



# Learning from Home



## Learning Behaviours



The first learning behaviour this week is **Making Links**. As we look back over the term, we will weave the web of our understanding, just as a spider weaves their web. We'll be thinking about what we have learnt about historical characters and how they made a difference in their time. Y4 and Y5 will be thinking about how fractions, decimals and percentages are linked. Everyone will look at their art using mouldable materials and make links with how the product has improved over the term.



The second is **Distilling**, represented by the magpie who selects the shiniest things for its nest. We will magpie for the most relevant knowledge from this term and present our final piece of writing.

Class 2 Wk beg: 29th March 2021	Spelling (15 mins)	Reading (30 mins)	Writing (1 hour)	Maths (45 mins)	Afternoon Project When finished each day
Collective Worship	 While at home, take 15 minutes to visit spelling shed. <a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a> If you can't get online, you should practice recent spellings. There are lots of ways to do this – what's your go-to? My favourite is rainbow letters, where I write the tricky bit in a different colour.	 <a href="https://www.activelearningprimary.co.uk/login?c=0">https://www.activelearningprimary.co.uk/login?c=0</a>	<p><b>WALT: contribute to plan for shared writing</b></p> <p>Together we will plan a story to write together called Charlie and the pollution monster.</p> <p>We will plan where to use 'power of three' phrases and multi-clause sentences.</p> <p>We will think about where we will use short paragraphs to build tension or to contrast with multi-clause description.</p> <p>We will decide on key phrases to use when we are describing our hero and our monster.</p> <p>At home you can plan your own story using the blueprint 'overcoming the monster'.</p>	<p>Warm up: play an addition and subtraction game at  <a href="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</a></p> <p><b>WALT: recognise and use hundredths in different ways</b>            Y4 - hundredths  <a href="https://vimeo.com/519976198">https://vimeo.com/519976198</a></p> <p><b>WALT: record thousandths in different ways</b>            Y5 - understanding thousandths  <a href="https://vimeo.com/519979817">https://vimeo.com/519979817</a></p> <p><b>WALT: form expressions in algebra</b>            Y6 - forming expressions in algebra  <a href="https://vimeo.com/499980673">https://vimeo.com/499980673</a></p>	<p><b>PE</b>  <b>This week we have our fifth PE lesson of six provided by Callum Shipton from Exeter Football Club.</b> The lesson is designed to be completed at home. You'll find the video attached in Google Classroom if our bubble is closed.</p> <p><b>Music</b></p> <p>More focus on birds today in our music session with BBC Radio. The song we will learn today is a celebration of Scandinavian birds. Birds also feature in the story: Loki flies to <i>Jotunheim</i> as a falcon to rescue Iduna; then he transforms her into a sparrow for the journey back...but Thiassi is after them!</p> <p>Today's extract is a famous melody from the <a href="#">Symphony No 5</a> by <a href="#">Jean Sibelius</a>, composed in 1915. The melody is said to have been inspired by the <a href="#">calls of swans</a> (YouTube video) after Sibelius watched a large number of the birds taking off one day.</p> <ul style="list-style-type: none"> <li>• What can you say about the <i>rhythm</i> and <i>tempo</i> (speed) of the music?</li> <li>• Which part of the music may have been inspired by the swans' call?</li> <li>• What aspects of the music might be said to create the image of swans in flight?</li> </ul> <p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-7-birds-of-the-north/zmb3y9q">https://www.bbc.co.uk/teach/school-radio/music-ks2-viking-saga-songs-7-birds-of-the-north/zmb3y9q</a></p>

