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| Class 2  Wk beg: 30th November 2020 | **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**  **Collective Worship:**  You may like to start the day with a ‘virtual assembly’ at <https://www.youtube.com/watch?v=7utR1OzDXPM> | <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>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | **Today we will begin to write the stories, set in a Roman context linked to our recent history work, that we planned last week.**  Write a detailed description of the setting at the start of your story, to bring the story to life and introduce your main character. Try to use the inspiration of the way Tranio is introduced in ‘Escape to Pompeii’.  Remember what we have learned about describing settings and try to include as many of the following as you can:  **Step 1:** Use preposition phrases to open sentences and explain where something is: *On… Below… Beyond… From…*  **Step 2:**  Use powerful verbs to describe the different actions of people in the setting.  **Step 3:**  Use different senses – consider what the characters can hear, smell and feel as well as what they can see.  **Step 4:**  Use commas in a list – of objects, actions or activities in the setting.  **Step 5:**  Use carefully chosen nouns and expand these into noun phrases using adjectives and preposition phrases to indicate where they are.  **Step 6:** (*Year 5 and 6)* Use a relative clause after a noun to say more about it, beginning with a relative pronoun such as *who, which, that, when, where, whose.*  **Step 7:** Include imagery, such as a simile, metaphor or personification, to compare something in the setting to something else.  **Step 8:** Use speech/ dialogue to develop and describe the characters and their responses to the setting. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children that do Maths with Class 1**  [**https://classroom.thenational.academy/lessons/representing-information-as-a-bar-model-part-1-6cw6ar**](https://classroom.thenational.academy/lessons/representing-information-as-a-bar-model-part-1-6cw6ar)  **Year 3**  [**https://classroom.thenational.academy/lessons/solving-addition-and-subtraction-word-problems-6mw3ct**](https://classroom.thenational.academy/lessons/solving-addition-and-subtraction-word-problems-6mw3ct)  **Year 4**  [**https://classroom.thenational.academy/lessons/multiplication-and-division-64r32e**](https://classroom.thenational.academy/lessons/multiplication-and-division-64r32e)  **Year 5**  [**https://classroom.thenational.academy/lessons/calculating-flexibly-c8up2d**](https://classroom.thenational.academy/lessons/calculating-flexibly-c8up2d)  **Year 6**  [**https://classroom.thenational.academy/lessons/understanding-which-operations-have-equal-priority-c4t6ce**](https://classroom.thenational.academy/lessons/understanding-which-operations-have-equal-priority-c4t6ce) | **PE**  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **RE**  This week in RE, we will learn about the **covenant** that God made with Abraham and how this was a part of God’s rescue plan.  Learn about God’s call to Abram, his faith relationship with God, the covenant between them and its significance for Jews and Christians ever since.  [4. God's Covenant with Abraham - Open Bible Stories (v4)](https://www.youtube.com/watch?v=aBPANcV67nk)  [God calls Abraham](https://www.youtube.com/watch?v=v3rK_PcEMfA)  [Abraham - A Man of Faith](https://www.youtube.com/watch?v=gQTuBSf9YbA)  Write a (shared) poem about the story, considering the viewpoints of Abraham and God *or* Write a play script of the conversation between Abraham and God in your own words, using the Bible passages as a reference. Look at Hebrews 11verse 1 – how does this definition of faith relate to the story of Abraham? |
| **Tuesday**  **Collective Worship**  Today is the start of advent.  You may like to start the day with a ‘virtual assembly’ at  [**https://www.youtube.com/watch?v=PH1ZrBy1NX4**](https://www.youtube.com/watch?v=PH1ZrBy1NX4) | <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>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | **In today’s lesson, we will continue to write the stories set in a Roman context that we planned last week.**  Today, you should aim to finish writing the first draft of your story.  Start by reading through what you have already written, check your story plan and consider how you are going to end the story.  