



Learning from Home



Learning Behaviours

The first is **Reasoning**. Like the squirrel who works out how to get to a food source even when it isn't easy, this week you will need to think through your ideas, step by step, and solve problems in a clear and orderly fashion.

The second is **Making Links**. Just like the spider weaving his web, you will be weaving the web of your understanding in our topic linked lessons as well as English and especially maths this week.



Class 2 Wk beg: 1 st February 2021	Spelling (15 mins)	Reading (30 mins)	Writing (1 hour)	Maths (45 mins)	Afternoon Project When finished each day
	<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>Are you enjoying our class novel Thieves of Ostia? Leave a comment in Google Classroom.</p> <p> Bug Club</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>We're starting our new sequence today, based on Dare to Care: Pet Dragon by M. P. Robertson and Sally Symes.</p> <p>Key learning outcome: We will write our own page(s) of advice on looking after a creature or object. (This could be real - wolf/bicycle/submarine - or fantasy - frost troll/lightning machine.)</p> <p>Today we will learn and remember the introduction (P5-7) and the end (P28). This will give us a flavour of the tone of writing we will be emulating in this sequence.</p> <p>A pdf of the pages and story map of the introduction will be available on our website as well as on Google Classroom.</p> <p>Start by reading the first three page several times, making your reading expressive and emphasising the punctuation. Then 'read' the story map, referring back to the text if you get stuck. Can you spot the misplaced comma that should be a full stop? 5 hpts if you tell me about it!</p> <p>Draw your own story map for the last two sentences (If you can.... long you last.)</p> <p>Now for prediction. How is this text likely to be organised? Why? Think back to books you've read about caring for dogs, cats, hamsters and guinea pigs. I'd like you to suggest a list of probable chapters/sections in this book.</p> <p>Task: create a contents page for Dare to Care: Pet Dragon.</p>	<p>Warm up with </p> <p><i>Contact school if you need a reminder of your login details!</i></p> <p>To allow flexibility as we learn brand new skills, this week I have planned four sessions for Y4 and have inserted Wednesday as a session to consolidate learning.</p> <p>Today Y4 will be subtracting fractions, using number lines and fraction strips. Read through the explanation here and watch the video. https://www.bbc.co.uk/bitesize/articles/zb2q96f</p> <p>Y5/6 will be adding fractions in different contexts, where they need to convert the fractions or find common denominators.</p> <p>Google Classroom Y4 - subtracting fractions 1 - using number lines and fraction strips Y5/6 - adding fractions 1 (time to get more complex!)</p>	<p>PE</p> <p>This week we have our first PE lesson of six provided by Callum Shipton and Exeter City Football Club, thanks to Mr Hughes! 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>If the weather is nice, you might choose to go for a walk with your adult.</p> <p>How are your ball skills coming along? Throwing and catching or kicking accurately are skills you should practice to maintain.</p> <p>Health and Well-Being</p> <p>This week is Children's Mental Health Week (1-7th Feb 2021) so we will be revisiting some of the strategies and techniques we learnt about in the first National Lockdown.</p> <p>Today I'd like us to focus on mindful breathing and yoga. You could play some calm ocean music on YouTube. Alternatively listen to the YouTube video https://www.youtube.com/watch?v=6If7zclSEV4 which will take you through a guided ocean breathing meditation.</p> <p>Lie still and relax your body. Or you could sit cross-legged, relax your arms over your knees and close your eyes.</p> <p>Take a slow deep breath in (through your nose) for a count of 8, hold it for 8, then slowly release through a count of 8. Repeat 8 times.</p> <p>Cup your eyes with your hands, and slow breathe 3 more times.</p>

