






Home Learning Grid - Week beginning 22nd February 2021 – Lower Key Stage 2



9.15am Registration on Teams	Session 1 PE	Session 2 Phonics / Reading / Spelling	Session 3 English	Session 4 Maths	1pm Afternoon learning and feedback session Session 5 Theme	Session 5 Theme
Tuesday	Cosmic Yoga	<p>Tuesday to Thursday</p> <p>20 MINUTES DAILY READING https://www.oxfordwl.co.uk/ Oxford Owl Login Username: sennen brunel mousehole brunel constantine brunel whitsand brunel Password: brunel</p>	<p>10am LIVE LESSON INPUT on TEAMS</p> <p><i>Cold write - I can write a Stone Age poem</i></p>  <p>LI: To write a Stone Age inspired poem.</p> <p>Your task today is to write a poem inspired by the Stone Age!</p> <p>Remember...</p> <ol style="list-style-type: none"> 1. This is a cold write so no help from anyone at home please! 2. Try to think about anything you have learnt about poems before from reading or writing lessons and apply what you can to your writing. 3. Don't worry and just be a 'have a go Harry' as I have not taught you yet! 	<p>Year 3: <i>Divide 2d by 1d (3)</i> https://vimeo.com/494126561</p> <p>Year 4: <i>Count in fractions</i> https://vimeo.com/506082065</p> <p><i>If you want a further challenge in Maths, go to your Files section and you'll see these!</i></p>	<p>History <i>Religion through the ages</i></p> <p>Read through the information on the PowerPoint.</p> <p>Then choose one of the tasks from a, b, c or d</p>	<p>French</p> <p><i>We're going to be learning French words for some of the history we're learning at the moment</i></p> <p>Watch the video of Mrs McKillop going through the French lesson on Loom. https://www.loom.com/share/f0ea354ffbf646ee93d6435cd27f73b2</p> <p>Then complete one of the worksheets to show your learning.</p> <p>You will then find some games for this lesson on your Language Angels login.</p>
Wednesday	Joe Wicks	<p>If you do Read Write Inc, please see the planning in the assignment</p> <p>Spellings for all children (not if you're in RWI groups!)</p> <p>Use the weekly spellings sheet in Files on Teams to see what your spellings are this week.</p>	<p>10am LIVE LESSON INPUT on TEAMS</p> <p><i>I am learning to recall a poem</i></p> <p>Starter:</p>  <p>Word association game! Think of as many words as you can to do with the picture.</p> <p>You may say: "Branch, sky, leaf" But you could also say: "tree, grass, ground, hill"</p>	<p>Year 3: <i>Scaling</i> https://vimeo.com/494127943</p> <p>Year 4: <i>Add fractions (R)</i> https://vimeo.com/507108462</p> <p><i>If you want a further challenge in Maths, go to your Files section and you'll see these!</i></p>	<p>D&T <i>Making a stone age necklace</i></p> <p>Work through the PowerPoint to find out about the jewellery you'll be making.</p> <p>You need plan your necklace using one of the worksheets first.</p>	<p>PSHE <i>I understand how exercise affects my body and know why my heart and lungs are such important organs.</i></p> <p>Work through the slides and questions on the PowerPoint.</p> <p>The task is to make up your own fitness challenge: everyone's fitness challenge will be different and will be unique to each person because our bodies are individual.</p>

		<p>Take 10 minutes to practise them. We will upload the spellings in the spelling assignment for the week too.</p>	 <p>Have a read through the poem called On a Grassy Hill</p> <p>Write down the key themes, ideas, and any memories, questions, thoughts or feelings you have about the poem.</p> <p>Have you ever heard of a poem similar to that one? It's called On the Ning Nang Nong</p> <p>Rehearse reading the Poem with expression and intonation in your voice where appropriate. We will listen to some of you that would like to show us your poetry reading/performing in this afternoon's live session.</p>			<p>Use the Fitness Challenge Template sheet. Your challenges need to be realistic and manageable, as well as creative.</p> <p>The extra rows in the template are left blank for now, so that when you achieve your challenge, you can add a new one underneath to keep getting fitter.</p> <p>You can keep working on your fitness challenge at break times and at home!</p>
<p>Thursday</p>	<p>Cosmic Yoga</p>		<p>10am LIVE LESSON INPUT on TEAMS</p> <p><i>I am learning to recall a poem from memory</i></p> <p>We're going to learn the Stone Age version of the poem by creating a text map! Remember, we don't need to create a picture for each word, just the key ones!</p> <p>Success Criteria: I can use actions to help me learn. I can identify the key parts of the poem. I can use intonation to vary the tone of my voice.</p> <p>Once you've mapped your poem, can you now perform it, using your map?</p> <p>In this afternoon's live session we will perform the poem together! So draw your story map and rehearse (with actions) before then!</p>	<p>Year 3: <i>How many ways?</i> https://vimeo.com/496812718</p> <p>Year 4: <i>Add two or more fractions</i> https://vimeo.com/507468794</p> <p><i>If you want a further challenge in Maths, go to your Files section and you'll see these!</i></p>	<p>Science <i>How to change shadows</i></p> <p>Work through the PowerPoint and follow the guidelines for the investigation. Record your results on the Results and Patterns Activity Sheet. Is There a Pattern? Look at your results to try to find a pattern. You should notice that the shadow of the object gets bigger the closer it gets to the light source. They should also look for any results that do not fit the pattern and try to suggest a reason for them.</p> <p>Complete the rest of the differentiated Results and Patterns Activity Sheet to explain the pattern and make a concluding statement. Can you explain the conclusion you've made?</p>	<p>Music - Rhythm and layers Listen to '<u>Hard to starboard</u>' (from Titanic) once with eyes closed. Ask chn to imagine what is happening. Now fold a piece of sugar paper in half. Label one half 'Rhythm' and other half 'Layers'. Discuss what rhythm means (can anyone demonstrate different rhythms?) and discuss layers – could be layering instruments, rhythms, harmonies etc. Play 'Hard to starboard' a couple more times and allow make some notes about the rhythm and layering in the piece. Encourage chn to think about the effect – e.g. is it dramatic? Is it building up? Finally Discuss the notes you have made. What did you notice about what the effect was e.g. fast rhythm – how does it make you feel? What do you think is happening in the film?</p>

Friday

Joe Wicks

Today, can you please take a photo of your **Monkey Book / Reading record** to show us how much you've been reading this week?

Spelling test – upload your results to the assignment.

Then **99 Club**
Have a go at your 99 club sheet and let us know your score!

All the sheets for this week will be with the assignment in Teams.

10am LIVE LESSON INPUT on TEAMS

I am learning to find the features of poetry

We will perform the poem together so be ready!

Let's write a definition for each of these poetic features: Can you think of an example?

- Alliteration -
- Preposition -
- Simile -
- Rhyme -
- Onomatopoeia -

Highlight those features in the poem now.

1.) Write your favourite line or phrase in your book. Explain why it has captured your attention and why it's effective.

2.) Fill in the grid pulling out the key features from the poem and explaining the effect they have on the reader.

Ext: What feature do you think **could** be included in the poem to improve it, and why?

On a Brandy Hill		
Feature	Example	Effect
rhyming couplets		
onomatopoeia		
rhymed nouns		
alliteration		
preposition		

LIVE at 11.30am

Year 3:
End of unit test for multiplication and division

Please do this on your own, with no help from an adult. It is really important that we see how much you know, so we want mistakes and everyting!

Year 4:
Subtract fractions (R)
<https://vimeo.com/507527822>

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