<p><b>Tuesday</b></p>	<p><b>Spelling Shed</b> </p> <p><a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a></p> <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group.</p>	<p><a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a></p> <p> Bug Club</p>	<p><b>WALT: write first two paragraphs of shared story</b></p> <p>Today we will build the first part of our story together, ready to complete it through the rest of the week.</p> <p>At home you can start your story by introducing your hero and monster (don't forget that powerful description) and make your hero declare his vow to kill the monster!</p>	<p>Warm up with </p> <p><b>Contact school if you need a reminder of your login details!</b></p> <p><b>WALT: recording hundredths as a decimal</b> Y4 - hundredths as decimals <a href="https://vimeo.com/520024278">https://vimeo.com/520024278</a></p> <p><b>WALT: recording thousandths as a decimal</b> Y5 - thousandths as decimals <a href="https://vimeo.com/520007456">https://vimeo.com/520007456</a></p> <p><b>WALT: use rules to solve problems in algebra</b> Y6 - algebra - substitution <a href="https://vimeo.com/500489180">https://vimeo.com/500489180</a></p>	<p><b>Science</b> <b>WALT: compare life cycles across the animal kingdom</b></p> <p>In today's lesson we will revisit the life cycles we have learnt about over the last few weeks and you will be designing a fact file or a poster for one animal in the animal kingdom.</p> <p>You will need to include the following key information in your fact file or poster.</p> <ul style="list-style-type: none"> <li>• An illustration of the lifecycle of your chosen animal. The illustration must be labelled with the key stages in the animals' life cycle.</li> <li>• A short description about each stage in the animal's life cycle.</li> <li>• Any additional interesting facts and any additional and relevant illustrations or drawings, for example, the anatomy of a chicken egg.</li> </ul> <p>For mammals you could research dolphins, polar bears or kangaroos. You could research echidna birds like a penguin. You could research kiwi amphibians like a salamander or you could research caecilian insects like a mosquito or a dung beetle.</p> <p><a href="https://classroom.thenational.academy/lessons/how-do-lifecycles-compare-across-the-animal-kingdom-6wv32r">https://classroom.thenational.academy/lessons/how-do-lifecycles-compare-across-the-animal-kingdom-6wv32r</a></p> <p><b>PSHE – managing our emotions</b></p> <p>It is important at this time that we keep building our emotional intelligence and mental resilience. We have talked about jealousy and anger and how to recognise and manage these emotions. This week we will focus on worry and remind ourselves of the techniques we can use when we are worried or overwhelmed.</p> <p>This is the link to One Decision, which we will be using in class. <a href="https://schools.1decision.co.uk/info/videos/fae-scorm-worry/index.html">https://schools.1decision.co.uk/info/videos/fae-scorm-worry/index.html</a></p> <p>We will complete 'My envelope of worries' and make 'worry dolls' to hold our anxieties.</p>
<p><b>Wednesday</b></p>	<p><b>Spelling Shed</b> </p> <p><a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a></p> <p>Can you write the spellings for this week and their definitions? If you are not sure, do your spelling shed task in easy and it will give you the definition and</p>	<p> Bug Club</p> <p><a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a></p>	<p><b>WALT: continue Charlie story from plan independently</b></p> <p>Today everyone will continue the story we have started and write about the first fight, then the heroes journey to the final fight.</p> <p>Can you use a wide range of verbs to describe how your hero moves? Which verbs will you use to describe the monster's movements? Will you remember to build tension through your</p>	<p><b>Warm up: play an addition and subtraction game at <a href="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</a></b></p> <p>Y5/6 will work with Mrs Marsh, looking at the PUMA test from last week.</p> <p>Problem solving opportunities will be provided for children when they are not directly working with Mrs Marsh.</p> <p>These will be an opportunity for children to use their skills from this term.</p>	<p><b>History – Final Presentation</b></p> <p>This afternoon we will share our crafts and creations from the term. We will talk about the techniques we've used and then teach each other how to do it.</p> <p>We will do our final presentations of topic slideshows.</p> <p>If you are not with us – what was your favourite moment in our journey from the invasions of the 4<sup>th</sup> century to the settled newcomers bringing their crafts and knowledge to villages in Devon through the 8<sup>th</sup> century?</p> <p><b>PSHE: managing worries</b></p> <p>Today we will complete our worry dolls.</p>

	the word class too!		use of short paragraphs and simple sentences?		
<b>Thursday</b>	<p><b>Spelling Shed</b> </p> <p><a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a></p> <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group.</p> <p>Remember to challenge yourself by moving from easy to hard and maybe all the way to extreme!</p>	<p> Bug Club</p> <p><a href="https://www.activelearningprimary.co.uk/login?c=0">https://www.activelearningprimary.co.uk/login?c=0</a></p>	<p><b>WALT: complete Charlie story and edit to improve</b></p> <p>Once your story is complete it is ready to edit. First, read it through start to finish OUT LOUD. This is important because you will spot any missing phrases or details (quickly add them in).</p> <p>Have you marked your clauses with commas? This is especially important if you've used some multi-clause sentences for description. (Do I need to mention full stops?!)</p> <p>Finally, look at the words you've used. Have you included some of the vocabulary you collected over the last few weeks? If not, add them in.</p>	<p>Warm up with </p> <p><b>Contact school if you need a reminder of your login details!</b></p> <p>Y4 will work with Mrs Marsh, looking at the PUMA test from last week.</p> <p>Problem solving opportunities will be provided for children when they are not directly working with Mrs Marsh.</p> <p>These will be an opportunity for children to use their skills from this term.</p>	<p><b>Science</b></p> <p>We will spend this afternoon preparing our grounds for growing next term. This will include digging, weeding, tidying, composting and designing areas for growth.</p> <p>Have you grown anything at home? An interesting experiment is to try planting scraps and ends of the vegetables you use. A man in Devon grew a pineapple from the top of a supermarket pineapple!</p>

## Making Links

Look for connections between things you already know that will help you in your learning. Weave a web of understanding as a spider weaves its web.



## Distilling

What are the **main points** that will help you in your learning? Pull out the **essential information**. A magpie only picks out shiny and glittery things to take back to its nest.



\_\_\_\_\_ has behaved like a 'Spider' at home by \_\_\_\_\_

\_\_\_\_\_ has behaved like a 'Magpie' at home by \_\_\_\_\_