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| Class 2  Wk beg: 2nd 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** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **This week, we will complete our work on non-chronological reports. In school, we will be researching and writing about an aspect of the lives of Ancient Romans.**  Today, you should begin by selecting one of the following areas of life and reading about it. Suggested websites for your research are listed below. Remember that your notes should include **key words and phrases** to help you remember, rather than full sentences. | **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/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-1-chj3et**](https://classroom.thenational.academy/lessons/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-1-chj3et)  **Year 3**  <https://classroom.thenational.academy/lessons/adding-and-subtracting-multiples-of-100-tofrom-3-digit-numbers-crw62d>  **Year 4**  <https://classroom.thenational.academy/lessons/representing-one-step-word-problems-6mt3ad>  **Year 5**  <https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d>  **Year 6**  <https://classroom.thenational.academy/lessons/use-the-formal-written-method-of-long-division-to-solve-appropriate-calculations-c8wk0c> | **PE**  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **RE**  This week, we will round up our work on the key question, ‘*Why do Hindus try to be good?’*  using the following key words, *Brahman, atman, samsara, moksha, karma, dharma)*  can you write a paragraph or two to explanation of your understanding of the answer to the key question, ‘Why do Hindus try to be good?’  Y5/6: You may want to refer to the example of a famous Hindu person in your explanation.  **PSHE**  Follow the ink to complete a lesson on Fire Safety.  <https://us8.campaign-archive.com/?u=57437507f4a3aad76843b6d9e&id=d93019895b&e=b9859c0018>  This is the first in our new theme ‘Keeping Safe’ in honour of Bonfire night later this week. |
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| **Tuesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | **Today, you should complete the research you began yesterday. Try to ensure you have used at least three different sources of information. Here are some more websites:** | **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-multiples-of-ten-64wp8c**](https://classroom.thenational.academy/lessons/adding-and-subtracting-multiples-of-ten-64wp8c)  **Year 3**  <https://classroom.thenational.academy/lessons/adding-two-3-digit-numbers-without-regrouping-c4uk8r>  **Year 4**  <https://classroom.thenational.academy/lessons/representing-comparison-word-problems-c9hkgr>  **Year 5**  <https://classroom.thenational.academy/lessons/factor-pairs-61k3cd>  **Year 6**  <https://classroom.thenational.academy/lessons/solve-problems-involving-division-with-remainders-part-1-6hjp6t> | **Music**  In Music this week, we will be composing our own ‘sound scapes’ using a range of instruments or sounds. What can you find around the house to make music with? What sounds might you use to represent the sounds of Roman town? Can you represent a walk to the forum, past the temple, on to the stadium to watch gladiators fighting and then to watch a chariot race? You could record your composition.  Can you invent and use symbols or drawings to make your own ‘graphic score’ of the sounds in your musical composition and the order in which they are played? |
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| **Wednesday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | In today’s lesson, you should use the notes you have created to begin to write your own report. First, think carefully about how you will organise the information you collected into **sections.**  What is the **main title?**  What **subheadings** will you use?  What facts or information will you include in each section? Try to remember what we learned about how to organise a paragraph, using a **topic sentence** and several **supporting sentences** in each paragraph.  Year 3 and Year 4: Please concentrate on trying to use a range of sentence structures, including **complex sentences** formed by linking clauses with **subordinating conjunctions** (eg. because, when, if, as, while, before, after, until, although, which etc).  Year 5 and Year 6: Please ensure you use a range of sentence structures and punctuation, including commas, dashes, semi-colons and colons as appropriate. You should also try to write in a formal tone and may include examples of a **passive** sentence construction, so as to keep the writing formal and impersonal. | **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-tens-from-a-2-digit-number-69h3jt**](https://classroom.thenational.academy/lessons/adding-and-subtracting-tens-from-a-2-digit-number-69h3jt)  **Year 3**  <https://classroom.thenational.academy/lessons/subtracting-two-3-digit-numbers-without-regrouping-60r3cc>  **Year 4**  <https://classroom.thenational.academy/lessons/solving-two-step-word-problems-69k3gr>  **Year 5**  <https://classroom.thenational.academy/lessons/prime-numbers-65j38e>  **Year 6**  <https://classroom.thenational.academy/lessons/solve-problems-involving-division-with-remainders-part-2-74rp8d> | **History**  This week, we will be learning about the Celtic queen of the Iceni tribe, Queen Boudicca, and her revolt against the Romans.  Start by investigating the word **revolt.