					Next stretch out your body. You could show someone at home some of the positions you know from Yoga with Abby. Remember to breathe slowly and steadily while stretching into position, then returning to your starting position.
Tuesday	 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	<p>Today we will be reading the whole book, creating a class chart of our likes, dislikes, puzzles and patterns, which we will share with you on Google Classroom.</p> <p>On the school website, you will find a double page spread on Choosing an Egg and Grooming.</p> <p>These are pages with a contrasting style of writing, such as labels/captions that are not grammatically complete sentences.</p> <p>Read each double page spread through, then choose one to 'learn and remember' using your preferred method. (repetition, story map, sign language and acting it out)</p> <p>We will use Choosing an Egg tomorrow to write an interview with one of the four dragon owners.</p> <p>Task: Create your own likes, dislikes, puzzles and patterns grid from the 8 pages you've read so far.</p>	<p>Warm up with </p> <p>Contact school if you need a reminder of your login details!</p> <p>Y4 will continue subtracting fractions – watch the video part from yesterday if you need a reminder.</p> <p>Y5/6 start with this video if you need a refresher on measures before moving on to Power Maths https://www.bbc.co.uk/bitesize/topics/z4nsgk7/articles/zqf4cwz</p> <p>Google Classroom Y4 Subtracting fractions 2 – pizza recorded on fraction strips Y5/6 Adding fractions 2 – working with measures (fractions of km and litres)</p>	<p>Geography – Locating Places</p> <p>Use Ordnance Survey maps of the south-west of England to locate the following sites, using the key to identify specific sites and features: Cadbury Castle, the Shropshire village of Wroxeter, Mitchell's Fold Stone Circle, Glastonbury Tor, Tintagel in Cornwall and Slaughterbridge.</p> <p>You could use the web to investigate the significance of these sites in relation to Arthurian legend, which we learnt about a few weeks ago. As an additional challenge, Y5/6 could locate the six-figure grid reference for each site using the online mapping tool, Where's the Path.</p> <p>Music</p> <p>Listen to the tune of the nursery rhyme, When King Arthur ruled the Land, here: https://www.mamalisa.com/?t=hes&p=1533</p> <p>Sing it through, listening for the rhyming pattern. Look back at your learning about King Arthur in order to write a verse about King Arthur's character or an event in which he was involved. This could include a battle, a discussion with his knights around the round table or a feast in his castle. Draft your verses using the same rhyming pattern as the nursery rhyme.</p>
Wednesday	 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	<p>Today I'd like you to role play one of the four children from Choosing an Egg (Rodney, Harriet, Cassandra or Rick), as they are interviewed about their experience of looking after their particular dragon.</p> <p>There are more pages from the book attached to Google Classroom. Look through them and spot your chosen child and the dragon they ended up with.</p> <p><i>If you can't access GC, just use the information given in Choosing an Egg and your imagination to answer the questions.</i></p> <p>You should layout your questions and answers as an interview, with the name or interviewer in the margin and the words spoken. You could make up your own interview questions but here are some to start you off.</p> <p>What type of dragon do you have? Why did you choose this dragon? What do you feed your dragon? Would you recommend this dragon and why? What kind of dragon would you like to get next time?</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>Y4 should use today to complete the Power Maths linked yesterday.</p> <p>Y5/6 start by refreshing your basic subtraction of fractions here: https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z9n4k7h Today you will subtract fractions from a mixed number, where you need to cross the ones boundary.</p> <p>Google Classroom Y4 Consolidate subtracting fractions Y5/6 – Subtracting fractions 2 – crossing number boundaries</p>	<p>Topic/Science</p> <p>Today we will be thinking about How the Vikings dyed their clothes. We will be chopping various vegetables and fruits before mashing them in hot water to release their colour. We will then place a piece of string into each cup so we can find out if the colour made will dye the string.</p> <p>You can try this at home using leaves from plants in the garden. We discovered last week that lichen makes an incredible green shade! Alternatively, ask an adult if you can raid the kitchen. What could you use to create your 'dye'?</p> <p>You should record the steps of your experiment then write a paragraph explaining what happened and what you found out.</p> <p>Health and Well-being</p> <p>The second focus this week is Gratitude. I've attached a slideshow which includes a video and activity.</p> <p>If you are feeling stressed and overwhelmed, a gratitude scavenger hunt might help.</p> <p>Start with three slow, deep breathes before looking around. Name something you can see that you are grateful for, something you can hear and something you can touch.</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>Today we are focusing on the introductory paragraph to each section, then thinking about the vocabulary.</p> <p>These will be on Google Classroom but if you can't access it today then use the pages provided on the website, focusing on the introductory paragraphs to answer the questions below.</p> <p>Is this enough information for readers? What does it do? What does the rest of the information on each double page spread help with? What is essential and non-essential information? What information and humour do we get only from the illustrations?</p> <p>Vocabulary Look at a double page in detail. Note down words that are interesting, unfamiliar, difficult or puzzling.</p> <p>Task: explore synonyms (words that have the same meaning) for the vocabulary you have found.</p>	<p>Warm up with </p> <p>Contact school if you need a reminder of your login details!</p> <p>Y4 will use their addition and subtraction skills to solve problems. Remember to read the question carefully, underline the key words, work out the answer then check it makes sense. Ask yourself: am I subtracting or adding fractions in this question?</p> <p>Y5/6 will continue to subtract fractions but today will subtract a mixed number from a mixed number, sometimes when the denominators of the fractions are different.</p> <p>Google Classroom Y4 Problem Solving – Adding and subtracting fractions 1 Y5/6 – Subtracting fractions 3 – crossing number boundaries.</p>	<p style="text-align: center;">Art</p> <p>Charm making The Anglo-Saxons created beautiful, highly intricate jewelry, such as beaded necklaces, pendants, rings, brooches and other items, in gold, silver, bronze and copper. Check out some examples here https://www.dkfindout.com/uk/history/anglo-saxons/anglo-saxon-jewellery/ We will be using malleable materials, such as clay and salt dough, to create beads, that we will paint and turn into necklaces next week.</p> <p>We will also be looking at and copying a range of intricate Anglo-Saxon pattern work. Later we will use these drawings to create printing blocks. Search Anglo-Saxon pattern or look at the lesson on Google Classroom.</p> <p>Geography Saxon place names. On Tuesday, you used OS maps to find places in the South-West that have Saxon origins. One way to trace Saxon settlements is through place names, such as names ending in the suffixes -burh, -feld, -ing, -ton, -wick, -den and -ham.</p> <p>Use a Road Atlas or online OS map to identify Saxon settlements across England whose names end with the suffixes above.</p> <p>There are more place name links here: http://www.localhistories.org/names.html</p> <p style="text-align: center;">Health and Well-being</p> <p>The third activity this week focuses on one of our 'Ten a Day' for Positive Mental Health – Do something you enjoy and are good at.</p> <p>Teach someone in your family to do something you are good at, e.g. drawing, playing an instrument, juggling, maths.</p> <p>Maybe you could get better at something you love while you're at home? This could be learning how to draw something you couldn't before like your favourite animal. Here's an example of how to draw a little dog https://www.youtube.com/watch?v=UdielkLGvAs</p>
<p>Friday</p>	<p>Spelling Shed </p> <p>https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in 'Assignments'. Then</p>	<p> Bug Club</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>Grammar Focus – Expressing time, place and cause with conjunctions, adverbs and prepositions (revisit of prior learning)</p> <p>Today I'd like you to look at Flight School.</p> <p>Once you've read (and enjoyed) this page, look at how many sentences open by setting up the conditions within which an action should be, has been or is taken:</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>Everybody is problem solving today to practice using the skills they have learnt.</p> <p>Google Classroom Y4 Problem Solving – Adding and subtracting fractions 2 Y5/6 – Problem solving – mixed word</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">How can following God bring freedom and justice?</p> <p>In today's lesson, we will consider a humanist approach to freedom and justice. Investigate the humanist approach to life at What is Humanism? » Understanding Humanism</p> <p>Many humanists follow the 'Golden Rule' 'Treat others as you would like to be treated yourself,' or 'Do not treat others in a way you would not like to be treated yourself.'</p>

