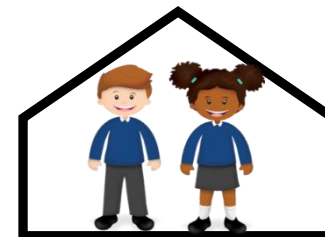




Learning from Home



Class 2

Wk beg: 29th
March '21

Our Key Learning Behaviour this week is the Bee's behaviour: collaboration

Collaboration

Working with others **requires** some **give and take**. It is important to **recognise** and **respect** others views. When working together **everyone** has their own skills and **strengths** to offer. Bees work together as a team to build their hive and collect nectar.



In school this week, we will need to apply this behaviour to complete a range of projects, particularly in Design and Technology, in which we will be completing our models of Viking longhouses. Who can you collaborate with at home? How can you work with others, online or in person, to seek help in completing your own model?

In our Mental Health reflections this week, we will reflect on our successes and how to thank the people that have helped us to achieve well this term. We will also consider the areas we would like to target to improve in our future learning and consider what sort of help we might need and who we could ask for help.

**Mental Health
(30 minutes)**

**Spelling
(30 mins)**

**Reading
(30 mins)**

**Writing (1
hour)**

Maths (45 mins)

**Afternoon Project
When finished each day**

Monday

**Collective
Worship**

Mental Health
focus: Be Active

In today's Mental health focus, we will highlight the benefits of physical exercise

Spelling Shed

<https://www.edshed.com/en->



<https://www.activelearnprimary.co.uk/login?c=>

In today's Literacy lesson, we will begin to write the story we planned in Friday's lesson.

Think carefully about how your

Warm up with




This week, the Maths lessons are from White Rose. These have accompanying


PE



Have a look at one of the PE grids on the Google Classroom from a previous week or have another go at one of the lessons.



RE

We need to catch up on RE this week as we

<p>In this week's Collective Worship, we will continue to think about Easter, listening to some Easter songs and hymns and reading through the Easter story</p> <p>We will look at artwork that depicts some of the important events of Easter week, starting with Palm Sunday, then the last supper and Jesus' visit to the Garden of Gethsemane with some of his disciples. Then we will read about Jesus' arrest and crucifixion, before reading some more of the stories about his appearances following resurrection.</p>	<p>and celebrate our favourite ways of keeping fit and active.</p>	<p>gb/login</p>	<p>0</p> <p>Please ensure you read regularly from Bug Club, answering the comprehension questions, as well as from any other books you are reading.</p>	<p>story might start. How will you describe the setting and introduce your main character/s? How will the hero of the story come to hear about the monster? How will you begin to build the tension by describing the monster?</p> <p>Remember to think carefully about when to start a new paragraph – when there is a change of person, place, time, speaker or focus.</p> <p>Also, can you include hyphenated words or alliteration as you describe your setting or characters?</p>	<p>worksheets that will be posted on the Google Classroom if required.</p> <p>Year 3</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</p> <p>Divide 100 into 2, 4, 5 and 10 equal parts</p> <p>Year 4</p> <p>https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/</p> <p>Divide 2-digits by 1-digit (3)</p> <p>Year 5</p> <p>https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/</p> <p>Divide 3-digits by 1-digit</p> <p>Year 6</p> <p>https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/</p> <p>Solve two-step equations</p> <p>(Follow-up worksheet on Google Classroom if required.)</p>	<p>are a little behind, so there are two RE lessons planned this week.</p> <p>Today, we will explore different traditions for celebrating another key life stage – weddings.</p> <p>Use the links below to explore different traditions, then consider carefully how you can compare and present the similarities and differences between the traditions of different religions. You could use a chart, a Venn diagram with 3 overlapping circles or create a poster showing the traditions of different religions.</p> <table><tr><td></td><td>Christian</td><td>Jewish</td><td>Hindu</td></tr><tr><td>Weddings</td><td></td><td></td><td></td></tr></table> <p>Christian wedding vows www.churchofengland.org/prayer-worship/worship/texts/pastoral/marriage/marriage.aspx</p> <p>Jewish marriage: www.reonline.org.uk/specials/jwol/</p> <p>Hindu wedding: https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-nikki-hemal-marriage-hindu-wedding-ceremony/zmqrkmn</p>		Christian	Jewish	Hindu	Weddings			
	Christian	Jewish	Hindu											
Weddings														
<p>Tuesday</p>	<p><u>Mental Health focus:</u></p> <p><u>Be Proud of Your Very Being/ Ask</u></p>	<p>Spelling Shed https://www.edshed.com/en-gb/login</p>		<p>In this lesson, we will continue to write our own 'Defeating the monster' saga</p>	<p>Warm up with  Year 3</p>	<p>RE</p> <p>Identify key differences between Christian and Jewish beliefs, and the Hindu beliefs? (e.g. Jewish and Christian beliefs based on a</p>								

