



**Learning**

**from Home**

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| Class 2  Wk beg: 11th January 2021 | **Spelling (15 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** |
| **Collective Worship:**  You may like to start the day with a ‘virtual assembly’ with Faith at Home at  <https://www.youtube.com/watch?v=AqW0kHYFmKw> |  | We decided in school we wanted to finish Thieves of Ostia and I’m glad as it’s getting exciting!  I’ll post the videos on google classroom under class reader so you can follow along.  <https://www.activelearnprimary.co.uk/login?c=0> | **Today we’ll start our new narrative unit based on ‘How to be a Viking’ by Cressida Cowell.**  **WALT: immerse ourselves in a text, thinking about our feelings and opinions.**  This story has a good plot structure we can use to write a story about a character that goes on an adventure.  I can’t wait to see what you write in a few weeks’ time!  I’ve linked a video below of the author reading the book at Norfolk Castle. Although the video claims to be 13.23, it actually ends at 8.15.  While watching, you can be thinking about likes, dislikes, puzzles and patterns – pause the video at 1.18 and 3.44 and 6.35 to make notes.  <https://www.youtube.com/watch?v=93-KYp7OvWQ>  How did you feel at different points in the book? How did the author achieve that? We will be using rectangles to record our thoughts. I’ve linked one to remind you in google classroom.  Post your thoughts to me either through a photo or google doc and I’ll add them to our in class version. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  Time for fractions! What do you remember from last year? I hope you still feel confident in your abilities to work with parts of a whole.  Refresh yourself with these clips from Bitesize:  <https://www.bbc.co.uk/bitesize/clips/z46pvcw>  <https://www.bbc.co.uk/bitesize/clips/zjckq6f>  <https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/zxcfjty>    Then play this game to sharpen your recognition of fractions.  <https://phet.colorado.edu/sims/html/fraction-matcher/latest/fraction-matcher_en.html>  As we work through this unit, please communicate how you are getting on and anything you find tricky and I will put additional tasks on Google Classroom.  For some steps, I’ll make videos to help clarify what we are doing and make links with our previous learning. Sometimes I’ll post pages from Powermaths that you can complete.  If you still have time in this session, return to TTRockstars for a few studio games. Quick recall of multiplication and division facts will be invaluable throughout this unit on fractions! | **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**  This afternoon think about what fitness goals you want to set yourself for this half-term. Maybe it will be the number of skips you can do in one session or how many circuits you can complete in 10 minutes.  Let me know on Google Classroom what you decide. |
| **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=PBT-hQv7rkc**](https://www.youtube.com/watch?v=PBT-hQv7rkc) | <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> | **WALT: describe characters and find evidence to support opinions**  How does the author describe the different characters in the book? What do we know about them?  Today I’d like you to annotate pictures of individual characters with what you know about them and then how you know. (If you can’t print, just write under a sub-heading of their name.)  I’d like Y5/6 to identify which information is stated explicitly and which is implied or inferred – this is something we worked on last half term.  Below is a read aloud of our key text from Let’s Read (also found on Kids Youtube). This version shows the text and illustrations, which will be helpful when hunting for evidence.  <https://www.youtube.com/watch?v=jbxh793wx3M>  Y3/4 I’d like you to focus on the expanded noun phrases the author has used in the first few pages.  Y5/6 Along with the expanded noun phrases, I’d like you to look at how the characters are revealed through the choice of verbs and what they say. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **What is a fraction?**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-describe-the-part-whole-relationship-c5k62r>  **Year 4**  **Unit Fractions**  <https://www.bbc.co.uk/bitesize/articles/z4j83j6>    **Year 5**  <https://classroom.thenational.academy/lessons/what-is-a-fraction-70rkjc>  **Year 6**  <https://classroom.thenational.academy/lessons/what-is-a-fraction-70rkjc> | **History**  **Traders and Raiders**  Start by using the following BBC Bitesize lesson to extend your knowledge.  BBC Bitesize: When did the Anglo-Saxons come to Britain?  <https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82>  Then, look on Google classrooms to find a lesson about the Anglo-Saxon monk, St. Bede and learn why he was and is significant.  There will also be a Saxon Shore Forts geography task there, for which you will need access to Google Earth to complete.  **Music**  We will be listening and joining in with this programme again this week.  [**https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv**](https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv)  **What did you learn about this period in history during this radio show?** |
