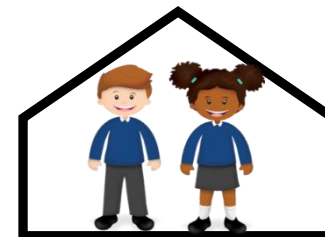




# Learning from Home



Class 2  
Wk beg: 15<sup>th</sup>  
March '21



## Our Key Learning Behaviour this week is the Spider's behaviour: making links



### Making Links



Look for connections between things you already know that will help you in your learning. Weave a web of understanding as a spider weaves its web.





In Literacy we will make links by comparing and contrasting different versions of our current core text, Beowulf and also make links with our previous learning about Narrative writing.  
In History, we will make links between Viking beliefs about life and death and the way that the Vikings fought in battle, linking this also with our work in Literacy.  
In our Design and Technology work, we will make links with previous projects in which we have already learnt about structures, as we develop our understanding of strengthening techniques in order to design and build model Viking houses later in the term.  
In Science, as we learn about the reproductive life cycles of different mammals, we will make links to our learning earlier in the term when we learned about animal classification.  
In RE, we will learn about Jewish and Hindu coming of age traditions and make links between these and the Christian traditions we wrote about last week.



	Daily Dashboard And Mental Health (30 minutes)	Spelling (30 mins)	Reading (30 mins)	Writing (1 hour)	Maths (45 mins)	Afternoon Project When finished each day
<b>Monday</b>  <b>Collective Worship</b> Today, we are considering the theme 'Forgive our sins as we forgive those who sin against us' which is a line from the	<u>Mental Health focus: Ask for Help</u> In today's Mental health focus, we will consider the importance of asking for help when we need it. In what situations have you needed to ask for help? What sometimes stops us	<b>Spelling Shed</b>  <a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a>	 <b>Bug Club</b> <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>  <b>Please ensure</b>	In today's lesson we will continue to read the book 'Beowulf' by Charles Keeping and Kevin Crossley-Holland, comparing this and making links with Michael Morpurgo's version of the same story. You can learn more about the story of Beowulf by watching the animations at	<b>Warm up with</b>   <b>Year 3</b> <a href="https://classroom.thenational.academy/lessons/commutativity-between-multiplication-and-division-61gk4e">https://classroom.thenational.academy/lessons/commutativity-between-multiplication-and-division-61gk4e</a> <b>Year 4</b>	<p><b>PE</b></p> <p>Have a look at one of the PE grids on the Google Classroom from a previous week or have another go at one of the lessons.</p> <p><b>PSHE</b></p> <p>In PSHE, we will need to catch up on the lesson we missed last week. Continuing our work on relationships, we will think once more about getting on and falling</p>