	<p><u>for Help</u></p> <p>We will take the opportunity at school to reflect about what we have learned this term and how we have made progress towards our targets and to celebrate our successes. We will also consider our personal targets for the next term's learning and what help we might need to achieve those targets.</p> <p>Have a think about the areas in which you feel confident and those areas where you might need a little more support or help...</p> <p>Who could you ask for help? Let us know!</p>	<p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group.</p> <p>Your spelling Assignment change weekly on a Tuesday. I will be checking today and I will award 50 extra honey pots and 5TP to anyone who has achieved Royal Bee status in the past week's assignments.</p>	<p> Bug Club</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p>	<p>stories.</p> <p>Today, try to complete the part in which the hero travels to meet the monster and the first encounter between the hero and the monster.</p> <p>Who will be the supporting characters the hero meets or supports?</p> <p>What conversations between characters can you include? Remember what a key part of the original 'Beowulf' story the speeches of the characters were. Make sure you use inverted commas correctly to punctuate the dialogue.</p> <p>Choose the words the characters speak carefully to reveal the character and move the story on.</p>	<p>https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p> <p>Divide with remainders activity</p> <p>Year 4</p> <p>https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/</p> <p>Divide 2-digits by 1-digit (2)</p> <p>Year 5</p> <p>https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/</p> <p>Divide 4-digits by 1-digit</p> <p>Year 6</p> <p>https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/</p> <p>Find pairs of values (1)</p> <p>(Follow-up worksheet on Google Classroom)</p>	<p>linear view of time – from here to death and beyond. Hindu beliefs have a cyclical view – reincarnation on the wheel of life, death and rebirth until escaping to Moksha).</p> <p>Create a journey bag for either a Christian, a Jewish person or a Hindu containing props that relate to what you have learnt about the journey of life and death for the chosen religion.</p> <p>There will be a final task on the Google Classroom to help review all that we have learned about the key question 'How do different people celebrate the journey of life?'</p> <p>French</p> <p>This week, use the following links to help you revise and practise the vocabulary we have learned for different types of clothing and practise using adjectives of colour to describe clothing.</p> <p>Draw a few sketches of people in different outfits and write some sentences to describe what they are wearing, using</p> <p><i>Il porte.....</i> <i>he is wearing</i></p> <p><i>Elle porte...</i> <i>she is wearing</i></p> <p>https://www.bbc.co.uk/teach/class-clips-video/french-ks2-clothes-and-colours/zkhxpg8</p> <p>Use https://www.youtube.com/watch?v=cDaDwuExIrs to revise colours and use with clothing.</p>
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<p>Wednesday</p> <p>Collective Worship</p> <p>Look out for a live link on the Google Classroom so that you can join in with our Collective Worship with Father Steven at 9.30am.</p>	<p><u>Mental Health focus:</u></p> <p><u>Do Something You Enjoy</u></p> <p>Have a think today about how you will use the upcoming Easter holidays? What are you looking forward to? What hobbies or interests will you explore further during this holiday? What skills or talents might you choose to develop?</p> <p>How will you stay connected with those you care about?</p>	<p>Spelling Shed 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> https://www.activelearnprimary.co.uk/login?c=0</p>	<p>In this lesson, you should first read through what you have written so far of your story and then consider how you will write the rest of your story? What will you need to describe in detail? Where will you include dialogue? Have you remembered to use the poetic 'saga-style' language we looked at? Can you include more alliteration or hyphenated descriptions?</p> <p>Try to complete your story, explaining how the monster is defeated and how the hero receives the reward. Think carefully about how to make it exciting!