



**Learning**

**from Home**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Class 2  Wk beg: 4th January 2021 | **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 – Training Day – Non-pupil day.**  **Tuesday** | <https://www.edshed.com/en-gb/login>  Please work through the spelling tasks assigned to you before Christmas.  Alternatively, practice your statutory spellings. Remember to challenge yourself to move from easy to moderate to hard after a few games. | <https://www.activelearnprimary.co.uk/login?c=0> | **Welcome back! Let’s pretend to be Saxons.**  Brancaster beach, empty in winter - Sophie in the Sticks  Imagine you have landed on the beaches of Brancaster in Norfolk, stepping out of your boat and heading ashore. Look at pictures of the deserted beach and think about how the Saxons might have felt as they viewed this place for the first time.  Draw a picture or search online for an image of a Saxon invader, then annotate with speech and thought bubbles to reveal their thoughts on arriving in a new land.  **Share your writing with me through google drive.** | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **This week we will be focusing on problem solving, looking at language and how to work out multi-steps. We will also be exercising our mental strategies while calculating. Here are some problem-solving lessons from Oak Academy you can follow.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/using-bar-models-to-solve-word-problems-part-1-69jkgt>  **Year 4**  <https://classroom.thenational.academy/lessons/marathon-training-6hjk0d>  **Year 5**  <https://classroom.thenational.academy/lessons/calculating-intervals-across-zero-6wu64d>  **Year 6**  <https://classroom.thenational.academy/lessons/calculating-intervals-across-zero-6wu64d> | **History**  **Traders and Raiders**  This term we will be learning about life in Britain after the Romans had left – the time known as The Dark Ages, when the Saxons (followed by the Vikings) invaded our island then stayed to trade!  As always, we start with ‘What do we know’.  *Task: Draw and write about anything you know about Saxons and Vikings. This might be from your learning last term, TV programmes, story books.*  Include a few bubbles of what you would like to know at the end of this unit.  BBC Bitesize: Who were the Anglo-Saxons?  <https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zq2m6sg>  **Please hold off on trawling the net for more information yet – instead, move onto music!**  **Music**  Another BBC Radio Program for us to learn about history through music and singing! Enjoy!  [**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)  **I have lots of wood, crates, sheets and rope in school so that we could build a boat together today, big enough to hold 8 rowers, their supplies and their livestock. Maybe you could build a boat from cushions and pillows then roleplay arriving on the Norfolk shore. Land ahoy!** |
| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Reading focus**    Today we are going to look at a record written by a monk viewing the Saxon landing from a nearby monastery. You can find it linked on Google classroom. During the Dark Ages, monks were some of the only people who wrote things down.  Highlight the important facts and information contained in the record – what does it tell us about the raid? What does it tell us about the invaders? Their ships? Their clothes? Their attitude as they landed?  (Although monastic reports and records are probably our most reliable and accurate sources for this period of history, there are assertions online that the Saxon’s had been invading periodically since Roman times.)  **Update me on your progress with your reading challenge – do we have more books to add to our wall?** | **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 solving word problems and deciding what to do with remainders. For example, of the question asks you how many cartons of eggs you need for 63 eggs, then you’ll need a carton for the 3 left-over eggs.**  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/using-bar-models-to-solve-word-problems-part-2-6cupat>  **Year 4**  <https://classroom.thenational.academy/lessons/stamps-6rwkge>  **Year 5**  <https://classroom.thenational.academy/lessons/solving-problems-involving-division-with-remainders-part-1-cgt68c>  **Year 6**  <https://classroom.thenational.academy/lessons/solving-problems-involving-division-with-remainders-part-1-cgt68c> | **Science**  **This term our topic in Science is Living Things and Habitats.**  **Start your learning with this clip – Is it alive?**  <https://www.bbc.co.uk/bitesize/clips/ztbw2p3>  Create a table with the headings ‘living things’, ‘dead things’ and ‘never alive’. Then record some of the things you saw in the video and things you have around you in the appropriate column.  