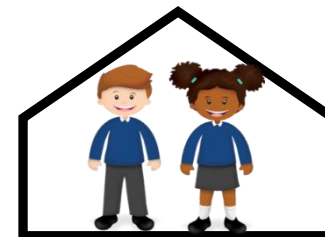




Learning from Home



Class 2

Wk beg: 4th May '21

Note: Monday this week is the BANK HOLIDAY so there is no school on that day.

Our Key Learning Behaviour this week is the crocodile's behaviour: meta learning



Meta Learning


Get to know yourself as a **learner**. Do you learn best by **reading, writing, watching, listening** or **doing**? Can you talk about **how you learn**?



A crocodile can hunt and live on dry land, however they do it more in the water as they know they are much better at it there.





This week, we will discuss and compare the different methods we use to learn. We will consider a range of routes to learning, including reading, writing, watching, listening, making things, playing games and talking with others. We will discuss the learning activities we each find most helpful and consider times when we need to seek the support of others and how to apply our strengths to support the learning of others.

| | Mental Health (30 minutes) | Spelling (30 mins) | Reading (30 mins) | Writing (1 hour) | Maths (45 mins) | Afternoon Project When finished each day |
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| Tuesday Collective Worship In this week's Collective Worship, we will continue to explore the theme | <u>Mental Health focus: Eat Well</u> We will continue to explore the sugar, salt and fat content of different foods. Why not look at the labelling of some of the food | Spelling Shed https://www.edshed.com/en-gb/login |  https://www.activelearnprimary.co.uk/login?c=0 | We will continue to explore the core texts 'One Well' and 'Are Humans Damaging the Atmosphere'. First, we will identify expanded noun phrases in the text. We will take a noun phrase (e.g. <i>most farmers</i>) and expand it (using adverbs, adjectives, prepositional phrases). Who can | Warm up with  This week, some year groups' Maths lessons are from White Rose. These have accompanying worksheets that will | Geography In today's Geography lesson, we will be learning about how rivers shape the land. We will be learning about the four types of erosion, the four types of transportation and learning about what deposition is. You can find this lesson at: https://classroom.thenational.academy/lessons/how-do-rivers-shape-the-land-69j64r |

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| <p>of justice.</p> <p>In particular this week, we will be thinking about 'Making a Difference'. We will write letters to people as recommended on the Open Doors website that we looked at on Friday (https://www.opendoorsuk.org/news/latest-news/saghar-iran-escape/)</p> | <p>in your house. Does anything surprise you?</p> | | <p>Please ensure you read regularly from Bug Club, answering the comprehension questions, as well as from any other books you are reading.</p> <p>Don't forget to record your reading in your reading record book!</p> | <p>make the longest expanded noun phrase that could still be used in writing? You could try adding a relative pronoun (eg. who, which, that, where) after the noun and complete it (e.g. <i>most farmers who rear cattle</i>). Who can make the silliest/the most sensible/most appropriate noun phrase? Use a zone of relevance and sort the noun phrases in this to identify the most appropriate. We will look at a range of images from the text (see the Google Classroom) and label them with noun phrases that includes a relative clause.</p> <p>Play a game in which pupils have a determiner and noun, then a set of cards that ask them to add extra elements (see Google Classroom). Pupils play in pairs, taking it in turns to choose a card and do what it says. The player who can add in the last bit of expansion where it still makes sense, wins the phrase.</p> | <p>be posted on the Google Classroom if required.</p> <p>Year 3</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-6-statistics/</p> <p>Draw Bar Charts</p> <p>Year 4</p> <p>https://classroom.thenational.academy/lessons/read-and-interpret-time-graphs-6mvp6e</p> <p>Year 5</p> <p>https://classroom.thenational.academy/lessons/constructing-a-line-graph-6qv38r</p> <p>Year 6</p> <p>https://whiterosemaths.com/homelearning/year-6/summer-week-1-statistics/</p> <p>Circles</p> <p>(Follow-up worksheet on Google Classroom)</p> | <p>History</p> <p>In today's History lesson, we will begin a new sequence of learning about the Stone Age.</p> <p>In this first lesson, we will be going back in time millions of years to learn all about the earliest humans! As well as exploring the different species of human and how they migrated out of Africa, we will learn all about the clues that help us know more about the distant past.</p> <p>https://classroom.thenational.academy/lessons/how-do-we-know-about-prehistoric-britain-61jp4c</p> |
| <p>Wednesday</p> | <p><u>Mental Health focus:</u></p> <p><u>Ask for Help</u></p> <p>Today we will</p> | <p>Spelling Shed</p> <p>https://www.edshed.com/en-gb/login</p> |  <p>Bug Club</p> | <p>We will continue to explore the core texts 'One Well' and 'Are Humans Damaging the Atmosphere'.</p> <p>We will examine the use of</p> | <p>Warm up with</p> <p>TIME TABLES</p> <p>ROCKSTARS</p> <p>Year 3</p> | <p>Science</p> <p>This term, Year 3 and 4 are investigating rocks and soils, while Year 5 and 6 find</p> |