</p>	<p>Warm up with</p> <p></p> <p>Year 3 https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p> <p>Divide 2-digits by 1-digit (3)</p> <p>Year 4 https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/</p> <p>Divide 3-digits by 1-digit</p> <p>Year 5 https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/</p> <p>Divide with remainders</p> <p>Year 6 https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/</p> <p>Find pairs of values (2)</p> <p>(Follow-up worksheet on Google Classroom)</p>	<p>Design and Technology</p> <p>In this lesson, we will be making our models of Viking houses. You may have to adjust the materials from your original plan. You will find the design booklet on the Google classroom as required. First, you will need to consider what materials you have available – can you collect some recycled materials such as boxes or do you have some pieces of wood available at home? Be creative!</p> <p>Music</p> <p>Learn the songs at https://www.bbc.co.uk/programmes/articles/4vSCdgnJ28zp7RJ2hmnVWtS/viking-saga-songs-6-apples-of-iduna and https://www.bbc.co.uk/programmes/articles/2qT9nqGsKmhQGt9br6h7qN/viking-saga-songs-7-birds-of-the-north</p> <p>Scroll down on the same page to listen to an extract from 'The Ride of the Valkyries' – a famous passage of orchestral music from Wagner's Ring Cycle, which tells a long sequence of Viking-inspired stories over many hours. The music accompanies a group of Viking goddesses riding on horseback across the sky.</p> <ul style="list-style-type: none"> • What words would you use to describe the music? • Can you hear the rhythm of the horses' hooves in the music? • What pictures does the music create in your imaginations? <p>Create 'garden music'. Use bell-sounds, string-sounds rising up like plants growing and whistling patterns etc.</p>
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						Or create 'freezing river music', with layers of percussion-patterns repeating over and over, like icy water.
Thursday	<p><u>Mental Health focus:</u></p> <p><u>Actively Care for Others</u></p> <p>Who will you have the opportunity to care for or show love to over the next couple of weeks? What could you do to surprise someone you care about with a random act of kindness?</p>	<p>Spelling Shed 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>	 Bug Club https://www.activelearnprimary.co.uk/login?c=0	<p>In today's lesson, you should ensure that you have completed your 'Defeating the Monster' story. Then, read through and check your story carefully.</p> <p>Check spelling and punctuation with care.</p> <p>Is there are part of the story you could improve with more description or a slower build-up?</p> <p>Rewrite one or two sections to edit and improve your story...</p>	<p>Warm up with </p> <p>Year 3 https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p> <p>Scaling activity</p> <p>Year 4 https://whiterosemaths.com/homelearning/year-4/spring-week-3-number-multiplication-and-division/</p> <p>Correspondence problems</p> <p>Year 5 https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/</p> <p>Multiply 3-digits by 2-digits.</p> <p>Year 6 https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/</p> <p>Mental Calculations</p> <p>(Follow-up worksheet on Google Classroom)</p>	<p>Design and Technology</p> <p>Make sure you have completed your model of a Viking house and then complete the Evaluation page of the Design booklet (see the Google Classroom, where you will find this as required.)</p> <p>You will need to think about:</p> <p>What you have learned through this project?</p> <p>How you adapted and improved or simplified your design as you created your model – and why?</p> <p>What challenges did you face in making your model Viking house and how did you overcome them?</p> <p>What are you most please with and is there anything you would change or improve if you repeated the activity?</p>

Collaboration

Working with others **requires** some **give and take**. It is important to **recognise** and **respect others views**. When working together **everyone has** their own **skills** and **strengths** to offer. Bees work together as a team to build their hive and collect nectar.



_____ has behaved like a 'Beer' at home by.....