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| Class 2  Wk beg: 7th Dec ‘20 | **Spelling (30 mins)** | **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 [Faith At Home - Collective Worship for Primary Schools - Episode 7: Kindness - YouTube](https://www.youtube.com/watch?v=G5MkjtKF8Gs) | **Email school if your child has forgotten their log in!**  <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | *This week we will be completing a range of assessments and then beginning a short sequence of work based on a play script by Julia Donaldson, ‘The Head in the Sand’.*  (I will try to get the text of extracts of the play we will be reading together to you in time for tomorrow’s lesson.)  Today, please complete the grammar test set for you on Spag.com.  Then, on Bug Club, please read and answer the comprehension questions about the play script listed below:  **Yellow A: The Sockosaurus**  **Turquoise (A): Goha and the Shoes**  **Turquoise (B): Choose Me!**  **White level: Mon the Moaner/ My Dog’s Got No Nose**  **Blue (A): Curious Cases**  **Blue (B): Joe’s Weird World**  **Red level: Find a way out**  When you have finished reading, make a list of the features of a play script and design a learning mat or poster to remind you of the things you need to remember about how to set out and write a play script. Record what you notice about   * Layout * Verb tenses * Punctuation * Structure and organisation | | **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/using-the-multiplication-symbol-c8vp2d**](https://classroom.thenational.academy/lessons/using-the-multiplication-symbol-c8vp2d)  **Year 3**  [**https://classroom.thenational.academy/lessons/measuring-lengths-to-the-nearest-cm-or-mm-65k64d**](https://classroom.thenational.academy/lessons/measuring-lengths-to-the-nearest-cm-or-mm-65k64d)  **Year 4**  [**https://classroom.thenational.academy/lessons/measure-and-calculate-the-perimeter-of-rectangles-in-centimetres-and-millimetres-c5h32**](https://classroom.thenational.academy/lessons/measure-and-calculate-the-perimeter-of-rectangles-in-centimetres-and-millimetres-c5h32)**c**  **Year 5**  [**https://classroom.thenational.academy/lessons/calculate-and-measure-perimeter-crv36r**](https://classroom.thenational.academy/lessons/calculate-and-measure-perimeter-crv36r)  **Year 6**  [**https://classroom.thenational.academy/lessons/decimals-and-measures-to-generate-and-describe-linear-number-6xh3je**](https://classroom.thenational.academy/lessons/decimals-and-measures-to-generate-and-describe-linear-number-6xh3je) | **PE**  [**https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA**](https://www.youtube.com/channel/UCLNV8D56t6RV0wbsPnbnYeA)  **RE**  This week in RE, we will continue to learn about the **covenant** that God made with Abraham and how this was a part of God’s rescue plan.  First, remind yourself of the story of Abram by watching the following videos.  [God calls Abraham](https://www.youtube.com/watch?v=v3rK_PcEMfA)  [4. God's Covenant with Abraham - Open Bible Stories (v4)](https://www.youtube.com/watch?v=aBPANcV67nk)  [Abram to Abraham (Genesis 15-21) - YouTube](https://www.youtube.com/watch?v=rDz-7OX4C9k)  <https://www.youtube.com/watch?v=NdqrwGJYePQ>  As you watch, list the promises that God made to Abram. What did God ask Abram/ Abraham to do?  If you have a Bible, you may want to read more in Genesis  Think/ write about the answers to the following questions: For Abraham and Sarah, what was it like to follow God?  What might a Jewish or Christian believer infer about God from this story? |
| **Tuesday**  **Collective Worship**  Today is the start of advent.  You may like to start the day with a ‘virtual assembly’ at  [Faith At Home - Collective Worship for Primary Schools - Episode 8: Generosity - YouTube](https://www.youtube.com/watch?v=F7CqMXK15MU) | **Email school if your child has forgotten their log in!**  <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | <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 start reading our core text: The Head in the Sand by Julia Donaldson.**  Please read Scene1 (to page 22). You could ask an adult in your house to read with you if they have timeand take a few parts each – (eg. one take all the male parts and the other all the female parts).  As you read, make a list of any new or unfamiliar words. Use a dictionary to explore the meaning of those words and keep them in a ‘glossary of new vocabulary’.  Think about how the author of the play has used their knowledge about the Roman invasion of Britain. Can you make a list of facts that they have referred to in the characters’ speeches?  Compare the layout and language features in this play script to the one you read yesterday. What is the same? What’s different? Can you add anything to your list of the features of a play script?  On a piece of paper, make a 4x4 grid. Label each section with one of the following words: **likes, dislikes, patterns and puzzles/ questions.