

## PHASE 2 of HOME LEARNING

as of 17 04 20

Dear Parents/Carers,

These are extreme and worrying times – what can be said by way of comfort other than we're all in this together. We can but hope that our children draw most from this sense of connectedness; from the strength of their family and community; from the fine examples of resilience and compassion all around us as we all navigate our way through this and out the other side. I hope you are coping well enough with the children at home with so much else besides to juggle and that your lives have fallen into some kind of rhythm.

I wanted to write to give you a 'heads up' concerning phase 2 of our home learning advice and support. We have listened to feedback from families about home learning and kept an eye on the best practice emerging around us. In coming up with Phase 2, we have considered the following priorities: -

1. Families need to have enough learning to focus on and enough resources to support them but not so much that we make an already difficult situation more stressful than it needs to be.
2. As time goes on, the greatest concern will be to support pupils to make appropriate progress in English and maths.
3. Wherever possible we should look to tap into some natural advantages for delivering meaningful and purposeful learning- inherent in the home environment.
4. We now need to engineer manageable opportunities for pupils/parents and teachers to interact on an ongoing basis.

In my opinion (and it is just an opinion), we need to do our level best to flip this situation on its head and get the most out of it. Please know that, in stating this, I do not underestimate the massive challenges facing us. Some of you will have read Matthew Syed's article this week- <https://www.bbc.co.uk/news/world-us-canada-52094332>- where he states, *'The coronavirus has turned our lives upside down and, although we hope to return to some version of normality in the coming months, it is probable that nothing will quite be the same again. Many have lost their livelihoods and businesses, and there is no diminishing the difficulties - emotional and financial - this has brought in its wake. But amid the darkness, there are also opportunities.'* Please do read the whole article.

In the context of home learning, can I ask you to take Mathew Syed's advice and when perhaps things are getting stressful or boring or frustrating for you or the children, do your best to flip the thing around. While there are clearly things your children need to learn, please do not feel duty bound to the long lists of possible learning we provide - feel free to use your judgement (as the adult) and prioritise some of the learning over others. In terms of flipping, always bring it back to the learning as opposed to the task or activity: recognise there are very many ways to

crack a nut and some kind of written recording (whilst, admittedly, it keeps said child in one place) is no guarantee of good learning. Don't hesitate to give your children some choice/ some agency in deciding when and how they want to learn something- allowing your children some self-determination can be motivating. Ultimately, we all know the best learning will come out of this situation (or any situation for that matter) when children and adults can enjoy it and enjoy it together. While there are clearly natural limitations to how much and often, we can achieve this, it should remain our overarching aim.

There will need to be routine and yes, maths and English are priorities because they enable access to most everything else, but it is also so important that we play to our strengths: -

1. There are plenty of opportunities (as I mentioned above) for learning at home which we can't always recreate as easily in school: teach your children to cook, bake, do DIY, garden, play music, make music, act, dance - grab this opportunity!
2. We all have our own strengths, interests, hobbies-- of course you will already be in the habit of sharing these with your children -- by my way of thinking, they are no less important than schoolwork.
3. Your children will have their own strengths- play to their strengths when deciding how to deliver the learning.

This pack contains a number of ongoing learning suggestions including notably a 'reading to your child' aim and/or a 'talk time' aim over the next month.

The English and the maths will be provided in 2 week units and much of the rest of the learning will be for across all of Term 5.

Critically we are looking to increase interaction between home and school by telephone, email, padlet. We are also exploring possibilities for using a video platform. All the information regarding home learning will be constantly updated on the 'Corona Virus Home Learning' tab on the website. If you have any concerns and you need some support, get in touch. We are working closely with the 'Corona Virus Response Group.'

Mr Moss

## COMMUNICATION as of 20 04 20

### Website

All home learning opportunities and resources are on the school website under the tab 'Home Learning.'

### Tapestry: Reception-Year 1

Please share your child's learning on Tapestry and we will reply. We will also put photos and short videos onto Tapestry to support the learning we have planned.