Look at the checklist of strategies for improving your description of settings. Which have you used already? How might you plan to use som eof the other strategies in your writing today? | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children that do Maths with Class 1**  [**https://classroom.thenational.academy/lessons/representing-information-as-a-bar-model-part-2-6ct62d**](https://classroom.thenational.academy/lessons/representing-information-as-a-bar-model-part-2-6ct62d)  **Year 3**  [**https://classroom.thenational.academy/lessons/solving-word-problems-with-unknown-values-cgtpcd**](https://classroom.thenational.academy/lessons/solving-word-problems-with-unknown-values-cgtpcd)  **Year 4**  [**https://classroom.thenational.academy/lessons/representing-word-problems-using-bar-models-c4wpae**](https://classroom.thenational.academy/lessons/representing-word-problems-using-bar-models-c4wpae)  **Year 5**  [**https://classroom.thenational.academy/lessons/short-multiplication-c8v64c**](https://classroom.thenational.academy/lessons/short-multiplication-c8v64c)  **Year 6**  [**https://classroom.thenational.academy/lessons/expressing-missing-number-problems-algebraically-c8v64r**](https://classroom.thenational.academy/lessons/expressing-missing-number-problems-algebraically-c8v64r) | **History**  This week, we will begin to summarise the Roman legacy.  Learn about why the Romans left Britain:  <https://classroom.thenational.academy/lessons/why-did-the-romans-leave-britain-71k6cc>  Follow the link (ctrl and click) to listen to the BBC radio programme at  [11. The Roman legacy: part 1](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-legacy-1/zjmyscw) |
| **Wednesday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  <https://www.youtube.com/watch?v=AqW0kHYFmKw> | <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>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | **Today, we will proofread, edit and improve the stories we wrote earlier in the week.**    You should read carefully through your story, checking it makes sense and that sentence punctuation is accurate, including use of inverted commas for speech.  Underline any spellings you are not sure of with a wobbly line and then use a dictionary or online spellchecker to check your spellings and change those that were not correct.  Can you improve any of your sentences by adding more information, such as an adverbial saying more about how, when, where or why something happens?  Could you improve any of your sentences by changing the word order?  If possible, ask someone else to read your story and give you their advice about how to improve it. | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children that do Maths with Class 1**  [**https://classroom.thenational.academy/lessons/creating-and-labelling-bar-models-61k6ar**](https://classroom.thenational.academy/lessons/creating-and-labelling-bar-models-61k6ar)  **Year 3**  [**https://classroom.thenational.academy/lessons/recalling-the-3-times-table-c8tp4d**](https://classroom.thenational.academy/lessons/recalling-the-3-times-table-c8tp4d)  **Year 4**  [**https://classroom.thenational.academy/lessons/representing-2-step-word-problems-6nhkgt**](https://classroom.thenational.academy/lessons/representing-2-step-word-problems-6nhkgt)  **Year 5**  [**https://classroom.thenational.academy/lessons/long-multiplication-68u38t**](https://classroom.thenational.academy/lessons/long-multiplication-68u38t)  **Year 6**  [**https://classroom.thenational.academy/lessons/finding-solutions-to-problems-with-two-variables-cmt30r**](https://classroom.thenational.academy/lessons/finding-solutions-to-problems-with-two-variables-cmt30r) | **Art**  Explore the work of a range of modern mosaic artists:    Look at the work of mosaic artist Sonia King <http://mosaicworks.com/gallery/fineart/>.  Look at the different shapes of tiles used, patterns motifs etc . You could investigate the work of other mosaic artists (see <http://mosaicworks.com/gallery/fineart/>).  Which mosaics do you like best? Why not print a picture of one to show the class, explaining why you like it.  Then, use small pieces of coloured paper (you could cut up the pages of an old magazine or catalogue) to make your own mosaic design in the style of the artist you have chosen. |
| **Thursday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  [**https://www.youtube.com/watch?v=PBT-hQv7rkc**](https://www.youtube.com/watch?v=PBT-hQv7rkc) | <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>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | **Today, you should redraft and publish your story.**  You could type up your story on a computer or write it out in your neatest handwriting. Why not leave space for some illustrations and improve your writing further by adding pictures? | **Warm up with**  ***Contact school if you need a reminder of your login details!