**  You could start to note down what you notice under these subheadings. | **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-that-multiplication-is-commutative-70tp4t**](https://classroom.thenational.academy/lessons/identifying-that-multiplication-is-commutative-70tp4t)  **Year 3**  [**https://classroom.thenational.academy/lessons/measuring-length-and-drawing-lines-of-a-given-length-in-mixed-units-69j3ed**](https://classroom.thenational.academy/lessons/measuring-length-and-drawing-lines-of-a-given-length-in-mixed-units-69j3ed)  **Year 4**  [**https://classroom.thenational.academy/lessons/draw-shapes-of-a-given-perimeter-6dh6cd**](https://classroom.thenational.academy/lessons/draw-shapes-of-a-given-perimeter-6dh6cd)  **Year 5**  [**https://classroom.thenational.academy/lessons/calculate-the-area-of-rectangles-cgupcc**](https://classroom.thenational.academy/lessons/calculate-the-area-of-rectangles-cgupcc)  **Year 6**  [**https://classroom.thenational.academy/lessons/decimals-and-measures-standard-units-cdjk0r**](https://classroom.thenational.academy/lessons/decimals-and-measures-standard-units-cdjk0r) | **History**  This week, we will continue our investigations into the legacy left by the Romans when they left Britain.  Learn about how life in Britain stayed the same by taking part in the lesson:  <https://classroom.thenational.academy/lessons/in-what-ways-did-life-in-britain-remain-the-same-after-the-roman-invasion-74t3ge>  Follow the link (ctrl and click) to listen to the BBC radio programme:  The Roman legacy part II [12. The Roman legacy: part 2](https://www.bbc.co.uk/teach/school-radio/history-ks2-romans-legacy-2/zvc7jhv)  How can you present what you have learned about the Roman legacy? |
| **Wednesday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  [Faith At Home - Collective Worship for Primary Schools - Episode 9: Vulnerability - YouTube](https://www.youtube.com/watch?v=FV0yIK482cM) | **Email school if your child has forgotten their log in!**  <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | <https://www.activelearnprimary.co.uk/login?c=0>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | Can you **summarise** what you read in yesterday’s lesson? What has happened so far in the play? Write a short **synopsis** (summary of the main events) of Scene 1. You can refer back to what you read yesterday.  Then, read Scene 2 (p. 23-35) of **The Head in the Sand** by Julia Donaldson.  As you read, look out for how the author makes links (or creates cohesion) with Scene 1. Make a note of anything you notice.  Add any new or unfamiliar words to the glossary you started yesterday, looking up their meanings in a dictionary.  Think about what you could add to your **likes, dislikes, patterns** and **puzzles**  chart.  In a play, the author records the words the characters say and some of their actions, but there is very little description as you would find in a story. How does the author help you to picture what is happening?  Imagine you are the set designer for this play. Sketch the scenery you might use in each of the scenes. You may wish to change the scenery within a scene. How many times will you need to change the scenery? | **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/using-the-division-symbol-when-sharing-60tkct**](https://classroom.thenational.academy/lessons/using-the-division-symbol-when-sharing-60tkct)  **Year 3**  [**https://classroom.thenational.academy/lessons/making-appropriate-estimates-of-length-by-comparing-69hk8c**](https://classroom.thenational.academy/lessons/making-appropriate-estimates-of-length-by-comparing-69hk8c)  **Year 4**  [**https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-rectangles-in-centimetres-and-metres-65gp2r**](https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-rectangles-in-centimetres-and-metres-65gp2r)  **Year 5**  [**https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar**](https://classroom.thenational.academy/lessons/calculate-the-area-of-rectilinear-shapes-6mr3ar)  **Year 6**  [**https://classroom.thenational.academy/lessons/decimals-and-measures-convert-standard-lengths-60tkad**](https://classroom.thenational.academy/lessons/decimals-and-measures-convert-standard-lengths-60tkad) | **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:  [Faith At Home - Collective Worship for Primary Schools - Week 10: Compassion - YouTube](https://www.youtube.com/watch?v=D2LNLJp-Ke4) | **Email school if your child has forgotten their log in!**  <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | <https://www.activelearnprimary.co.uk/login?c=0>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | Read Scene 3 of **The Head in the Sand** by Julia Donaldson (page 36 to 45).  Add any new or unfamiliar words to the glossary you started yesterday, looking up their meanings in a dictionary.  Think about what you could add to your **likes, dislikes, patterns** and **puzzles** chart. Do you notice any other ways in which the author makes links (or ‘creates cohesions’) between this scene and the previous two scenes?  Make a list of words that are used to show that it is a play (eg. *scene, offstage, enter)*. Make another list of words that reflect the Roman setting. This might also include some of the names. | **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/using-the-division-symbol-when-grouping-75hkjt**](https://classroom.thenational.academy/lessons/using-the-division-symbol-when-grouping-75hkjt)  **Year 3**  [**https://classroom.thenational.academy/lessons/length-and-measurement-application-ccr68e**](https://classroom.thenational.academy/lessons/length-and-measurement-application-ccr68e)  **Year 4**  [**https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-simple-compound-shapes-c9gp8r**](https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-simple-compound-shapes-c9gp8r)  **Year 5**  [**https://classroom.thenational.academy/lessons/compare-the-area-and-perimeter-of-rectangles-crrp2d**](https://classroom.thenational.academy/lessons/compare-the-area-and-perimeter-of-rectangles-crrp2d)  **Year 6**  [**https://classroom.thenational.academy/lessons/decimals-and-measures-solving-problems-with-length-cdk32e**](https://classroom.thenational.academy/lessons/decimals-and-measures-solving-problems-with-length-cdk32e) | **Science**  If you have not yet completed the lesson from last Thursday, make sure you have caught up at  <https://classroom.thenational.academy/lessons/what-happens-in-a-circuit-when-we-change-the-components-60wp2r>  This week, we are completing our sequence of work on electricity by considering how much we rely on electricity.  