### Padlet: Year 2- Year 6

Please use the Padlet link for your child's class. They can comment on posts and show work to their class and teacher. They/you will be provided with instructions.

### Telephone contact

Your child's class teacher will be aiming to phone children once every 2 weeks for a quick catch up and to answer any questions. These calls will be no more than 10 minutes. In the absence of a phone conversation, we will look to communicate in another way.

### Emails - pupils contacting staff

If your child would like to send their work to their teacher or they have a question and would like some advice about their learning, please contact the class teacher via the class emails listed below. Please can we ask you to use the email option as responsibly and sparingly as you can- with 30 children in a class, teachers will only have so much time.

<b>Aqua</b>	<a href="mailto:aqua@minchscool.net">aqua@minchscool.net</a>
<b>Teal</b>	<a href="mailto:teal@minchscool.net">teal@minchscool.net</a>
<b>Midnight</b>	<a href="mailto:midnight@minchscool.net">midnight@minchscool.net</a>
<b>Indigo</b>	<a href="mailto:indigo@minchscool.net">indigo@minchscool.net</a>
<b>Azure</b>	<a href="mailto:azure@minchscool.net">azure@minchscool.net</a>
<b>Cyan</b>	<a href="mailto:cyan@minchscool.net">cyan@minchscool.net</a>
<b>Royal</b>	<a href="mailto:royal@minchscool.net">royal@minchscool.net</a>
<b>Sapphire</b>	<a href="mailto:sapphire@minchscool.net">sapphire@minchscool.net</a>
<b>Turquoise</b>	<a href="mailto:turquoise@minchscool.net">turquoise@minchscool.net</a>

<b>Sky</b>	<a href="mailto:sky@minchscool.net">sky@minchscool.net</a>
<b>Cobalt</b>	<a href="mailto:cobalt@minchscool.net">cobalt@minchscool.net</a>

## **ONGOING HOME LEARNING :: ALL** as of 20 04 20

### **READING - School Challenge No.1 (for the next month)**

**Aim to read to your child for a minimum of ½ hour a day.**

If this is difficult, you can download 100s of fantastic books from audible.

<https://stories.audible.com/start-listen>

Lots of authors have filmed themselves reading one of their books e.g. Cressida Cowell reading How to Train Your Dragon (on YouTube).

Tell us by email which books you have listened to.

We will create a list of your books read/ recommendations on the website

### **Minchinhampton Academy Book Swap Shop**

Each day, from Monday 20th onwards, we will be putting out books on a book trolley outside the 'kitchen' gate. Please come and take a book. If you swap it for one of your own that you have finished with, all the better for sustaining the 'Swap Shop.' It goes without saying- please observe social distancing and clean the books when you get them home.

There will be a separate box outside for families to drop back school library books.

A message from

### **Yellow-Lighted Bookshop**

We're very pleased to announce that you can still shop at the Yellow-Lighted Bookshop - online and by mail order. We have a new online bookshop at [www.yellowlightedbookshop.co.uk](http://www.yellowlightedbookshop.co.uk) where you can buy books that we have in stock (or at least, that the computer thinks we have in stock), and we will post (or deliver) books to your door.

There is a flat delivery charge of £3 whether you buy a slim paperback or a big wodge of hardbacks - we like to keep it simple. If we don't have the book you want on our stock file, most publishers are still fulfilling orders, so we can get pretty anything you might want. Email us at [ylbtetbury@me.com](mailto:ylbtetbury@me.com) and we'll get back to you as soon as we can.

### **TALK- School Challenge No. 2 (for the next month)**

**Aim to have a ½ hour family discussion/ debate around the dinner table/ in the garden/ on a walk--**

using the Philosophy for Children

<https://www.minchacademy.net/homelearning/2020/03/26/time-to-talk/> and/or the

debating ideas <https://www.minchacademy.net/homelearning/2020/03/31/spot-and-stripe-p4c-videos/>

After the debate/P4C discussion- tell your class your opinion on class Padlet

### **Maths skills**

Times tables - <https://www.timestables.co.uk/multiplication-tables-check/>

Y1 upwards: <https://www.mymaths.co.uk/>

### **Physical Exercise**

Joe Wicks

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

### **Mindfulness**

Try some mindfulness out with your children. Let them teach you- a number of classes have been having mindfulness 'lessons' with Mrs Saeed and Mrs Smith.