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| | <p>think and talk about how we learn, considering the crocodile's learning power, 'meta learning'. We will consider our favourite learning activities and develop ideas about how we can adapt some of our learning tasks to suit our preferred learning styles.</p> <p>We will consider occasions when we might need to seek help from others with different learning skills to our own, as well as occasions when we can use our own learning power to support others.</p> | <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group.</p> <p>Your spelling Assignment change weekly on a Tuesday. I will be checking today and I will award 50 extra honey pots and 5TP to anyone who has achieved Royal Bee status in the past week's assignments.</p> | <p>https://www.activelearnprimary.co.uk/login?c=0</p> | <p>paragraphs in the text, identifying topic sentences and supporting sentences.</p> <p>We will take a section of text and practise working out how to divide it into paragraphs.</p> <p>We will look at how the authors create text cohesion – ie. how they link between the sections of text, using a range of connective words and how they ask and answer questions in the text.</p> <p>We will explore how pronouns are used to avoid repetition in paragraphs.</p> <p>We will then practise using these techniques by writing a few paragraphs about Class 2 for the Year 2 children who will be joining the class next year, using the techniques and vocabulary for cohesion that we observed in this text.</p> <p>If required, a teaching powerpoint and resources will be posted on the Google Classroom.</p> | <p>https://whiterosemaths.com/homelearning/year-3/spring-week-6-statistics/</p> <p>Bar Charts</p> <p>Year 4</p> <p>https://classroom.thenational.academy/lessons/comparing-time-graphs-64t3ad</p> <p>Year 5</p> <p>https://classroom.thenational.academy/lessons/conversion-graphs-64vk2t</p> <p>Year 6</p> <p>https://whiterosemaths.com/homelearning/year-6/summer-week-1-statistics/</p> <p>Read and interpret pie charts</p> <p>(Follow-up worksheet on Google Classroom)</p> | <p>out more about how plants and animals adapt to suit their environments and the traits that they inherit.</p> <p>Today, Year 3 and 4 should use</p> <p>https://classroom.thenational.academy/lessons/how-is-metamorphic-rock-formed-c4uk8d</p> <p>Year 5 and 6 will complete a lesson on the Theory of Evolution. Access this lesson using pin code: RM1658 at Twinkl Go</p> |
| <p>Thursday</p> <p>Collective Worship</p> <p>We will continue to think about 'Making a</p> | <p><u>Mental Health focus:</u></p> <p><u>Care for others</u></p> <p>We will continue our discussions about learning behaviours and</p> | <p>Spelling Shed</p> <p>https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set</p> |  <p>https://www.activelearnprimary.co.uk/login?c=0</p> | <p>First, we will complete the writing begun in the lesson yesterday about Class 2 and then we will work with a peer partner to examine our writing. We will identify and evaluate how we have used the techniques we observed in our</p> | <p>Warm up with</p>  <p>Year 3</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-6-statistics/</p> | <p>PSHE</p> <p>In this week's lesson, we will learn a little more about healthy eating. You can learn more by completing the following lesson:</p> <p>https://classroom.thenational.academy/lessons/food-glorious-food-64vkec</p> |