Then click on this link and put in the code below to find a lesson on grouping living things.  Twinkl Go lesson:  Grouping Living Things  <https://www.twinkl.co.uk/go>  **RM8930** |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Writing focus**  Today I’d like you to take on the role of either a Saxon arriving on the east coast or an observing monk.  Work out a conversation between the two as they meet on the beach. Consider what they might have said to each other, the questions that they would have asked and the answers that they might have given.  Remember to record the dialogue with a new line for a new person speaking. You can decide whether to record it as a conversation/dialogue (with synonyms for said and additional information about actions) or as a playscript. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children who work with Ellie**  <https://classroom.thenational.academy/lessons/application-lesson-6tgpcd>  **Year 4**  <https://classroom.thenational.academy/lessons/ribbons-74rp2r>  **Year 5**  <https://classroom.thenational.academy/lessons/solving-problems-involving-division-with-remainders-part-2-6muk4d>  **Year 6**  <https://classroom.thenational.academy/lessons/solving-problems-involving-division-with-remainders-part-2-6muk4d> | **PSHE**  **Our topic this half term is The Working World.** We’ll start by visiting Darlee in 1 Decision to find out how services that keep us healthy and keep us safe are paid for.  [**https://schools.1decision.co.uk/info/presentations/tww-assessment-guide/index.htm**](https://schools.1decision.co.uk/info/presentations/tww-assessment-guide/index.htm)  **Our other strand of PSHE is Going for Goals.**  This week we will be thinking about New Years Resolutions – perhaps you’ve made one already?  In class we will be making resolutions for different aspects of life – think about what goals you would like to set this term. Time to challenge ourselves!   1. A resolution to improve our health and well-being. 2. A family relationship resolution. 3. A resolution to learn or improve on a skill that is creative. 4. A resolution to improve a learning behaviour. |
| **Friday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Writing Focus**  Today I’d like you to plan and write a short report on the arrival of the Saxons on Brancaster beach, from the viewpoint of a local onlooker.  Include information (written in a logical sequence) about the Saxon landing, their behaviour as they disembark, what they unload and how they interact with the locals. You could include examples of dialogue from their conversations as reported speech.  *Godwin, a local farmer, told us he was so shocked at the sight, he nearly fell over. Mildred, his wife, told him not to be so dramatic and to hurry up and finish his chores.*  **Next week we will be starting our literacy unit, based on ‘How to be a Viking’ by Cressida Cresswell.**  **Our class reader will be ‘How to train your dragon’ by the same author.** | **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/creating-and-labelling-bar-models-61k6ar>  **Year 4**  <https://classroom.thenational.academy/lessons/short-division-part-1-6gr6ar>  **Year 5**  <https://classroom.thenational.academy/lessons/developing-strategies-to-plan-and-solve-problems-6wuk0c>  **Year 6**  <https://classroom.thenational.academy/lessons/developing-strategies-to-plan-and-solve-problems-6wuk0c> | **RE**  Our key question this half term is: **How can following God bring justice and freedom?**  **Last term we learnt about Abraham and the covenant he made with God which was passed down through his descendants. At the time we are rejoining the story, the Israelite people had become slaves in Ancient Egypt.**  **We will be learning about Moses early life today. Watch the video through to 18mins 20 secs. Afterwards I’d like you to write about each of the 5 events in Moses’ life. The characters have to make moral choices each time – do you think they made a right choice or wrong choice each time? Why did they make that choice? Did they have an alternative?**  <https://classroom.thenational.academy/lessons/moses-and-the-exodus-6mu6at?utm_source=copy-link&utm_medium=copy&utm_campaign=sharing-button&activities=intro_quiz+video+exit_quiz&schoolUrn=113432>  More about the ten plagues of Egyypt.  <https://www.bbc.co.uk/bitesize/clips/zbsb9j6>  A youtube cartoon about Moses’ life – only watch up to 3:00 today please.  <https://www.youtube.com/watch?v=RdSQT7DS1lI>  1. Being put in the basket and found by Pharaoh’s daughter,  2. Killing the taskmaster,  3. Fleeing Egypt,  4. The burning Bush  5. The Ten Plagues  The Prince Of Egypt is a highly-recommended film if you want a disney film for the weekend!  Don’t forget to read over the weekend! |