Have a go at [finger breathing](#), [petal breathing](#), [FOFBOC](#), [tummy breathing with a breathing buddy](#), [mindful mouthful](#), [playing attention](#), [gratitude meditation](#).

Alternatively use the resources here to help you.

<https://www.ghll.org.uk/GHLL%20mindfulness%20activities%20updated.pdf>

<https://www.shambhala.com/sittingstilllikeafrog/>

### **Music**

Use your login details to discover new music units on Charanga. Why not take the opportunity to learn an instrument together using Charanga's instrument tutorials-- we tried in school last week - it was great fun!

### **Strengths survey**

Why not complete one of these strengths surveys

<https://www.authentic happiness.sas.upenn.edu/user/login?destination=node/434>

created by one of the well-known founders of positive psychology, Martin Seligman.

We have begun doing these surveys with children from Year 3 up, because we strongly believe it is important to recognise and build on our strengths. There are surveys for adults and children. The child one, called the 'VIA Survey of Character Strengths' can be found here-

<https://www.authentic happiness.sas.upenn.edu/testcenter>

There are nearly 200 questions! It should only take you 30-40 minutes to complete. Get the children to reflect on their strengths and how they might be able to use them.

### **Metacognition**

Why not explore how you and your children learn, using this list of ideas from <https://www.minchacademy.net/homelearning/2020/04/08/metacognition-activities/>

## **HOME LEARNING - BY YEAR GROUP: as of 20 04 20**

### **Year R/Y1 Home Learning W/C 20.04.20**

Reading	<p>Please read to your children each day. Discuss the story, setting and characters as you read. Can you decide on a "Word of the Day"? Choose a word that isn't familiar but can be explained simply and then used in another situation.</p> <p>There are also many books being read online for children to listen to. Please use your PhonicBug Active Learn login to find phonic reading books for your child to read. These go as far as orange level.</p> <p>Also encourage children to read picture books with support. Children enjoy familiar books so they may want to read the same books over and over again. To begin with some children may read the book by telling the story through the pictures.</p>
Phonics	<p>The phonics document (use the resources link below) will indicate the point at which the Reception children and Year 1 children have reached so far.</p> <p>The tricky words are also on the phonic document. Tricky words cannot be sounded out - the children need to learn these as sight words.</p> <p>When children know the phonemes in Phase 3 they can progress onto Phase 4.</p> <p>The children will have phonic practice in their reading books found on Phonic Bug Active Learn - all children have been sent a log in. The website below has very good resources and are free at this time.</p> <p><a href="https://phonicsplay.co.uk">https://phonicsplay.co.uk</a> <a href="https://new.phonicsplay.co.uk/">https://new.phonicsplay.co.uk/</a></p> <p>Year 1 have the opportunity to use Spelling Shed - Year 1 children have been sent a login</p> <p><a href="https://www.edshed.com/en-gb">https://www.edshed.com/en-gb</a></p>
English	<b>CLPE Take 5 EYFS - 'Bedtime for Monsters' by Ed Vere</b>