<p>Lord's prayer. We will be learning about Gordon Wilson, whose daughter Marie died in a bombing at Enniskillen in Northern Ireland in 1987. Wilson said, 'I bear no grudge. Bitter talk is not going to bring Marie back to life. I shall pray that God will forgive them.'. Reflect on this as you think about times when you have needed to forgive others and times when you have been forgiven.</p>	<p>from asking for help? Why do we sometimes need to have courage to seek help from others? Make a list of situations when you might need help and who you might ask to help you in each of those situations.</p>		<p><b>you read regularly from Bug Club, answering the comprehension questions, as well as from any other books you are reading.</b></p>	<p><a href="https://www.bbc.co.uk/teach/school-radio/english-ks2-ks3-beowulf-index/zfbhpg8">https://www.bbc.co.uk/teach/school-radio/english-ks2-ks3-beowulf-index/zfbhpg8</a></p> <p>What are your first impressions of the characters of Beowulf, Hrothgar and Grendel in the story. Why? Do your opinions about any of the central characters change at any point?</p>	<p><a href="https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60t6ae">https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-60t6ae</a> <b>Year 5</b> <a href="https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d">https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d</a> <b>Year 6</b> <a href="https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/">https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/</a></p> <p><b>Forming Equations (Follow-up worksheet on Google Classroom if required.)</b></p>	<p>out and make links to our Collective Worship theme of Forgiveness.</p> <p>You will find the lesson 'It's OK to Disagree' on Twinkl Go (at the link below). Use the password: <b>RM9367</b></p> <p><a href="https://www.twinkl.co.uk/go/sign-in">https://www.twinkl.co.uk/go/sign-in</a></p>
<p><b>Tuesday</b></p>	<p><u>Mental Health focus:</u> Ask for Help When was the last time someone asked you for help? What was your reaction? How can we make ourselves available to help others? How might we make ourselves unavailable to help? Is there someone who you might like to recognise on our class 'Tree of Strength' that has given you help</p>	<p><b>Spelling Shed</b> <a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a></p> <p>Practise the spellings set for you in 'Assignment s'. Then practise the statutory words for your age group.</p> <p><b>Your spelling Assignment change</b></p>	 Bug Club  <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>	<p>In today's lesson, as we continue to explore the story of Beowulf, we will consider our <b>likes</b> and <b>dislikes</b> about the story of Beowulf and we will begin to collect <b>patterns</b> and <b>puzzles</b>/ questions about the story. Make a chart and record your thoughts about the story, under the four headings, <b>likes, dislikes, patterns and puzzles</b>. We will then draw a story map of the 'skeleton' or basic plot of the story and practise orally retelling the story (or parts of it) to one another. How could you make your retelling dramatic</p>	<p><b>Warm up with</b></p>  <b>Year 3</b> <a href="https://classroom.thenational.academy/lessons/use-known-multiplication-facts-to-derive-our-6-times-table-6cup4e">https://classroom.thenational.academy/lessons/use-known-multiplication-facts-to-derive-our-6-times-table-6cup4e</a> <b>Year 4</b> <a href="https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-6ctkj">https://classroom.thenational.academy/lessons/multiplying-3-digit-numbers-by-1-digit-numbers-6ctkj</a> <b>Year 5</b> <a href="https://classroom.thenational.academy/lessons/fact">https://classroom.thenational.academy/lessons/fact</a>	<p><b>History</b></p> <p>In this lesson, we will first complete and present the research we began last week regarding aspects of Viking life, considering the sources of information that have been used to give evidence of what life was like hundreds of years ago.</p> <p>Then, we will use the following link to introduce the way that Vikings fought and how they were influenced by beliefs about life after death.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zt9j6/articles/zy9j2hv">https://www.bbc.co.uk/bitesize/topics/zt9j6/articles/zy9j2hv</a></p> <p>After completing the BBC Bitesize lesson at the link above, you should complete further research to find out more about Viking beliefs about death and the afterlife. Compare the ways in which Vikings of different class and</p>

	when you needed it?	<b>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.</b>		and exciting? How would you build suspense or tension?	<a href="#">or-pairs-61k3cd</a> <b>Year 6</b> <a href="https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/">https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/</a> Solve simple two-step equations <b>(Follow-up worksheet on Google Classroom)</b>	importance were buried, from magnificent Viking ship burials of the wealthy and important, to the underground chambers where poor peasants were buried. Write what you have found out in the form of questions and answers.
<b>Wednesday</b>  <b>Collective Worship</b> <a href="https://www.churchofengland.org/our-faith/faith-home-faith-home-videos/collective-worship-primary-schools-feelings-s2e4">https://www.churchofengland.org/our-faith/faith-home-faith-home-videos/collective-worship-primary-schools-feelings-s2e4</a>	<u>Mental Health focus:</u> Talk about your feelings/ <u>Actively Care for Others</u> Following on from our PSHE work this week, in today's Mental Health session, we will consider how to help our friends to resolve conflict, using the following video to think about the role of a peer mediator or playground buddy. <a href="https://www.bbc.co.uk/bitesize/clips/z6tsbk">https://www.bbc.co.uk/bitesize/clips/z6tsbk</a> We will consider what is meant by a 'win-win' outcome and consider how we might advise	<b>Spelling Shed</b> <a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a>  Practise the spellings set for you in 'Assignment s'. Then practise the statutory words for your age group.	 <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>	In this lesson, we will explore how the author uses paragraphs in the text. Using a section of the text (which I will post on the Google classroom if required) we will explore the reasons why the author may begin a new paragraph, including a change of time, a change of place, a change of subject/ focus/character or a change of speaker. Using some prepared sentences from another section of the text, we will work collaboratively with others to practise arranging them into paragraphs and making decisions about when to start a new paragraph. If you are unable to access the work on the Google Classroom, you could do this using another text you	Warm up with  <b>Year 3</b> <a href="https://classroom.thenational.academy/lessons/use-known-multiplication-facts-to-derive-our-8-times-table-6xgk0c">https://classroom.thenational.academy/lessons/use-known-multiplication-facts-to-derive-our-8-times-table-6xgk0c</a> <b>Year 4</b> <a href="https://classroom.thenational.academy/lessons/exploring-multiplication-strategies-6cwkgd">https://classroom.thenational.academy/lessons/exploring-multiplication-strategies-6cwkgd</a>  <b>Year 5</b> <a href="https://classroom.thenational.academy/lessons/prime-numbers-65j38e">https://classroom.thenational.academy/lessons/prime-numbers-65j38e</a>  <b>Year 6</b> <a href="https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/">https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/</a>	<b>Design and Technology</b> <i>Note: this lesson was not completed last week, so has been shifted forward.</i> In this lesson, we will practise a range of techniques such as using sticks, canes and willow twigs to experiment with wattle and daub; experimenting with building a small model from lolly sticks and modelling with paper straws and card- gluing several layers of card together, using triangular shapes rather than squares, adding diagonal support struts and using 'Jinks' corners (small, thin pieces of card cut into a right-angled triangle and glued over each joint to straighten and strengthen them).  <b>Music</b> Learn the song at ' <a href="https://www.bbc.co.uk/programmes/articles/2zbhFGJCqKWxqGgyBb5WJdF/viking-saga-songs-4-sing-us-a-saga">https://www.bbc.co.uk/programmes/articles/2zbhFGJCqKWxqGgyBb5WJdF/viking-saga-songs-4-sing-us-a-saga</a> Scroll down on the same page to listen to an extract from Benjamin Britten's orchestra suite 'Four Sea Interludes'. The music evokes the North Sea at dawn. • What sort of