**  Use n online or other dictionary to find out more about what this word means.  Use the Oak National Academy lesson below to learn more about Queen Boudicca.  <https://classroom.thenational.academy/lessons/why-did-boudicca-lead-a-revolt-against-the-romans-60v3gc>  You could also listen to the BBC radio programmes:  Queen of the Iceni [1. Queen of the Iceni](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-boudicca-queen-iceni/zrvcgwx),  Boudicca’s victories [2. Boudicca's victories](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-boudicca-victories/zj2spg8),  The Final Battle [3. The final battle](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-boudicca-final-battle/zhy9cqt)  **Art**  Look at pictures of Boudicca and discuss how she is presented.  Practise drawing pictures to represent Boudicca or another Roman story (eg. Romulus and Remus) for the central motif of a mosaic, considering what you want to communicate about the central figure/s. |
| **Thursday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | In today’s lesson, you should use the notes you have created to complete the writing of your own report.  Check that you have applied what we learned about how to organise a paragraph, using a **topic sentence** and several **supporting sentences** in each paragraph.  Year 3 and Year 4: Please concentrate on trying to use a range of sentence structures, including **complex sentences** formed by linking clauses with **subordinating conjunctions** (eg. because, when, if, as, while, before, after, until, although, which etc).  Year 5 and Year 6: Please ensure you use a range of sentence structures and punctuation, including commas, dashes, semi-colons and colons as appropriate. You should also try to write in a formal tone and may include examples of a **passive** sentence construction, so as to keep the writing formal and impersonal. | **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/applying-rounding-for-estimating-adding-65j62r>  **Year 4**  <https://classroom.thenational.academy/lessons/applying-and-consolidating-word-problems-and-bar-models-70rkcc>  **Year 5**  <https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c>  **Year 6**  <https://classroom.thenational.academy/lessons/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-1-chj3et> | **Science**  This week, we are beginning a new sequence of work on electricity.  [**https://classroom.thenational.academy/units/raw-and-synthetic-materials-9f9e**](https://classroom.thenational.academy/units/raw-and-synthetic-materials-9f9e) |
| **Friday** | <https://www.edshed.com/en-gb/login> | <https://www.activelearnprimary.co.uk/login?c=0> | Today, you should **proofread, check**  and **edit** your report about an aspect of life in the Ancient Roman Empire.  First, read through your writing to check that it makes sense. Underline any words or phrases that you think you may be able to improve. You could use an online dictionary or thesaurus to help you find alternative words. You should also check spelling carefully. Redraft and improve any sentences that do not make clear sense. Check that sentence punctuation is consistently accurate throughout – have you used a capital letter at the start of every sentence? Have you ended every sentence with a full stop, question mark or exclamation mark?  Think: Can you add any further details to enhance or improve your writing? For example, could you add an adverbial phrase to explain more about **how, when** or **where** something happened?  Think: Have you achieved the targets:  Year 3 and 4 – have you used complex sentences? If not, could you combine two or three ideas in one longer sentence?  Year 5 and 6 – have you included passive voice? Is there somewhere where you *could* have used a passive construction but didn’t? Have you used a range of punctuation correctly?  Finally, **rewrite** your edited report as neatly as you can. You may wish to include some images to enhance your published report, | **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/applying-rounding-for-estimating-subtracting-64w34c>  **Year 4**  <https://classroom.thenational.academy/lessons/applying-and-consolidating-related-number-facts-and-appropriate-strategies-6dgkct>  **Year 5**  <https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e>  **Year 6**  <https://classroom.thenational.academy/lessons/represent-remainders-in-different-ways-depending-on-the-context-of-the-problem-part-2-ccu32d> | **French**  Today, we will begin our new sequence of French lessons by revising classroom instructions:  [French Classroom Instructions and Vocabulary](https://www.youtube.com/watch?v=haXeIEdBUi0)  [Term 1 Y3 Classroom instructions](https://www.youtube.com/watch?v=Ug4kWxjvfkU)  **RE**  We will start our new sequence of work, on the key question ‘What does it mean to follow God?’ by considering what it means to have faith.  Watch and respond to [What Does it Mean to Have Faith?](https://www.youtube.com/watch?v=2iZxeMm3w4I)  [Faith Through the Eyes of a Child](https://www.youtube.com/watch?v=CsXdYwe0TJE)  [What is Faith ?](https://www.youtube.com/watch?v=FLzBOnlvN4w)  [Jesus' Teaching: Faith « RE:quest](http://request.org.uk/jesus/teaching/jesus-teaching-faith/)  Write a paragraph or make a mind-map about the question *What does it mean to have faith?*  **Music**  Learn a song about Boudicca in this week’s ‘Time and Tune’ lesson: <https://www.bbc.co.uk/teach/school-radio/music-ks2-romans-3-boudicca/z4qfscw> |