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| Class 2Wk beg: 11th Jan ‘20 | **Daily Dashboard****(10-15mins)** | **Spelling (30 mins)** | **Reading (30 mins)** | **Writing (1 hour)** | **Maths (45 mins)** | **Afternoon Project** **When finished each day** |
| **Monday****Collective Worship**Today, you will find a Collective Worship video on the Google Classroom, introducing our new theme: Trust.  | There is a presentation on the Google Classroom to guide you through today’s Daily Dashboard.  | <https://www.edshed.com/en-gb/login> Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. **Year 3**, please complete today’s **Phonics revision** lesson on Bug Club Phonics and then spend any remaining time on Spelling Shed. Today’s lesson is Unit 13 /zh/ as 's' Revision 's' | <https://www.activelearnprimary.co.uk/login?c=0>  | **This week’s Literacy lessons will be posted on Google Classrooms by 8.30am each morning.**In today’s lesson, we will be reading our new Literacy text and thinking about how the author presents different characters an makes them interesting to read about. If you are unable to access the lesson, you could have a look at another book you are reading. Choose a favourite story character and collect words and phrases the author uses that tell you what that character is like. Then choose 3 or 4 words or phrases to summarise your opinion of the character. | **Warm up with** **Year 3**<https://classroom.thenational.academy/lessons/to-describe-unit-and-non-unit-fractions-75jkac>**Year 4**<https://classroom.thenational.academy/lessons/embed-previous-fraction-work-using-a-linear-model-cgt30e>**Year 5**<https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r>**Year 6**<https://classroom.thenational.academy/lessons/compare-fractions-greater-than-one-c8vkgr>I will be assigning some extension tasks, for Year 6 in particular, on the Google Classroom  | **PE**<https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA>**RE**See Google Classrooms. In RE this week, we will continue to explore the story of Moses. Look at the video at <https://www.youtube.com/watch?v=cL7B_W8Pld4>to recap the story and learn a bit more. You my need to complete the sequence/ caption tsk from the last lesson or you could practise retelling the story in your own word using the pictures from that lesson. What do you think are the main themes in the story of Moses’ life – eg. *freedom, God, suffering, leadership, vulnerability, obedience, good vs.evil?* Can you give reasons for your choice?In the story God rescues his people by delivering them from Egypt and *then* makes a covenant with them. He does not demand that they obey his commands first and only rescue them if they manage it. What difference does this make? What does the story of the Exodus say about how following God brings freedom and justice?**Story**Watch the next installment of our class novel, ‘How to Train Your Dragon’, which you will find on the Google Classroom. |
| **Tuesday** | There is a presentation on the Google Classroom to guide you through today’s Daily Dashboard. | <https://www.edshed.com/en-gb/login> Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. **Year 3**, please complete today’s **Phonics revision** lesson on Bug Club Phonics and then spend any remaining time on Spelling Shed.Today’s lesson is Unit 13 /wh/ as 'w' lesson | <https://www.activelearnprimary.co.uk/login?c=0>  |  **This week’s Literacy lessons will be posted on Google Classrooms by 8.30am each morning.**In today’s lesson we will be thinking a little more about how an author reveals a character to the reader. We will observe particular techniques the author uses and practise using similar sentence structures or techniques in writing about our own characters. If you are unable to access the lesson, look at a favourite book and choose a few sentences you think are particularly effective in helping the reader understand the main character. Can you use similar sentences or patterns to write about a character you have invented? | **Warm up with** **Year 3**<https://classroom.thenational.academy/lessons/to-identify-and-describe-non-unit-fractions-6cr32t>**Year 4**<https://classroom.thenational.academy/lessons/assign-unit-fraction-names-and-notation-to-3d-representations-64vker>**Year 5**<https://classroom.thenational.academy/lessons/fractions-and-decimals-70tp4c>**Year 6**<https://classroom.thenational.academy/lessons/decimal-and-fraction-equivalence-cngk8r> | **History**Start by using the following BBC Bitesize lesson to extend your knowledge. BBC Bitesize: When did the Anglo-Saxons come to Britain?<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z23br82>Then, look on Google classrooms to find a lesson about the Anglo-Saxon monk, St. Bede and learn why he was significant.  |
| **Wednesday****Collective Worship** [**https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-belonging-s2e1**](https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-belonging-s2e1) | There is a presentation on the Google Classroom to guide you through today’s Daily Dashboard. | <https://www.edshed.com/en-gb/login> Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. **Year 3**, please complete today’s **Phonics revision** lesson on Bug Club Phonics and then spend any remaining time on Spelling Shed.Today’s lesson is Unit 13 /ph/ as 'f' lesson | <https://www.activelearnprimary.co.uk/login?c=0>  |  **This week’s Literacy lessons will be posted on Google Classrooms by 8.30am each morning.