	<p>children in different scenarios to help them find a 'win-win' compromise. Can you think of some conflict situations you have witnessed and suggest how you might help the people disagreeing how to reach a win-win compromise?</p>			<p>have available or use the BBC Bitesize lesson on paragraphs at <a href="https://www.bbc.co.uk/bitesize/articles/zv4j7nb">https://www.bbc.co.uk/bitesize/articles/zv4j7nb</a>.</p>	<p><a href="#">6/spring-week-6-number-algebra/</a> Solve two-step equations <b>(Follow-up worksheet on Google Classroom)</b></p>	<p>atmosphere does the music create? • Can you identify the contrasting high and low notes? • Do you detect the movement of the wind across the surface of the water? Use pitched instruments to create wave-melodies going up and down (the demonstration uses notes from a pentatonic scale: C, D, E, G, A). If you don't have any pitched instruments at home, you could try using the Chrome Piano extension online.</p> <p>In school, the children will then try to combine the melodies they have created with those of others.</p>
<b>Thursday</b>	<p><u>Mental Health focus:</u> <u>Talk about your feelings/ Actively Care for Others</u> We will watch the following video about peer mediation and write a list of guidelines for peer mediators to help remind us what to do when trying to help solve disagreements in the playground. We will practise listening to each other and role play NOT listening to help us understand what makes a good listener. Make a list of times when it is important for you to show</p>	<p><b>Spelling Shed</b> <a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a></p> <p>Practise the spellings set for you in 'Assignment s'. Then practise the statutory words for your age group.</p>	 <p><a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a></p>	<p>In this lesson, we will explore how the Michael Morpurgo, in his version of the story of Beowulf, made extensive use of <b>alliteration</b> (where 2 or more consecutive words start with the same sound). If required, there will be sections of text on the Google Classroom to explore this further. We will consider the effect of this technique in adding to the formality and style with which the saga is related.</p> <p><i>Eg. Rage-wracked, on wreckage bent, Grendel ripped open the iron-studded doors...</i></p> <p><i>Rejoicing at another flesh-feast, this vile and vengeful creature laughed out loud at his good fortune.</i></p>	<p><b>Warm up with</b>  <b>Year 3</b> <a href="https://classroom.thenational.academy/lessons/multiply-2-digit-numbers-by-6-using-the-partitioning-method-ccvkar">https://classroom.thenational.academy/lessons/multiply-2-digit-numbers-by-6-using-the-partitioning-method-ccvkar</a> <b>Year 4</b> <a href="https://classroom.thenational.academy/lessons/consolidating-multiplication-strategies-70w6ce">https://classroom.thenational.academy/lessons/consolidating-multiplication-strategies-70w6ce</a> <b>Year 5</b> <a href="https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c">https://classroom.thenational.academy/lessons/factor-and-multiple-chains-6gvp6c</a> <b>Year 6</b> <a href="https://whiterosemaths.c">https://whiterosemaths.c</a></p>	<p><b>Science</b> Continuing our work on Living Things, in this lesson, in this lesson, we will learn about sexual reproduction in mammals. We will also examine the life cycle of mammals, particularly the gestation period. Then, we will learn about the different groups of mammals. Finally, we will present and interpret data. <a href="https://classroom.thenational.academy/lessons/are-the-life-cycles-of-mammals-all-the-same-c4u3qr">https://classroom.thenational.academy/lessons/are-the-life-cycles-of-mammals-all-the-same-c4u3qr</a></p>



