



Learning from Home



Learning Behaviours

The first learning behaviour this week is **Imagining**. While writing you will need to use your imagination to create fantasy creatures and their care and you'll use your creativity in History and Music to create while in role.

The second is **Planning**, think about where you are going in your learning, what you will need to do next, how long it might take, what resources you will need and any obstacles that might get in your way. Just like the bluebird plans where it is safe to build its nest, you will be planning your next writing task and planning how to stay healthy in body and mind. See GC each day for Take 10 for mental health activities.

Class 2 Wk beg: 22nd February 2021	Spelling (15 mins)	Reading (30 mins)	Writing (1 hour)	Maths (45 mins)	Afternoon Project When finished each day
<p>Collective Worship</p> <p>You will find a link to today's Collective Worship on the Google Classroom. Mrs Symonds (from Broadhembury) begins our new series on the theme of Forgiveness.</p>	<p>Spelling Shed </p> <p>https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in 'Assignments' twice. Then practise the statutory words for your age group once.</p>	<p> Bug Club</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p> <p>Start the week by attending Bug Club please. A daily reading habit is important.</p> <p>Let me know any chapter books you have read over February and I'll print them out for our wall.</p>	<p>Part 1 (20 mins) Log in to spag.com for a quiz on fronted adverbials – only the 5 children who did it for the first time before half term have been allocated. If you don't have fronted adverbials, then you don't have a quiz to do!</p> <p>Part 2 (40 mins) WALT: write an introduction to a text about daring to care for a Yeti.</p> <p>In this lesson, we will start by revisiting the opening paragraphs on each section of <i>Dare to Care: Pet Dragon</i>. Together, using the introduction from the text as a model, we will write our own introduction to a text about a Yeti.</p> <p>The children will then select a section of our class text about Yetis and write an introductory paragraph for that section.</p> <p>We will also examine more closely the 'Top Tips' and 'Fearsome Facts' in <i>Dare to Care: Pet Dragon</i> and consider what we might include in similar sections about the yeti.</p> <p>The box up plan we created last week is in GC, along with examples of 'Top Tips' and 'Fearsome Facts' for you to adapt at home.</p> <p>Then have a go at writing an introductory paragraph for a section of the box up – you can choose which section you'd like to write.</p>	<p>Warm up with </p> <p><i>Contact school if you need a reminder of your login details!</i></p> <p>This week we will be leaving fractions and moving into multiplying and dividing over the next two weeks. I've linked the appropriate White Rose video below and related sheets will be posted on GC each day.</p> <p>Y4 – 11 and 12 times tables https://vimeo.com/490692507</p> <p>Y5/6 – multiply 2 digits by 1 digit https://vimeo.com/486774671</p>	<p>PE</p> <p>This week we have our third PE lesson of six provided by Callum Shipton. The lesson is designed to be completed at home. He has asked for feedback and ideas for future lessons so watch out for the task he sets at the end of the video and send your feedback via the Google Classroom assignment. Find the video attached in Google Classroom.</p> <p>Mental Health focus: Be Active Today, take time to plan some physical exercise for each day this week – see the grid of suggested activities on GC for inspiration.</p> <p>Remember, keeping active is one of our 10-a-day for mental health: healthy body...healthy mind!</p> <p>PSHE</p> <p>Working World – in-app purchases</p> <p>In this lesson, returning to One Decision, we will consider In-App purchases</p> <p>First, we will research and write definitions for the following terms: <i>bank account, loan, tax, interest, debt, wages, credit card, debit card.</i></p> <p>We will then watch and think about a One Decision video, before going on to consider a family's weekly budget and answering questions about it.</p> <p>The powerpoint from One Decision can be found below:</p>

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<p>Tuesday</p>	<p></p> <p>https://www.edshed.com/en-gb/login</p>	<p></p> <p>https://www.activelearningprimary.co.uk/login?c=0</p> <p>Alternatively, why not read some Norse myths and legends from this site, shared over half term. Tell me the title and your thoughts on stream and earn 5hpts!</p> <p>https://www.storynory.com/category/myths/norse/</p>	<p>WALT: write paragraphs using fronted adverbials and varied sentences about a Yeti.</p> <p>Today we will look at examples of fronted adverbials and use of paragraphs in the text and recreate these in writing our section about a Yeti.</p> <p>Look on Google Classroom for the opening paragraphs we came up with yesterday. Choose one and complete the page of information.</p> <p>OR</p> <p>Using your introductory paragraph from yesterday, complete the page of information, including diagrams, text boxes, ect</p>	<p>Warm up with </p> <p><i>Contact school if you need a reminder of your login details!</i></p> <p>First watch the video for your year group.</p> <p>Y4 – multiply three numbers https://vimeo.com/491109801</p> <p>Y5/6 – multiply 3 digits by 1 digit https://vimeo.com/486775113</p> <p>Worksheets will be posted on Google Classroom.</p>	<p>Later in the week, we will be making flatbreads to enjoy at our feast – I've included the link below so you can have a go at home yourself! https://www.ribevikingcenter.dk/en/learn-more/food/food-bread-i.aspx</p> <p>History/Poetry</p> <p>In preparation for our Viking Feast on Friday, today we will be drafting, editing and writing poems about King Olaf, pretending we are his 'skald' or royal poet in residence. At home, you might choose to write about Alfred the Great or another Anglo-Saxon/Viking character. The most important thing for warriors and Kings were how great they were in battle and how much people loved them so make sure you include this in your poem.</p> <p>To start you off, watch this video on poetry formats (haiku, limericks and sonnets) https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zfvkt39</p> <p>There will be various poems you can use as a model posted on GC.</p> <p>Geography – Viking Raiders</p> <p>In this lesson we will look at maps to see where the Vikings came from and where they ended up.</p> <p>The Vikings came from Norway, Sweden, Denmark and raided as far as Russia. They even discovered Iceland. The Vikings captured the northern English city of York in AD 866, with the city becoming known as Viking 'Jorvik'.</p> <p>You might recognise that name from our explorations before half term around The Jorvik Viking Centre, a museum dedicated to the Viking history of the city!</p> <p>For more Viking information, check out this page from BBC – a section towards the end is headed 'Where did the Vikings settle in Britain'. https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty</p>