**In today’s lesson, we will examine how the way that different characters speak tells us more about their character. If you are unable to access the lesson, choose a character or two from books you have read or enjoyed and write some sentences about them using the following sentence frame:***The character reveled they were when they said… .***  | **Warm up with** **Year 3**<https://classroom.thenational.academy/lessons/finding-non-unit-fractions-of-quantities-c5jp4d>**Year 4**<https://classroom.thenational.academy/lessons/assign-unit-fraction-names-and-notation-to-equal-parts-of-quantities-64ukec>**Year 5**<https://classroom.thenational.academy/lessons/thousandths-6wup6t>**Year 6**<https://classroom.thenational.academy/lessons/decimal-equivalents-of-fractions-cnh32r> |  **Art**In today’s lesson, we will find out more about Anglo-Saxon Art. Twinkle Go lesson: <https://www.twinkl.co.uk/go>**RM3578****Music**Our focus in Music this term is **dynamics** which means how loud or quiet a piece of music is. Learn more at <https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/z3rcgdm>You may also like to learn a song about the Anglo-Saxons at<https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-arrival-we-are-anglo-saxons/zj6jjhv> |
| **Thursday** | There is a presentation on the Google Classroom to guide you through today’s Daily Dashboard. | <https://www.edshed.com/en-gb/login> Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. **Year 3**, please complete today’s **Phonics revision** lesson on Bug Club Phonics and then spend any remaining time on Spelling Shed.Today’s lesson is Unit 13 Language Irregular lesson | <https://www.activelearnprimary.co.uk/login?c=0>  | **This week’s Literacy lessons will be posted on Google Classrooms by 8.30am each morning.**In today’s lesson, we will explore how the main character feels at different points in the story and think about how the author communicates to the reader what the character is feeling, through what is explicitly stated and through what the character does and says. Often, we (the readers) are able to ***infer*** what the character is feeling from their speech and actions. If you are unable to access the lesson, you could write about a character from one of your own books, using the following sentence frame:**I knew the character felt … when they … .**  | **Warm up with** **Year 3**<https://classroom.thenational.academy/lessons/consolidating-finding-non-unit-fractions-of-quantities-6rwk8t>**Year 4**<https://classroom.thenational.academy/lessons/recognise-and-reason-about-unit-fractions-in-a-variety-of-contexts-74w66t>**Year 5**<https://classroom.thenational.academy/lessons/comparing-fractions-and-decimals-c5jp8r>**Year 6**<https://classroom.thenational.academy/lessons/add-fractions-cnk3ar> | **Science**This lesson will be on Google Classrooms. In this lesson, we will be exploring Classification, particularly classification of vertebrates. Twinkl Go lesson: Classifying Vertebrates<https://www.twinkl.co.uk/go>**RM2398**The following Bitesize lessons might be useful for additional clarification:*What is classification?*<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>*Classification Keys*<https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z9cbcwx>*What is a Vertebrate?*<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/zp6g7p3> |
| **Friday****Collective Worship** [**https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-loved-s2e2**](https://www.churchofengland.org/our-faith/faith-home/faith-home-videos/collective-worship-primary-schools-loved-s2e2) | There is a presentation on the Google Classroom to guide you through today’s Daily Dashboard. | <https://www.edshed.com/en-gb/login> Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. **Year 3**, please complete today’s **Phonics revision** lesson on Bug Club Phonics and then spend any remaining time on Spelling Shed.Today’s lesson is Unit 13 Assessment lesson | <https://www.activelearnprimary.co.uk/login?c=0>  |  **This week’s Literacy lessons will be posted on Google Classrooms by 8.30am each morning.**In today’s lesson, we will be exploring some of the grammar from this literacy sequence. **Years 3 and 4** will be looking at the use of **adverbs**  and **adverbial phrases** <https://www.bbc.co.uk/bitesize/articles/zv73bdm>**Years 5 and 6** will be learning about **modal verbs.** <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>We will look at how some of the characters (such as Gobber) in ‘How to Train Your Dragon’ use modal verbs in their speech and how this might affect the reader’s impression of their character. Gobber makes a lot of use of the modal verb ‘will’ to give instructions. How would these speeches be different if he used ‘could’, ‘should’ or ‘might’ instead? | **Warm up with** **Year 3**<https://classroom.thenational.academy/lessons/comparing-fractions-with-the-same-denominator-c4vkar>**Year 4** <https://classroom.thenational.academy/lessons/understand-that-equal-parts-can-look-different-area-cmu38t>**Year 5**<https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac>**Year 6**<https://classroom.thenational.academy/lessons/subtract-fractions-6hh66r> | **French**This lesson will be on Google Classrooms. This week, we will continue to practise and learn new vocabulary relating to animals. Begin by using the flashcards you made last week to revise the animals you have already learned. Then try to learn the names of a few more animals. <https://www.youtube.com/watch?v=y0JBUEiLYXI>(video containing pictures and vocab of a range of animals). You could add to the flashcards you made last week. You will then find additional follow up work and a quiz in Google Classrooms. **PSHE**Money Matters lesson 2: Twinkl Go <https://www.twinkl.co.uk/go>**RM5638** |