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| Class 2  Wk beg: 15th 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>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | **This week, we will continue to develop our understanding of how to use a wider range of sentence structures, punctuation and descriptive techniques as we examine and draw inspiration from the book ‘Escape from Pompeii’ by Christina Balit.**  Today, we are going to look at the way the author starts their sentences. Read the following extract:  *‘On a hillside overlooking the sparkling bay of Naples, the Roman city of Pompeii glimmered in the sunlight.*  *From his window, young Tranio listened to the noise humming from bars, taverns and shops around him, and to the busy tradesmen haggling in the streets below. Beyond the massive city walls he could see Pompeii’s greatest protector looming in the distance.*  Can you remember what **preposition** is? See <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd> if you have forgotten.  Underline the prepositions in the text above. Note that each of the three sentences in this paragraph start with a **preposition phrase** (ie. A phrase that begins with a preposition.  These preposition phrases are also **adverbials of place.** As **fronted adverbials**  (ie. adverbials at the start of a sentence), they are followed by a comma.  Have a go at writing a short description in the style of the paragraph above, using fronted adverbials at the start of sentences. Remember to follow each fronted adverbial with a comma. | **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-two-step-word-problems-using-bar-models-part-2-c8tp8t**](https://classroom.thenational.academy/lessons/representing-two-step-word-problems-using-bar-models-part-2-c8tp8t)  **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-and-division-64r32e**](https://classroom.thenational.academy/lessons/multiplication-and-division-64r32e)  **Year 5**  [**https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d**](https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d)  **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 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/)  Consider what it meant for Noah to follow God.  How did Noah demonstrate faith in God?  What does the story of Noah teach Jews and Christians about having faith in God?  *Can you write three or four sentences to answer these questions?* |
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|  | <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** | <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 practise selecting and using powerful verbs to describe.**  Remember that a **verb**  is a doing or being word. Can you find and underline the verbs in the section of text we read yesterday?  *‘On a hillside overlooking the sparkling bay of Naples, the Roman city of Pompeii glimmered in the sunlight.*  *From his window, young Tranio listened to the noise humming from bars, taverns and shops around him, and to the busy tradesmen haggling in the streets below. Beyond the massive city walls he could see Pompeii’s greatest protector looming in the distance.’*  You should have found **glimmered**, **listened, humming**, **haggling**, **looming.**  Notice how the verbs ending in –ing , the present participle verbs, are used in the description of what Tranio could see and hear.  Look at the street scene below. You could cut and paste it into the centre of a page and then annotate the picture with phrases describing what you might see or hear looking out of a window on this scene. Can you think of some other powerful –ing verbs to use?  Then, try using these phrases to adapt the paragraph above. | **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-comparative-word-problems-using-bar-models-part-1-6gw34r**](https://classroom.thenational.academy/lessons/representing-comparative-word-problems-using-bar-models-part-1-6gw34r)  **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/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/factor-pairs-61k3cd**](https://classroom.thenational.academy/lessons/factor-pairs-61k3cd)  **Year 6**  [**https://classroom.thenational.academy/lessons/order-of-operations-ctk3et**](https://classroom.thenational.academy/lessons/order-of-operations-ctk3et) | **History**  This week, we will continue to use a range of sources to find out more about Roman places of interest in Britain and how the Romans changed Britain after they invaded, in particular learning about Hadrian’s wall.  Watch the following videos. As you watch, try to note down 5 key facts about Hadrian’s wall, including when and why it was built.  <https://www.bbc.co.uk/bitesize/clips/zhq76sg>  [Why Was Hadrian’s Wall Built? | Animated History](https://www.youtube.com/watch?v=pmmfS4Z4Jig)  [What was Hadrian's Wall?](https://www.youtube.com/watch?v=Txtz9p0VYl4)  Can you locate Hadrian’s wall on a map? What can you find out about what still remains of the wall? |
| **Wednesday** | <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 this lesson, we will practise proofreading and editing. In particular, we will look at how the letter s is used at the end of a word, for a plural (more than one of something) or to show possession (with an apostrophe).**  **You may find it helpful to revise spelling rules regarding possessive apostrophes and plurals first, using**  [**https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs**](https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs) **(possessive apostrophes)**  [**https://www.bbc.co.uk/bitesize/topics/zbmv2sg/articles/zfqh92p**](https://www.bbc.co.uk/bitesize/topics/zbmv2sg/articles/zfqh92p) **(plural nouns)**  Look at the phrases below from the text and highlight or underline the words that end in s. Use different colours to show which ones use the s to show there is more than one (plural) and which ones use the s to show possession:  *the noise from humming bars, taverns and shops the massive city walls*  *lived with his parents*  *pots of wine, oil and spices*  *watch the politicians make their speeches*  *baker’s daughter*  *a bag of bones from mother’s kitchen*  *chase dogs down the street*  **Livia’s Lesson**  Livia has written an entry in her diary for today. But, oh no! She has made lots of mistakes with her grammar. Can you help her out?  Using different coloured pens, make corrections to Livia’s diary. Be careful - she has not made a mistake every time she has used an -s!  Dear Diary,  What a lovely day it has been! First thing this morning I helped mother light the oven’s and open the sack’s of flour. After kneading the dough, my muscles were aching, but mothers bread is the most delicious in the city so it was worth all the effort! At the market, the smell of fresh bread drew in the crowd’s. I filled one customer’s basket with four loaves! When everything was sold, I ran through the stalls, past the pots of spice’s and the ship’s in the harbour until I reached home.  