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| <p>Difference' by researching the Jubilee Debt Campaign (https://jubileedebt.org.uk/about-us)</p> <p>We will also look at what the Bible says about forgiving debt in Deuteronomy 15 and Exodus 22: 25-27.</p> | <p>how/ when we can use our skills to help others in their learning. We will attempt to identify opportunities to support each other more.</p> | <p>for you in 'Assignments'. Then practise the statutory words for your age group.</p> | <p>primary.co.uk/login?c=0</p> | <p>model texts to create text cohesion.</p> | <p>m/homelearning/year-3/spring-week-6-statistics/</p> <p>Tables</p> <p>Year 4 https://classroom.thenational.academy/lessons/interpret-time-graphs-cngkje</p> <p>Year 5 https://classroom.thenational.academy/lessons/reading-timetables-6wwkgt</p> <p>Year 6 Summer Week 2 - Statistics White Rose Maths</p> <p>Pie charts with percentages</p> <p>(Follow-up worksheet on Google Classroom)</p> | <p style="text-align: center;">RE</p> <p>In today's RE lesson, we will explain symbols that represent the Holy Spirit and suggest what these can tell us about what the Holy Spirit means to Christians.</p> <p>We will make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Resources will be posted on the Google classroom if required. You should use these to think and make a mind map to collect your ideas about the Holy Spirit. The resources will include symbols that represent the Holy Spirit in Art, the lyrics of Christian songs, Bible verses and the transcript of an interview. On your mind map, try to include and make links to what you have learned about the story of Pentecost, or other Bible stories you know, such as the story of Jesus' baptism.</p> <p>Then, write some questions that you could ask some Christian leaders to find out more about their ideas about and experience of the Holy Spirit and also how they celebrate Pentecost. We will be sending some of these questions to several Christian leaders next week.</p> |
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| Friday | <p><u>Mental Health focus:</u></p> <p><u>Eat Well</u></p> <p>Today, we will develop our understanding of what constitutes a healthy diet by exploring the benefits of particular vitamins and minerals and researching to learn more about how to incorporate them in our diet.</p> | <p>Spelling Shed https://www.edshed.com/en-gb/login</p> <p>Practise the spellings set for you in 'Assignments'. Then practise the statutory words for your age group.</p> |  <p>Bug Club</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p> | <p>In today's lesson, linking with our current topic work, we will further explore the water cycle. Together, we will decide on 4 key topic sentences to describe what happens in the water cycle.</p> <p>Children will then expand each of these sentences into a paragraph of writing by including supporting sentences that expand on the core topic sentences.</p> | <p>Warm up with</p>  <p>Year 3</p> <p>https://whiterosemaths.com/homelearning/year-3/spring-week-6-statistics/</p> <p>Draw Bar Charts</p> <p>Year 4</p> <p>https://classroom.thenational.academy/lessons/construct-a-time-graph-6rrkad</p> <p>Year 5</p> <p>https://classroom.thenational.academy/lessons/calculating-time-intervals-on-timetables-c4w64c</p> <p>Year 6</p> <p>Summer Week 2 - Statistics White Rose Maths</p> <p>Draw pie charts</p> <p>(Follow-up worksheet on Google Classroom)</p> | <p>Music</p> <p>Today we will continue to explore one of the pieces of music we listened to in the last lesson, 'Vltava' from 'Ma Vlast' by Smetana. We will first listen and identify which section of music describes which part of the river. Then, we will use the Chrome keyboard to attempt to play a section of the melody, using the pattern of the notes to help read the music. Then we will have a go at composing our own step pattern melodies to represent the flow of a stream or river.</p> <p>The resources for this lesson will be posted on the Google classroom if required.</p> <p>French</p> <p>In our French lessons this term, we are learning to talk about the sports and activities we enjoy.</p> <p>In today's lesson, we will learn how to give our opinions about the different sports and activities and we will continue to work on developing longer sentences by linking two or more clauses using conjunctions.</p> <p>https://classroom.thenational.academy/lessons/giving-your-opinions-on-sports-6gt64t</p> |
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