts-to-multiply-mentally-69j3ct>  **Year 6**  <https://classroom.thenational.academy/lessons/using-derived-facts-to-multiply-mentally-69j3ct> | **Science**  This week we will be learning about insulators and conductors. If this language isn’t familiar to you, check out this BBC bitesize link:  <https://www.bbc.co.uk/bitesize/topics/z2882hv/articles/zxv482p>  Then watch this Oak Academy lesson  <https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t>  Remember to stop when they ask you and have a go at drawing the circuit using symbols. It is also important to predict which materials you think will conduct and which will insulate. This will help you learn. You will then have the opportunity to write the method (the instructions for the experiment).  **Music**  Explore the historical truth behind some well-known Roman stories in this week’s ‘Time and Tune’ lesson:  <https://www.bbc.co.uk/teach/school-radio/music-ks2-romans-2-is-that-a-fact/zhyd8xs> |
| **Friday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today, as you are working from home and so have missed our discussions, you can write your own story OR write a story based on the class plan provided.**  **(**I will post the box-up plan for our shared write on google classroom.)  Over the coming week, we will be writing, editing and publishing our own historical adventure story so if you write your own version ONLY do your first draft. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Y4 will be introduced to multiplying a 3 digit number by a one digit using a formal written method.**  **Y5/6 will be focusing on using a formal written method when multiplying by a multiple of 10. Remember to think about your place value – ones column, tens column, hundreds column.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/using-dienes-to-multiply-a-2-digit-number-by-a-1-digit-number-c5hk6c>  **Year 4**  <https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60t6ae>  **Year 5**  <https://classroom.thenational.academy/lessons/calculating-flexibly-c8up2d>  **Year 6**  <https://classroom.thenational.academy/lessons/calculating-flexibly-c8up2d> | **RE**  This week in RE, we will explore the biblical story of Noah – see [Animation: Noah and the Flood - Children and Youth](https://www.childrenandyouth.co.uk/videos/animation-noah-and-the-flood/)  Consider what it meant for Noah to follow God.  How did Noah demonstrate faith in God?  What does the story of Noah teach Jews and Christians about having faith in God?  *Can you write three or four sentences to answer these questions?* |