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| Class 2  Wk beg: 23rd 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=gTYPHw22eeo> | <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. | <https://www.activelearnprimary.co.uk/login?c=0>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | **This week, we will complete our sequence of work based on the book ‘Escape from Pompeii’ by Christina Balit.**  Today, we will continue working on using nouns and noun phrases effectively in descriptive writing.  Year 3 and 4:  Last week, we learned that noun phrases consist of a determiner- adjective/s-noun and that sometimes these can be extended by use of preposition phrase to say more about where the person, place or object is.  Eg. *the enormous present under the Christmas tree*  *the – determiner*  *enormous – adjective*  *present – noun*  *under – preposition*  *‘under the Christmas tree’ – preposition phrase*  Please complete the work on expanded noun phrases on Bug Club Grammar and Punctuation.  Then, if you have time, have another think about one of the Roman settings we have been exploring – such as the Roman baths, chariot races, gladiator arena, forum or fort. What nouns might you describe in that setting? Try to form some expanded noun phrases to use in a passage of description. Alternatively, you could write some sentences about a setting of your choice, describing what is there using expanded noun phrases.  Year 5 and 6:  Last week, we practised using relative clauses. Use <https://www.theschoolrun.com/what-is-a-relative-clause> to remind yourself of what a relative clause is. Remember, relative clauses describe a noun. So, the word *when* for example, can be used as a **relative pronoun** (eg. *She could not remember a time when she had not known how to fly.) but it can also be used as a* ***subordinating conjunction*** (eg. *She heard a strange whisper when she opened the door).* The second example is not an example of a relative clause as the subordinate clause is not giving further information about the noun.  Task: Year 5 – please complete the ‘relative clauses’ work on spag.com.  Year 5 and 6 – please complete the work on **Relative Clauses**  and **Expanded Noun Phrases** on Bug Club Grammar and Punctuation.  Year 6: Practise writing sentences using the word *when* as a) a relative pronoun and b) a subordinating conjunction. | **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/adding-two-2-digit-numbers-crvk6d**](https://classroom.thenational.academy/lessons/adding-two-2-digit-numbers-crvk6d)  **Year 3**  [**https://classroom.thenational.academy/lessons/subtracting-3-digit-numbers-regrouping-in-multiple-columns-74rkce**](https://classroom.thenational.academy/lessons/subtracting-3-digit-numbers-regrouping-in-multiple-columns-74rkce)    **Year 4**  [**https://classroom.thenational.academy/lessons/multiplication-patterns-6rtk0c**](https://classroom.thenational.academy/lessons/multiplication-patterns-6rtk0c)  **Year 5**  [**https://classroom.thenational.academy/lessons/doubling-and-halving-strategies-65hpac**](https://classroom.thenational.academy/lessons/doubling-and-halving-strategies-65hpac)  **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 continue to explore the biblical story of Noah – see [Animation: Noah and the Flood - Children and Youth](https://www.childrenandyouth.co.uk/videos/animation-noah-and-the-flood/)  Write a diary of the events in the story from the point of view of one or more of the characters (human or animal).  In this story, God decided to destroy the world as so many people had become wicked. However, at the end of the story, God made a **covenant** with Noah that he would never again send a flood to destroy the world. **Covenant: *noun*** an agreement, usually formal, between two or more persons to do or not do something specified.  Much of the Bible, starting with this story, is about how God chooses to deal with the problem of evil in the world.  So what is evil?  List what we could do without from today’s world in order to make it a better place. Split list into two categories: ‘Things we could stop’ and ‘Things we can’t stop’.  Christians and Jews believe that God has a plan to rescue the world from evil. Humanists, on the other hand, believe that human beings have the power themselves, through Science and human development, to resolve the world’s problems themselves.  What could **we** do to improve the world?  Why not make a pact or promise to do something to improve the world. |
| <https://www.activelearnprimary.co.uk/login?c=0>  Remember, your password now contains your initials as well as the numbers of your TTRS password. |
| **Tuesday**  **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=uPhckV3cLwk> | <https://www.edshed.com/en-gb/login> | <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 explore the use of imagery to enhance description of a setting.**  Look at the BBC Bitesize lesson on similes and metaphors at  [**https://www.bbc.co.uk/bitesize/articles/zk68wty**](https://www.bbc.co.uk/bitesize/articles/zk68wty)  and complete the activities as part of that lesson.  If you feel confident with that, you may wish to go to explore **personification**,which is another type of **figurative language**  or **imagery.**  [**https://www.bbc.co.uk/bitesize/articles/znnyhcw**](https://www.bbc.co.uk/bitesize/articles/znnyhcw)  Don’t forget to complete the activities that are part of that lesson.  ***Challenge:***  *Can you think of ways that you might use similes, metaphors or personification in the context of a setting description about a Roman town? Have a go at writing a few sentences that use imagery to describe a Roman 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/subtracting-two-2-digit-numbers-6gup2t**](https://classroom.thenational.academy/lessons/subtracting-two-2-digit-numbers-6gup2t)  **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/investigating-multiplication-patterns-6rt68c**](https://classroom.thenational.academy/lessons/investigating-multiplication-patterns-6rt68c)  **Year 5**  [**https://classroom.thenational.academy/lessons/using-derived-facts-to-multiply-mentally-69j3ct**](https://classroom.thenational.academy/lessons/using-derived-facts-to-multiply-mentally-69j3ct)  **Year 6**  [**https://classroom.thenational.academy/lessons/ordChaller-of-operations-ctk3et**](https://classroom.thenational.academy/lessons/ordChaller-of-operations-ctk3et) | **History**  This week, we will learn more about the impact of the Romans in our local area and we will learn about discoveries of Roman artefacts in our local area, such as the Seaton Down Hoard. We will learn about the Roman name for Exeter – Isca Dumnoniorum.  