	<p><b>CLPE Take 5 EYFS - 'A Brave Bear' by Sean Taylor and Emily Hughes</b></p> <p><b>CLPE Y1 Take 5 - 'How to Find Gold' by Vivienne Schwarz</b></p> <p><b>CLPE Y1 Take 5 - 'Rapunzel' by Bethan Woollvin</b></p> <p><a href="http://www.bethanwoollvin.com/rapunzel">http://www.bethanwoollvin.com/rapunzel</a> information about the author</p> <p><a href="https://www.youtube.com/watch?v=Qst6Yw7w9EQ">https://www.youtube.com/watch?v=Qst6Yw7w9EQ</a> all pages of the book as shown</p> <p><a href="https://www.youtube.com/watch?v=vwJNr3kRWdM">https://www.youtube.com/watch?v=vwJNr3kRWdM</a> a discussion about the book</p> <p>When writing we ask the children to –</p> <p>Think It</p> <p>Say It</p> <p>Write It</p> <p>Read It</p> <p>Edit It (for Year 1 with support)</p> <p>Please encourage the children to segment words to write e.g. c – ar – d card, sh – o – p shop, s – t – r – o – ng strong.</p> <p>Please write down for them stories the children make up. This develops their ideas and gives them the opportunity to invent stories without the worry of writing. They could then illustrate them, add speech bubbles and think bubbles...</p> <p>In Reception and Year 1 we use speech bubbles for speech. Inverted commas are introduced in Year 2.</p> <p>Any writing is valid – single words, labels, lists, phrases, single sentences, stories etc...</p> <p>Emergent writing is when your child says they are writing and you cannot decipher it. This is fine - and to be encouraged - when children are first learning to write.</p>
<p>Maths</p>	<p><b><u>Reception Maths</u></b></p> <p><b>Counting</b> – e.g. count things of different sizes, count things that can't be seen e.g. sounds and actions.</p> <ul style="list-style-type: none"> <li>- Count toys, pairs of socks and other things in the house and</li> </ul>

garden. Listen out for the correct pronunciation of the teen numbers.

- Count forwards and backwards to 10 and then 20 – starting at different numbers. Counting rhymes can help with this.
- Order numbers to 20.
- Discuss numbers that are one more than and one less than a given number, e.g. five is one more than four and twelve is one less than thirteen.
- Play dice games and find the number of things represented on the dice. Use two dice – find out how many altogether and then match the correct number of objects.
- Play track games. Discuss counting on... I am on four... I am going to count on 5... Ensure counting on starts on the next Number.

[www.topmarks.co.uk](http://www.topmarks.co.uk)

### **Partitioning**

Explore a range of ways to partition a whole number by identifying the pairs of numbers that make a total. This can be done by physically separating a group, or constructing a group from two kinds of things

- Lego towers – When you snap your tower into two parts how many bricks do you have in each part? 10 Lego bricks in a tower could be split into 1 and 9, 2 and 8, 3 and 7 etc. Make towers of smaller numbers than ten and larger numbers than ten as appropriate.
- Put things in two containers in different ways, e.g. beads in two bowls or Playmobil people in two boxes. How many are in each box? Can you do it a different way?
- Make a number with two kinds of things. For example, make a fruit skewer with five pieces of fruit, using a bowl of bananas/strawberries to choose from. Make more than one. Are they the same? How are they different?
- Bunny Ears – Using your fingers like bunny ears. "With two hands, show me five fingers. Can you do it in a different way? OR "Show five fingers altogether with another person."

### **Addition** (add, more, plus, sum, total, altogether)

- Combine two groups of objects to find the total by counting all



the objects... (How many altogether? ) Use toy cars or Lego or Playmobil people, stones in the garden and sticks. What else could you use?

- Count on to find the total – four add four... count on 5,6,7,8 to find the total.
- Solve problems by adding two single digit numbers – make up addition story problems, e.g.

*Five fish were swimming in the pond and then five more appeared. How many fish are there altogether? There are ten fish altogether.*

You can draw pictures for your number problems.

Videos, photographs and notes will be uploaded onto Tapestry to support learning.

### **Year 1 Maths**

**Addition and Subtraction** (within 10, bridging 10, add and subtract 10)

- A set of Addition and Subtraction lessons will be available from the website and daily accompanying videos and notes will be uploaded onto Tapestry to support learning starting Monday 20th April.