<p>Wednesday</p> <p>Collective Worship</p> <p>https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-lent-s3e2</p>	<p>Spelling Shed </p> <p>https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group.</p>	<p> Bug Club</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>WALT: research and create a fact file of our chosen creature in preparation to write next week.</p> <p>In this lesson, we will return to the ideas we collected about a range of different creatures we could write a similar 'Dare to Care: Pet...' about.</p> <p>Will you write about a real-life creature or a mythical creature? Perhaps you might focus on a creature from Viking mythology, such as one found on the site below. https://vikings.mrdonn.org/monsters.html</p> <p>You should research and compile a fact file of key information about the creature and begin to consider ways you might use your imagination to add to or 'embellish' what you have found out. What different types/ varieties of the creature might you write about and compare? What features might you explore further?</p> <p>Year 3 and 4 may want to consider some particular examples and the types of pet owners that might keep each one, in the style of 'Dare to Care: Pet Dragon'. And which one will they actually end up with?!</p>	<p>Warm up: play an addition and subtraction game at https://www.topmarks.co.uk/maths-games/7-11-years/addition-and-subtraction</p> <p>First watch the video for your year group.</p> <p>Y4 – factor pairs https://vimeo.com/491282075</p> <p>Y5/6 – Multiply 4-digits by 1-digit https://vimeo.com/486775551</p> <p>Worksheets will be posted on Google Classroom.</p> <p>Please turn in today's lesson and update me how you are doing in the message box. Is there anything you need support with? Too easy? Too hard? Let me know!</p>	<p>Forest School</p> <p>We will be working outside with Linda this afternoon and creating the walls for our houses.</p> <p>I've included links below to some activities you could complete at home, related to nature and wildlife.</p> <p>http://www.wildforestschoo.org.uk/wild-activities</p> <p>https://www.outdoorsgroup.co.uk/blog/bringing-forest-school-home-in-lockdown/</p> <p>History/Poetry (editing to refine and improve)</p> <p>Refine and complete your poems, making sure that you have included lots of detail about the king's prowess in battle, praising his skills, weapons and victories. Read aloud to make sure that your poems work well and are good enough to read to the king!</p> <p>See GC for our collection of powerful Viking adjectives, verbs and adverbs that we could use. Metaphors and similes would also impress the mighty monarch!</p> <p>Send them to me and I'll make sure they're shared at the feast on Friday – and you'll earn 10 hpts!</p>
<p>Thursday</p>	<p>Spelling Shed </p> <p>https://www.edshed.com/en-gb/login</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>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>In today's lesson, we will use the 'boxing up' work we did before half-term to begin to box up and plan a text about our own choices of creatures. We will list the sections that we will include and begin to develop the illustrations that will form the centre of the text.</p> <p>We will also consider the headings and subheadings we might use for each section and the illustrations we could annotate in the text.</p>	<p>Warm up with </p> <p>Contact school if you need a reminder of your login details!</p> <p>First watch the video for your year group.</p> <p>Y4 – efficient multiplication https://vimeo.com/492101020</p> <p>Y5/6 – Multiply 2 digits (area model) https://vimeo.com/488075946</p> <p>Worksheets will be posted on Google Classroom.</p>	<p>Computing</p> <p>This lesson will be on Google Classrooms by Thursday. Continue to make your virtual museum using Google Slides. In this lesson, you should ensure that you have at least 5 items in your Museum, with relevant facts about each one. Experiment with design features, such as fonts and backgrounds. You may wish to add some animation to your pages, such as additional text or images that 'fly in' or appear. We will also explore how to record and insert sound files using Google Audio.</p> <p>Music</p> <p>Can you write a definition of the following musical terms: rhythm, beat, pitch, pulse, timbre, dynamics, texture, tempo, duration, tempo? If you are having trouble, refresh your memory on the videos found in the link below: https://www.bbc.co.uk/bitesize/subjects/zwxhfg8</p> <p>Complete the Music lesson at the link below from BBC School Radio: First watch the tutorial video, then the saga extract 'Odin Creates the World'. https://www.bbc.co.uk/teach/school-radio/musicks2-viking-saga-songs-1-loki-the-joker/z4wk47h</p> <p>Before you listen to 'En Saga' by Jean Sibelius and answer the</p>