| **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=qpq2WXCOmzg**](https://www.youtube.com/watch?v=qpq2WXCOmzg) | <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> | **WALT: build characters and show the reader who they are, through the details we include.**  Mini writing task today! First we will look closer at how the author uses repetition to describe Hiccup (Y3/4) then how her use of imagery builds her description of Stoick (Y5/6).  You’ll find the extracts on google classroom.  Have a go at using the sentence format to describe your own character. What images could you paint to show us what your character is like?  ‘*Hiccup was frightened… He was frightened… He was frightened… But, most of all, he was frightened...’*  *Wherever Stoick walked the ground trembled, flowers wilted and bunnies fainted. He hadn’t brushed his beard in thirty years.)*  How the character of Hiccup is perceived by other characters develops through the story. This is seen even more when you read ‘How to Train Your Dragon’.  Watch the video again, but this time focusing on what other characters views about Hiccup are at each point in the story. You will use your inference skills as it won’t clearly say ‘Stoick thinks Hiccup is…’  What do you think Hiccup learns about himself and those around him?  What do they learn about him? | **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)  **Today we are developing our work on fractions, including non-unit fractions.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-recognise-parts-that-are-equal-and-parts-that-are-unequal-70rpcd>  **Year 4**  **Non-unit fractions**  <https://www.bbc.co.uk/bitesize/articles/z6cbhcw> **Year 5**  <https://classroom.thenational.academy/lessons/representing-fractions-cthked>  **Year 6**  <https://classroom.thenational.academy/lessons/representing-fractions-cthked> | **Science**  First watch this animal classification video What is Classification?  <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx> and play the grouping animal classes game.  Then watch these two short videos – be ready to  write a sentence or two about the main idea from each video.  *Classification Keys*  <https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z9cbcwx>  *What is a Vertebrate?*  <https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/zp6g7p3>  Check Google Classroom for a Powerpoint (and maybe video!) and this week’s task. |
| **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=rbs0zHm-kE8**](https://www.youtube.com/watch?v=rbs0zHm-kE8) | <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> | Today we are going to think about how the careful choice of nouns and adjectives can convey an impression of each type of dragon on the pages ‘Viking Dragons and their Eggs’  Look at the pages linked on google classroom, or get your own copy out.  I’ve included a writing frame for Y4 to use.  Task – invent your own type of dragon then write a description of it, making careful choices about the verbs and adjectives you use. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Equivalent fractions – fractions that are the same size – do you remember simplifying fractions last year? 30/40 = 18/24 = 12/16 =3/4**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-recognise-identify-and-describe-unit-fractions-ccwpce>    **Year 4**  **Equivalent Fractions**  <https://www.bbc.co.uk/bitesize/articles/zm6rkxs>  **Year 5**  <https://classroom.thenational.academy/lessons/equivalent-fractions-cgt66c>  **Year 6**  <https://classroom.thenational.academy/lessons/equivalent-fractions-cgt66c> | **PSHE**  **This week we will continue our work on the unit Working World. Last week we learned about where our money comes from for local services – through taxes. Today we are focusing on how you can help as a child - through chores at home.**  **Follow the link below for videos and activities.**  <https://schools.1decision.co.uk/info/presentations/tww-lesson-guide-chores-at-home/index.htm>  **French**  This week we are learning to talk about our family. Work through this lesson that has sound buttons so you can hear the pronunciation – remember to say each phrase out loud to teach your mouth how to say it!  [**https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/zcqsxbk**](https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/zcqsxbk) |
| **Friday**  **Collective Worship**  **Check on Google Classroom for a video from someone at Farway.** | <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> | **Today we are going to look closer at the use of dialogue to reveal character.**  To warm up, revise by reading this guide on inverted commas.  <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h>  And then this one on direct and indirect speech. <https://www.bbc.co.uk/bitesize/articles/zm63c7h>  TASK: On google classroom, you will find statements from different characters in the book. Sort them according to who said them. Suggest two more ‘typical comments’ each character might say.  Visit [www.spag.com](http://www.spag.com) and complete the speech and dialogue task. Remember to look at your answers at the end and check your mistakes to help you next time. | **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!**  **Today we are looking at tenths and hundredths.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/to-find-unit-fractions-of-a-given-quantity-61k34t>  **Year 4**  **Tenths**  <https://www.bbc.co.uk/bitesize/articles/zmcny9q>    **Year 5**  <https://classroom.thenational.academy/lessons/tenths-and-hundredths-6nj68c>  **Year 6**  <https://classroom.thenational.academy/lessons/tenths-and-hundredths-6nj68c> | **RE**  **How does following God bring freedom and justice?**  Start by looking at the vocabulary shared on Google Classroom. Can you write a definition for each term?  On Google Classroom you will also find our elicitation sheet we usually complete at the start and end of each unit. Write your answer to each question in a fresh doc – remember to think carefully and try your best. There are no right or wrong answers but I expect more than one-word answers please!  Then think about last week’s lesson - watch the story of Moses <https://www.bbc.co.uk/bitesize/clips/zbsb9j6>  Retell the story to someone at home then do  the sequencing activity on google classroom  What do you think are the main themes in the story of Moses’ life – e.g. *freedom, God, suffering, leadership, vulnerability, obedience, good vs. evil?*  Can you give reasons for your choice?  In the story God rescues his people by delivering them from Egypt and *then* makes a covenant with them. He does not demand that they obey his commands first and only rescue them if they manage it. What difference does this make?  What does the story of the Exodus say about how following God brings freedom and justice?  Have a wonderful weekend! |