### **Ongoing Maths Skills**

- Make some number cards from 0-20 and practise ordering these
- Count in 1s from 0 to 20 and in 1s from 20 to 0
- Count in 2s, 5s and 10s
- Represent the number bonds to 10 e.g. 1+9, 3+7, 8+2 etc using everyday household objects or Numicon. How many different ways are there of making 10? Can you work out some number bonds to 20?
- Learn halves and doubles of numbers up to 20

### **Place Value**

- Make some number cards from 0-100
- Can you order the number cards in a long numberline, or create your own hundred square?
- Pick a number. How many tens does the number have? How many ones (units) does the number have? Can you make this number using everyday household objects or Numicon?

- Pick two numbers. Which number is the largest? Which number is the smallest? How do you know? Can you prove it?

## Year R/Y1 summer term 1 units

Art

**Joan Miro** - Spanish artist – (1893 – 1983)

What can you see in Miro's art?

Look at the colours, shapes and lines. Can you see people and animals or birds? What symbols can you see?

How could you make pictures in the style of Miro using coloured pens or pencils, paint or collage?

YouTube has many clips about Miro. The Garden, Juan Miro Animated Painting is fun to watch.





Science

**Science - Floating and Sinking – Reception (Year 1 if you would like to)**

Explore floating and sinking... Some objects stay on the top of the water. This is called floating. Some objects fall to the bottom. This is called sinking. A stone is heavier than water, so it sinks to the bottom. The air inside a floating toy is lighter than water, which makes the toys buoyant and keeps them above the surface.

- Find some objects at home to test. Do they float or sink? Can you make a prediction before you test? A prediction is when you make a decision based on what you already know. If you are wrong don't worry.

**Science - Animals - Year 1 (Reception if you would like to)**

The children need to understand that animals have different diets. They also need to be able to classify animals as herbivores, omnivores or carnivores.

- Talk about different animals and what food they eat (including pets). Subsequently discuss how different animals eat different things.
- Find out the meaning of carnivore, omnivore and herbivore. Think of a selection of animals and find out what they eat.
- Classify means 'to sort'. Can you classify animals according to what they eat? Record this by drawing pictures... Making lists... Making little books e.g. My Carnivore Book
- What about humans? Discuss...

<p>History/ Geography</p>	<p><b>Topic: Our Local Area – Reception and Year 1</b></p> <p>With warmer weather on the way and many of you walking for daily exercise, this is the perfect time to get to know your local area.</p> <ul style="list-style-type: none"> <li>- When walking for daily exercise see if you can remember what you have seen when you get back and write a list or draw some pictures. E.g. hills / valleys / buildings / common land / woodland / fields / streams and rivers / ponds / bridges / roads / footpaths / canals / railways...</li> <li>- Draw a map of your route to school, church or another familiar place. Use drawings as symbols and complete your map with a map key if you wish. How many different features of your local area can you remember?</li> <li>- Draw maps of fictional places in books. There could be a fairy-tale castle on your map, or perhaps a river or waterfall.</li> <li>- Compare your local area with contrasting places around the world. Do the buildings look the same? What about the trees?</li> <li>- Think about your favourite places. Why are they your favourite places? You could write about each place and explain why you like it there so much.</li> </ul> <p><b>Topic: Weather and the Seasons – Reception and Year 1</b></p> <ul style="list-style-type: none"> <li>- Keep a weather diary over the next few weeks, and draw weather symbols to represent the weather each day. If you have a thermometer, measure and record the temperature - if not, jot down whether it is hot, warm or cold outside.</li> <li>- Present a weather report with a homemade microphone and TV. Video yourself and pop it on Tapestry if you wish.</li> <li>- Look at BBC Weather to spot weather symbols and talk about the forecast with your family. Will it influence what you wear that day, or what you do with your time? Why?</li> </ul> <p>These are only ideas - we look forward to seeing what you get up to. Have fun!</p>
<p>RE</p>	<p><b>Reception</b></p> <p>This term's RE unit is "Which places are special and why?"</p> <p>Explore the following questions:</p> <ul style="list-style-type: none"> <li>- Where do you feel safe? Why?</li> <li>- Where do you feel happy? Why?</li> <li>- Where is special to me?</li> <li>- Where is a special place for believers to go? What makes this place special?</li> </ul>