Use the following web links to investigate: (just press ctrl and click on the link to follow it):  [Roman Devon - Historic environment](https://www.devon.gov.uk/historicenvironment/devons-historic-environment/roman-devon/)  [A History of Exeter](http://www.localhistories.org/exeter.html)  [a History Timeline of the City of Exeter](http://www.exetermemories.co.uk/em/timeline_of_exeter.php)  [An in-depth look at Exeter's bloody Roman past](https://www.devonlive.com/news/devon-news/isca-dumnoniorum-depth-look-exeters-3053736)  [Roman and bronze age sites in Devon](https://www.devonlife.co.uk/out-about/places/where-were-the-roman-settlements-in-devon-1-6682740)  How will you present what you have learned? Write down some of the interesting facts you read about… |
| **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=QJMX6ZnbOF4> | <https://www.edshed.com/en-gb/login> | <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 be learning or revising how to set out and punctuate dialogue.**  **Year 3 and 4:**  Look at the BBC Bitesize lessons to learn/ revise how to use speech punctuation appropriately:  <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h>  and  <https://www.bbc.co.uk/bitesize/clips/zvftsbk>  Then, please complete the work set for you on Bug Club Grammar and Punctuation: **‘Direct Speech’.**  Finally, have a go at writing a short conversation between two Roman characters using inverted commas to punctuate the dialogue. You could try inventing a conversation between Tranio and Livia.  **Year 5 and 6:**  Look at the following BBC Bitesize lesson to learn/ revise how to use speech punctuation appropriately:  <https://www.bbc.co.uk/bitesize/articles/zrmwqp3>  Complete the quiz and have a go at writing a dialogue between the characters in the picture as you describe 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/adding-and-subtracting-two-2-digit-numbers-ctk3gr**](https://classroom.thenational.academy/lessons/adding-and-subtracting-two-2-digit-numbers-ctk3gr)  **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/the-nine-times-table-cgwk8e**](https://classroom.thenational.academy/lessons/the-nine-times-table-cgwk8e)  **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/consolidating-order-of-operations-68t34d**](https://classroom.thenational.academy/lessons/consolidating-order-of-operations-68t34d) | **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?  **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=1GsHEM037j4**](https://www.youtube.com/watch?v=1GsHEM037j4) | <https://www.edshed.com/en-gb/login> | <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 are going to start planning our own Roman stories. You may wish to use your learning in our recent History lessons to stimulate your story. For example, your story could be set among the soldiers building Hadrian’s wall or you might want to write a story to explain how the coins that were part of the Seaton Down Hoard came to be buried…**  Think:  Where will your story be set?  Who will the main characters be?  What problem or dilemma will the characters encounter?  How will the dilemma be resolved?  Write a plan for your story, considering what the reader will need to know about the character/s and setting. At what part of the story will you need to stop and describe? How will you include description of the setting? Where might you include conversations between the characters to explain how the characters are feeling and move the action forward?  Use the following headings to write notes to help plan your story. Remember, these notes should be brief – this is a plan, not the story itself!  **Opening:**  **Build-up:**  **Dilemma (Problem):**  **Events:**  **Resolution:**  **Ending:** | **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/exploring-strategies-to-add-three-1-digit-numbers-61j32c**](https://classroom.thenational.academy/lessons/exploring-strategies-to-add-three-1-digit-numbers-61j32c)  **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-the-seven-times-table-ctk30t**](https://classroom.thenational.academy/lessons/representing-the-seven-times-table-ctk30t)  **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/linear-number-sequences-6ct66t**](https://classroom.thenational.academy/lessons/linear-number-sequences-6ct66t) | **Science**  This week, we are continuing our sequence of work on electricity by learning about electrical insulators and conductors.  Watch and complete the lesson at  <https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t> |
| **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=\_R3wgWCdaLE**](https://www.youtube.com/watch?v=_R3wgWCdaLE) | <https://www.edshed.com/en-gb/login> | <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 story planned in yesterday’s lesson.**  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/consolidating-addition-and-subtraction-of-2-digit-numbers-6rr3ae**](https://classroom.thenational.academy/lessons/consolidating-addition-and-subtraction-of-2-digit-numbers-6rr3ae)  **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/consolidation-and-review-lesson-ccuk2r**](https://classroom.thenational.academy/lessons/consolidation-and-review-lesson-ccuk2r)  **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/expressing-missing-numbers-algebraically-ccwpcc**](https://classroom.thenational.academy/lessons/expressing-missing-numbers-algebraically-ccwpcc) | **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)  **PSHE**  We will be continuing our learning about keeping safe by learning more about road safety, using the Oak National Academy lesson at:  <https://classroom.thenational.academy/lessons/king-of-the-road-6mu36t> |