***  **Children that do Maths with Class 1**  [**https://classroom.thenational.academy/lessons/creating-a-bar-model-cth3ee**](https://classroom.thenational.academy/lessons/creating-a-bar-model-cth3ee)  **Year 3**  [**https://classroom.thenational.academy/lessons/recalling-the-4-times-table-cmt64e**](https://classroom.thenational.academy/lessons/recalling-the-4-times-table-cmt64e)  **Year 4**  [**https://classroom.thenational.academy/lessons/deriving-multiplication-facts-c9k32r**](https://classroom.thenational.academy/lessons/deriving-multiplication-facts-c9k32r)  **Year 5**  [**https://classroom.thenational.academy/lessons/using-factors-to-multiply-6wtp4r**](https://classroom.thenational.academy/lessons/using-factors-to-multiply-6wtp4r)  **Year 6**  [**https://classroom.thenational.academy/lessons/consolidating-linear-sequences-and-representing-problems-with-algebra-71j3gr**](https://classroom.thenational.academy/lessons/consolidating-linear-sequences-and-representing-problems-with-algebra-71j3gr) | **Science**  This week, we are continuing our sequence of work on electricity by experimenting to see what happens when we change the components in a circuit.  Watch and complete the lesson at  <https://classroom.thenational.academy/lessons/what-happens-in-a-circuit-when-we-change-the-components-60wp2r>    **PSHE**  In our PSHE and mental health work this week, we will think back to the work we did in Anti-bullying week and we will consider the role of peer mediators in helping to make peace between people who come into conflict with one another.  Warch the video at <https://www.bbc.co.uk/bitesize/clips/z6stsbk>  Then, write a short answer to the question ‘Wht is peer mediation?’ |
| **Friday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  [**https://www.youtube.com/watch?v=qpq2WXCOmzg**](https://www.youtube.com/watch?v=qpq2WXCOmzg) | <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>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | **Today we will begin our new sequence of work on play scripts by writing a short script for an imagined commentary between two Roman sports commentators at a gladiator fight.**  First, if you can, listen to a couple of clips of sports commentators – you will find a couple of suitable clips at  <https://eltplanning.com/2015/04/24/lesson-idea-using-sports-commentaries-in-class/>  (Just scroll down to the videos to watch and listen.)  As you listen, think carefully about the type of language the commentators use to build up and express an excited atmosphere.  Then, have a go at writing a script for a pair of Roman commentators watching gladiator combat at the famous Colosseum in Rome, either gladiator versus gladiator, or gladiator versus animal. Consider and collect ideas as to what kinds of things a Roman commentator might see and report on, making notes on a battle from the entry into the arena to the grisly end. How might the commentators try to build up the crowd’s excitement? | **Warm up with**  ***Contact s***  ***chool if you need a reminder of your login details!***  **Children that do Maths with Class 1**  [**https://classroom.thenational.academy/lessons/representing-two-step-word-problems-using-bar-models-part-1-6xh34r**](https://classroom.thenational.academy/lessons/representing-two-step-word-problems-using-bar-models-part-1-6xh34r)  **Year 3**  [**https://classroom.thenational.academy/lessons/using-arrays-to-represent-the-3-and-4-times-tables-6xk38r**](https://classroom.thenational.academy/lessons/using-arrays-to-represent-the-3-and-4-times-tables-6xk38r)  **Year 4**  [**https://classroom.thenational.academy/lessons/deriving-division-and-multiplication-facts-6nk62t**](https://classroom.thenational.academy/lessons/deriving-division-and-multiplication-facts-6nk62t)  **Year 5**  [**https://classroom.thenational.academy/lessons/using-multiples-to-divide-6cw3gd**](https://classroom.thenational.academy/lessons/using-multiples-to-divide-6cw3gd)  **Year 6**  [**https://classroom.thenational.academy/lessons/reasoning-and-problem-solving-6mwkct**](https://classroom.thenational.academy/lessons/reasoning-and-problem-solving-6mwkct) | **French**  Today, we are continuing our learning about classroom objects:  Look at the following videos to practise and learn some of the vocabulary you will need to name the things that are found in a classroom. Why not begin to make your own French dictionary to help you remember the words?  You could label some of the things in your house with their French names: chair, desk, exercise book, pencil etc.  <https://www.youtube.com/watch?v=xRsr6wOIhgg>  [French school things ~ affaires scolaires en français](https://www.youtube.com/watch?v=2oqykNYcUcw)  [Ask a French Teacher - How Can I Tell if a Noun is Masculine or Feminine?](https://www.youtube.com/watch?v=C8lzZmJm2Qk)  **Computing**  We are going to explore more about the World Wide Web and how it works.  Watch the video:  Use the BBC Bitesize lesson (<https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z2nbgk7)to> find out more.  Can you explain the difference between the Internet and the World Wide Web? |