					<p>questions – there is a quiz assignment on Google classroom to help with this. You could then draw a picture or pattern to express what the music makes you think of or how it makes you feel.</p>
<p>Friday</p>	<p> https://www.edshed.com/en-gb/login</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> https://www.activelearnprimary.co.uk/login?c=0</p>	<p style="text-align: center;">RE</p> <p>HOW AND WHY DO PEOPLE MARK THE SIGNIFICANT EVENTS IN LIFE?</p> <p>New sequence starting today for this half term, answering the above question.</p> <p>Our first task will be our elicitation – if you can't access GC I've included the questions below. You should copy them and fill in the gaps marked with ... We will then repeat this task at the end so we can show what we have learnt.</p> <p>Life could be compared to... because... What I know about baptism and confirmation: I think a 'rite of passage' is... A Jewish or Hindu ceremony that might be an important landmark is... A significant occasion in my life so far was... which was celebrated by... A source of guidance that a religious believer might look to on their journey of life is... Some differences in the way people might choose to celebrate a wedding could be...</p> <p style="text-align: center;">L.O. To discuss life as a journey.</p> <p style="text-align: center;">Our lives are one big journey. Draw a sketch map of life as a journey. What would be the main 'milestones' or landmarks on a person's journey of life? What changes or achievements have you been through so far? Think of a growing tree... Record your achievements on the branches and things you would like to achieve in the future on the leaves.</p> <p>What are the features of a journey that make it a good metaphor for life? (Moving through time; progress to a destination – do we know where we are going? Maps or guides for living – religious people follow their holy books and key leaders, for example; adventures on the way; get tired after a long journey). What other metaphors/similes would suit? Life is an adventure... life is like a light bulb because... Complete your own "Life is... because..." or "life is like... because..." statements.</p> <p>Each of us takes a journey throughout our lives, and some take a religious journey. Why these journeys are important? Some events are marked by special ceremonies by Christians, Jewish people and Hindus on their life journey and we are going to explore some of these in future lessons. Believers feel their faith keeps them safe and gives guidance on their journey of life.</p>	<p>Warm up with a game from https://www.mathplayground.com/index_addition_subtraction.html today and keep simple mental skills sharp!</p> <p>First watch the video for your year group.</p> <p>Y4 – written methods https://vimeo.com/491687378</p> <p>Y5/6 – multiply 2 digits (area model) https://vimeo.com/488076765</p> <p>Then complete the sheets in GC.</p>	<p style="text-align: center;">History – Viking Feast with special guest, King Olaf!</p> <p>What do you know about Viking Food? Find out more on these links. Y4 - https://www.bbc.co.uk/bitesize/clips/z4pnvcw Everyone - https://www.ribevikingcenter.dk/en/learn-more/food.aspx http://www.primaryhomeworkhelp.co.uk/viking/food.html https://kidadl.com/articles/viking-food-ks2-and-recipes-made-easy</p> <p style="text-align: center;">A more complex read: http://www.bbc.co.uk/history/ancient/vikings/food_01.shtml</p> <p>Write a menu for a feast, including a range of food available to the Vikings. You could then illustrate it.</p> <p>Why not have a go at making bread? Recipes here: https://www.ribevikingcenter.dk/en/learn-more/food/food-bread-i.aspx</p> <p style="text-align: center;">Art/DT</p> <p>No formal lesson this week but in class we will be writing up our bead making experience from before half term (and maybe using up the rest of the beads to make bracelets with stretchy string!)</p> <p>Another ongoing task will be to create the walls for our Saxon houses. We used a combination of willow sticks, straw and good red Devon clay to fill in one of our wooden frame walls – this week we will evaluate them and decide whether to form the other walls in the same way, or use printed paper/card for the walls. I'll post pictures on Google Classroom to show how they came out!</p> <p>If you did either of these tasks, please send me a photo! I'd love to see what you have created at home.</p> <p style="text-align: center;">Next week we will be printing in different ways.</p>

Imagining

You should use your imagination to create fantasy creatures, stories and to develop your own ideas.

Explore new possibilities.

Ask the question- **What if ...?**



_____ has behaved like a 'Unicorn' at home
by_____

Planning

Think about **where you are going** in your learning, **what you will need** to do next, **how long it might take**, what **resources** you will need and any **obstacles** that might get in your way.

A bluebird plans where it is safe to build its nest ready for hatching its eggs. It collects bits of twig and leaves to make the nest.



_____ has behaved like a 'Bluebird' at home
by_____