Npw can you write the rest of Livia’s diary entry, making sure to use the –s correctly for plurals and the possessive apostrophe with s to show possession? | **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-comparative-word-problems-using-bar-models-part-2-6hh3ad**](https://classroom.thenational.academy/lessons/representing-comparative-word-problems-using-bar-models-part-2-6hh3ad)  **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-2-step-word-problems-6nhkgt**](https://classroom.thenational.academy/lessons/representing-2-step-word-problems-6nhkgt)  **Year 5**  [**https://classroom.thenational.academy/lessons/prime-numbers-65j38e**](https://classroom.thenational.academy/lessons/prime-numbers-65j38e)  **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 what the Internet is and how it works.  Watch the video:  [How does the internet work?](https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/z3tbgk7)  Then, use the BBC Bitesize lesson (<https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7>)  to create a glossary of key vocabulary including things like *protocol, domain, IP address, URL, packet, router, DNS  etc.*  **Art**  Look at <http://en.wikipedia.org/wiki/Roman_mosaic> . Scroll down to the gallery of mosaics and click on the Ulysses image. Think like a historian and also as an artist.  *What can you learn about the Romans from this mosaic? Think about the ship, design, sails, rigging, oars, the clothes, and the god like/ mythical figure on the right with the bird legs and wings that seems to be bringing a storm.*  Look at a variety of images of Roman mosaics (see also <https://www.historyextra.com/period/fishbourne-roman-palace-chedworth-roman-mosaics-visit-explore-where-in-britain/>) and choose a favourite. Find out what you can about the mosaic and write 5 facts about it.  Practise drawing pictures to represent Boudica 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  Or, use the online lesson below to give you ideas about how you can use the pages of an old magazine to begin making your own mosaic picture.  <https://kinderart.com/art-lessons/recycle/magazine-mosaics/> |
| **Thursday** | <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 use conditional sentences to give advice to one of the characters from the story.**    Your task today is to write a letter to the citizens of Pompeii, or to one of them in particular, such as Tranio’s father, Dion, to give them advice. Try to use sentences that contain ‘If…, then…’ or ‘When…’ to give your advice, explaining what might happen if they don’t leave the town.  Eg.    Use modal verbs such as ‘might’, ‘could’ and ‘will’ to explain what could happen if they don’t follow your advice and others such as ‘must’, ‘should’ or ‘can’ to explain what they ought to do.  *Think: How will you get across the seriousness of the situation?* | **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/identifying-suitable-bar-models-to-represent-problems-6wr3ec**](https://classroom.thenational.academy/lessons/identifying-suitable-bar-models-to-represent-problems-6wr3ec)  **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/deriving-multiplication-facts-c9k32r**](https://classroom.thenational.academy/lessons/deriving-multiplication-facts-c9k32r)  **Year 5**  [**https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c**](https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c)  **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 revising or learning more about how to draw a circuit diagram:  <https://classroom.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c> |
| **Friday** | <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 continue to consider how to write an effective description of a place. We will practise modifying nouns in different ways:**  **Year 3 and 4: Using expanded noun phrases**  Use the BBC bitesize lesson at <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f> to learn more about expanded noun phrases.  You could watch the lesson at <https://classroom.thenational.academy/lessons/to-explore-expanded-noun-phrases-ccwk8d>  to recap word classes, especially nouns and adjectives and learn more about expanded noun phrases.  Then, have a go at writing a few expanded noun phrases that you might use to describe a place in a Roman town (such as an arena where gladiators are fighting, the forum, the Roman baths or the chariot races, a villa) using sentences that include a relative clause. Can you use some of these expanded noun phrases in sentences? You may wish to use a character (like Tranio) in your sentences.  **Year 5 and 6: Using relative clauses**  Use the BBC bitesize lesson at <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt> to learn more about relative clauses.  You could also watch the lesson at <https://classroom.thenational.academy/lessons/to-explore-relative-clauses-6xjp4c>  to recap sentence types and learn more about relative clauses.  Then, have a go at writing a few sentences to describe a setting in a Roman town (such as an arena where gladiators are fighting, the forum, the Roman baths or the chariot races, a villa) using sentences that include a relative clause. | **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/applying-knowledge-of-bar-models-to-answer-word-problems-c4u68t**](https://classroom.thenational.academy/lessons/applying-knowledge-of-bar-models-to-answer-word-problems-c4u68t)  **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-division-and-multiplication-facts-6nk62t**](https://classroom.thenational.academy/lessons/deriving-division-and-multiplication-facts-6nk62t)  **Year 5**  [**https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e**](https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e)  **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>  **PSHE**  We will be continuing our learning about keeping safe by learning about ‘petty arson’. Arson is when someone sets fire to something they should not on purpose. Petty arson can be the start of a small fire. However, as we have seen, it does not take long for a small fire to burn out of control.  Think: *Why might someone set things on fire? What could happen? How would they feel if the fire got out of control?*  What rules do you think you and others should observe when it comes to matches, lighters or other tools to make fire, so that you behave in a **responsible** way? Make a list.  Can you design a poster or leaflet to persuade young children or others that it is not safe to set fire to things.  **You could also take part in the Oak National Academy lesson on ‘Fireproofing’ at** [**https://classroom.thenational.academy/lessons/fireproof-64t3er**](https://classroom.thenational.academy/lessons/fireproof-64t3er) |