	good listening behaviour and a poster to explain what good listening looks like.			We will practise retelling sections of the story of Beowulf in writing, making use of alliterative phrases.	<a href="https://www.whitehousemaths.com/homelearning/year-6/spring-week-6-number-algebra/">om/homelearning/year-6/spring-week-6-number-algebra/</a> Find pairs of values (1) <b>(Follow-up worksheet on Google Classroom)</b>	
<b>Friday</b>	<p><u>Mental Health Focus:</u> <u>Ask for Help</u> We will end the week by reflecting on the occasions this week in which we have asked for or accepted help from others and saying thank you.</p>	<p><b>Spelling Shed</b> <a href="https://www.edshed.com/en-gb/login">https://www.edshed.com/en-gb/login</a></p> <p>Practise the spellings set for you in 'Assignment s'. Then practise the statutory words for your age group.</p>	 <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>	<p>In this lesson, Year 5 and 6 will explore the use of hyphens to avoid ambiguity. They will practise hyphenating pairs of words to describe aspects of a monster.</p> <p>Meanwhile, Year 3 and 4 will practise adding more information to basic sentences, by adding a clause or phrase to the start of a sentence, followed by a comma.</p> <p><i>If required, additional resources will be provided on the Google Classroom.</i></p>	<p><b>Warm up with</b>  <b>Year 3</b> <a href="https://classroom.thenational.academy/lessons/multiply-2-digit-numbers-by-8-using-the-partitioning-method-6nj3at">https://classroom.thenational.academy/lessons/multiply-2-digit-numbers-by-8-using-the-partitioning-method-6nj3at</a> <b>Year 4</b> <a href="https://classroom.thenational.academy/lessons/dividing-mentally-chj3gc">https://classroom.thenational.academy/lessons/dividing-mentally-chj3gc</a> <b>Year 5</b> <a href="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</a> <b>Year 6</b> <a href="https://www.whitehousemaths.com/homelearning/year-6/spring-week-6-number-algebra/">https://www.whitehousemaths.com/homelearning/year-6/spring-week-6-number-algebra/</a> Find pairs of values (2) <b>(Follow-up worksheet on Google Classroom)</b></p>	<p><b>French</b> Use the following video links to learn more about French clothes and colours: <a href="https://youtu.be/cDaDwuExlrs">https://youtu.be/cDaDwuExlrs</a> How much can you understand about what is being said. Notice that the colour adjectives are used <i>after</i> a noun in French.</p> <p>Draw pictures of people in different clothes (coloured) and then label the drawings with brief sentences that describe what each of the people in the picture is wearing, using the following sentence constructions: <i>Il porte... he is wearing</i> <i>Elle porte... she is wearing</i></p> <p><b>RE</b> In this week's RE lesson, we will be investigating what happens in a Jewish bar mitzvah or bat mitzvah coming of age celebration and what the significance of this event is in the life of a young Jew. Investigate bar and bat mitzvah ceremonies. Use <a href="http://www.reonline.org.uk/specials/jwol/">www.reonline.org.uk/specials/jwol/</a> click on what we do, then time and then life cycles to find information about the ceremonies. Can you use your skill of empathy to think about how a Jewish person might feel about their bar or bat mitzvah? Write a diary in role as a Jewish person, describing their bar/ bat mitzvah ceremony</p>

						<p>and explaining how they felt about it. Then, we will compare the Jewish tradition with Hindu tradition. Find out about the first of the 'Samskaras' (life-stage rituals). Before a child's naming ceremony a prayer for calmness is read. Pupils to write a prayer for calmness or some words that a Hindu might read before a naming ceremony and share with the class.</p> <ul style="list-style-type: none"> <li>• Find out about the Hindu sacred thread ceremony, traditionally just for boys.</li> </ul> <p><a href="http://hinduism.iskcon.org/practice/602.htm">http://hinduism.iskcon.org/practice/602.htm</a> Can you draw a Venn diagram to compare the similarities and differences between the Jewish and Hindu traditions?</p>
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\_\_\_\_\_ has behaved like a 'Spider' at home by.....