	<p>Find places around your home (e.g. a den, a trampoline, a bedroom) to help children talk about why some places are special, what makes them significant and to whom. Talk about when people like to go there and what they like to do there. Are they places to be happy, to have fun, to be quiet or to feel safe?</p> <p>Are there special places we cannot go to at the moment?</p> <p>Create a special place at home: a space for quiet reflection. Talk about how to use this well, so that everyone can enjoy it.</p> <p>Go for a nature walk, looking for natural objects that inspire awe and wonder; talk about how special our world is, and about looking after it. Put some of your child's ideas into practice, e.g. planting flowers, recycling, etc.</p> <p><b>Year 1</b> This term's RE unit is "How should we care for others and the world and why does it matter?"</p> <p>Talk about the benefits and responsibilities of friendship and the ways in which people care for others. Talk about characters in books exploring friendship, such as Winnie the Pooh and Piglet or the Rainbow Fish. Explore stories from the Christian Bible about friendship and care for others and how these show ideas of good and bad, right and wrong, e.g. Jesus' special friends (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), 'The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).</p> <p>Ask your child to draw a picture of a friend. Ask your child to describe their friend's special skills, leading to the idea that we all have special skills we can use to benefit others.</p> <p>Think about Genesis 1 (the story of creation): retell the story, remind each other what it tells Jewish and Christian believers about God and creation (e.g. that God is great, creative, and concerned with creation; that creation is important, that humans are important within it).</p> <p>Talk about ways in which Jews and Christians might treat the world. Genesis 2:15 says they are to care for it, as a gardener tends a garden. Investigate ways that people can look after the world and think of good reasons why this is important for everyone, not just religious believers. Think about how you can care for the people and plants living in your home and garden.</p>
Tapestry link Aqua	Log on to Tapestry in the usual way
Tapestry link Midnight	Log on to Tapestry in the usual way
Tapestry link Teal	Log on to Tapestry in the usual way

Resources link	<a href="https://www.minchacademy.net/homelearning/2020/04/08/reception-and-year-2-resources-for-phase-2/">https://www.minchacademy.net/homelearning/2020/04/08/reception-and-year-2-resources-for-phase-2/</a>
----------------	---

<b>Year 2 Home Learning W/C 20.04.20</b>	
Reading	<p>Please continue to read with and to your child every day. Tell us what you've been reading on your class Padlet page. Listen to audio books or online stories. You could...</p> <p>Listen to The Day the Crayons Came Home on the link below <a href="https://www.youtube.com/watch?v=-bEyOrsGVf0">https://www.youtube.com/watch?v=-bEyOrsGVf0</a></p> <p>Listen to The Smartest Giant in Town on the link below <a href="https://www.youtube.com/watch?v=cfiPrA8E3qE">https://www.youtube.com/watch?v=cfiPrA8E3qE</a></p> <p>At 11 o'clock every day David Walliams is reading stories too <a href="https://www.worldofdavidwalliams.com/elevenses/">https://www.worldofdavidwalliams.com/elevenses/</a></p> <p>If you would like to/are able to print out a Year 2 reading comprehension paper from Twinkl, there are plenty of fiction and non-fiction ones on the website for free. <a href="https://classroomsecrets.co.uk/free-home-learning-packs/">https://classroomsecrets.co.uk/free-home-learning-packs/</a> has some more learning ideas.</p>
Phonics/ Spellings	<p><a href="https://www.edshed.com/en-gb">https://www.edshed.com/en-gb</a></p> <p>Work on the phase 6 Letters and Sounds phonics and the <b>common exception words for KS1</b> <a href="https://www.twinkl.co.uk/resource/t-par-290-phase-6-phonics-spelling-rules-and-words-guide-for-parents">https://www.twinkl.co.uk/resource/t-par-290-phase-6-phonics-spelling-rules-and-words-guide-for-parents</a></p> <p><a href="https://home.oxfordowl.co.uk/english/">https://home.oxfordowl.co.uk/english/</a></p>
English	<p><b>CLPE Take 5 - How to Find Gold by Vivienne Schwarz</b></p> <p><b>CLPE Take 5 - Rapunzel by Bethan Woollvin</b></p> <p><a href="http://www.bethanwoollvin.com/rapunzel">http://www.bethanwoollvin.com/rapunzel</a> information about the author</p> <p><a href="https://www.youtube.com/watch?v=Qst6Yw7w9EQ">https://www.youtube.com/watch?v=Qst6Yw7w9EQ</a> all pages of the book as shown</p> <p><a href="https://www.youtube.com/watch?v=vwJNr3kRWdM">https://www.youtube.com/watch?v=vwJNr3kRWdM</a> a discussion about the book</p> <p><a href="https://home.oxfordowl.co.uk/english/">https://home.oxfordowl.co.uk/english/</a></p>