	<p>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>'Once you have some sort of control over your dragon on the ground,...' 'But before taking to the skies,...' 'Once you have passed your test,...' 'When you have trained daily for at least a year,...' 'In order to pass,...'</p> <p>Notice how each of these contain a verb (so are clauses) and how they are marked with a comma.</p> <p>Look at the chart provided below. This includes some cause-and-effect clauses and conjunctions. Experiment with ways of joining the clauses to make sentences that are grammatically correct.</p> <p>Once you've fixed a conjunction to a clause, you can experiment with the order of clauses.</p> <p>TASK Write each sentence you create, then reverse the order of the clause and write it again. For example:</p> <p>If you feed it toffee apples, you should bring it plenty of water to drink.</p> <p>You should bring it plenty of water to drink if you feed it toffee apples.</p> <p>Which do you think is more effective? Did you notice I added 'you should' to maintain cohesion? Compare your sentences and decide which order you prefer.</p>	<p>problems 1</p>	<p>Compare this rule to the Ten Commandments or the two commandments of Jesus we looked at last week. Consider the question: Does justice involve treating everybody in exactly the same way? Why/ why not?</p> <p>One of the core British values is Religious tolerance – which means that people in Britain have the right to choose what they believe and should be tolerant of those of differing beliefs. Many humanists (and also some Christians) believe that government should be <i>secular</i> (ie. free from religious influence). What do you think about this? Why?</p> <p>We have seen that many Christians might be inspired by stories such as that of Moses or the commandments of Jesus to campaign for a fairer, more just society. What might motivate humanists to campaign for justice and freedom?</p> <p>Think about some of the issues around injustice today. Think about some other ways in which Christians and others work for justice including giving to/working for appropriate charities, praying for the end of injustice, promoting harmony, joining in with campaigns such as those for clean water, national practice such as food banks, as well as localised practice. What can we do to bring freedom and justice at a class, school and local level, and further afield?</p>
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<i>if</i> <i>because</i> <i>when</i> <i>although</i> <i>once</i> <i>before</i> <i>as soon as</i>	you feed it toffee apples the dragon licks its lips they are usually shy its claws are sharpened you have turned out the lights the weather becomes warmer	your dragon will never forgive you settle it in a cosy spot bring it plenty of water to drink you should duck quickly check its wings for damage remember to leave it alone for a few minutes
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