Watch and complete the lesson at  <https://classroom.thenational.academy/lessons/how-much-do-we-rely-on-electricity-cnhkct>    **PSHE**  In our PSHE and mental health work this week, we will think back to the work we did in Anti-bullying week and we will consider the role of peer mediators in helping to make peace between people who come into conflict with one another.  Watch the video at <https://www.bbc.co.uk/bitesize/clips/z6stsbk>  Then, write a short answer to the question ‘What is peer mediation?’ |
| **Friday**  **Collective Worship**  Here is another link to a ‘Faith at Home’ video you could use for your own assembly at home:  [Faith At Home for Primary Schools Collective Worship: Series 2 Christmas - YouTube](https://www.youtube.com/watch?v=ArM8NLifIZk) | **Email school if your child has forgotten their log in!**  <https://www.edshed.com/en-gb/login>  Practise the spellings set for you in ‘Assignments’. Then practise the statutory words for your age group. | <https://www.activelearnprimary.co.uk/login?c=0>  Remember, your password now contains your initials as well as the numbers of your TTRS password. | The play reflects the story of Boudicca, that we learned about in our History lessons earlier in the term. However, the story is not completed.  You could watch the clip at  <https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-boudica-and-the-roman-invasion/zmyhf4j>  to remind yourself of Boudicca’s story.  How does the end of the story go beyond what is reflected in the play, ‘The Head in the Sand’?  How might the author have written an extra scene to reflect the end of the story? Why do you think she didn’t?  Have a go at writing a new scene, to be inserted after page 43, reflecting what happened in the true story of Boudicca after the Iceni tribe had burned down the Roman towns of Camulodunum (Colchester) and Londinium (London). Remember, parts of the Roman army returned from fighting tribes in Wales and defeated the Britons led by Boudicca. You could use some of the characters in the play and you could even refer to the lost head of the bronze statue of Claudius to make links with what has gone before.  Remember to set out your work carefully as a play script. You may wish to type it, so you can make use of bold type or italics. Try to make use of the full range of punctuation to make your writing lively and interesting. | **Warm up with**  ***Contact s***  ***chool if you need a reminder of your login details!***  **Children that do Maths with Class 1**  [**https://classroom.thenational.academy/lessons/solving-division-problems-when-sharing-69j64c**](https://classroom.thenational.academy/lessons/solving-division-problems-when-sharing-69j64c)  **Year 3**  [**https://classroom.thenational.academy/lessons/to-calculate-perimeters-of-2d-shapes-in-cm-and-mm-cnj3ae**](https://classroom.thenational.academy/lessons/to-calculate-perimeters-of-2d-shapes-in-cm-and-mm-cnj3ae)  **Year 4**  [**https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-composite-shapes-6gvp4c**](https://classroom.thenational.academy/lessons/calculate-the-perimeter-of-composite-shapes-6gvp4c)  **Year 5**  [**https://classroom.thenational.academy/lessons/calculate-the-area-of-non-rectilinear-shapes-chh38d**](https://classroom.thenational.academy/lessons/calculate-the-area-of-non-rectilinear-shapes-chh38d)  **Year 6**  [**https://classroom.thenational.academy/lessons/decimals-and-measures-calculating-the-area-of-parallelograms-and-triangles-ccu32c**](https://classroom.thenational.academy/lessons/decimals-and-measures-calculating-the-area-of-parallelograms-and-triangles-ccu32c) | **French**  Today, we will continue to ask the question, *‘Qu’est-ce-qu’il y a dans la trousse?’* (What is in the pencil case?) and will answer with the sentence, ‘*Il y a …’* using a range of vocabulary for classroom objects. We will consider **possessive adjectives**, learning the French wordsfor *my, her, his, our, you and their* and how these words change according to the gender of the noun.  Watch:  [French classroom objects](https://www.youtube.com/watch?v=dzEPv-Zc3eg)  [French Possessive Adjectives](https://www.youtube.com/watch?v=F0y2udVJLSw)  Practice forming some sentences in French using the vocabulary you have practised. Try to write a few of these sentences down.  **Computing**  You should find today’s Computing lesson on our Google Classroom.  First, complete the Cloze exercise to revise the difference between the World Wide Web and the Internet.  Then, this week, we will learn more about how search engines work.  Use the BBC Bitesize lesson [How do search engines work?](https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/ztbjq6f) to find out more.  Then, read the Powerpoint presentation. Open the Search Engine Index sheet. Then, using the links you will find on [Links | Barefoot Computing](https://www.barefootcomputing.org/links) , you should scan the information on each page and, if you find the key word from the Search Engine Index, copy and paste or jot down that website address on the chart next to the word. |