<p>Maths</p>	<p>Money Powerpoint for first two weeks  Statistics Powerpoint for next two weeks</p> <p>There's also MyMaths and times tables. Again, if you want more ideas or to print things off to support maths passport skills you can use Twinkl or other websites for ideas.</p> <p><a href="https://www.topmarks.co.uk/maths-games/5-7-years/times-tables">https://www.topmarks.co.uk/maths-games/5-7-years/times-tables</a>  <a href="https://www.oxfordowl.co.uk/for-home/maths-owl/maths">https://www.oxfordowl.co.uk/for-home/maths-owl/maths</a>  <a href="http://www.snappymaths.com/">http://www.snappymaths.com/</a>  <a href="https://whiterosemaths.com/homelearning/year-2">https://whiterosemaths.com/homelearning/year-2</a>  <a href="https://www.hamilton-trust.org.uk/blog/learning-home-packs/">https://www.hamilton-trust.org.uk/blog/learning-home-packs/</a>  <a href="http://www.mathszone.co.uk">www.mathszone.co.uk</a>  <a href="https://www.mathematics mastery.org/free-resources">https://www.mathematics mastery.org/free-resources</a>  <a href="https://nrich.maths.org/">https://nrich.maths.org/</a>  <a href="https://masterthecurriculum.co.uk/">https://masterthecurriculum.co.uk/</a> there are some free resources on here</p>
<p>Year 2 summer term 1 units</p>	
<p>Art</p>	<p>Begin by looking at different fruits and vegetables, name them, describe them and make observational drawings of them. Can you use a magnifying glass to look at them carefully? Then you could begin to learn about the artist, Arcimboldo. Find out about his work and create some of your own using fruit and vegetables. Perhaps you could use magazine pictures or draw your own fruit and vegetables. (We have put some <b>sheets of fruit pictures</b> on the website for you to use if you would like to print these out, but we know this might not be possible.)</p> <p><a href="https://www.youtube.com/watch?v=E9N0dS9s_IM">https://www.youtube.com/watch?v=E9N0dS9s_IM</a></p> <p>See the clip on the class Padlet for more ideas. Don't forget to evaluate your work like we do in school. What did you like about your work? What would you change or improve? What skills did you learn? Are you pleased with what you created? You could take a photo of it and let us see it by emailing it to us.</p>
<p>Science</p>	<p>We should be learning about the parts of plants and how they grow. If you have seeds you could plant them, and you could do a diary about their growth. Otherwise perhaps you could be creative i.e. grow a carrot top or a potato! Some supermarkets do sell packs of seeds, so you might be able to get a few! Think about what a plant needs to help it grow and perhaps set up some experiments to prove it.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk">https://www.bbc.co.uk/bitesize/topics/zpxnyrd/articles/z3wpsbk</a></p> <p>If you scroll down to the bottom of this link, there are many more videos about plants to watch!</p> <p><a href="https://www.youtube.com/watch?v=Z-iPp6yn0hw">https://www.youtube.com/watch?v=Z-iPp6yn0hw</a> is a time lapse photography video of a sunflower growing.</p> <p><a href="https://www.youtube.com/watch?v=w77zPAtVTul&amp;t=2s">https://www.youtube.com/watch?v=w77zPAtVTul&amp;t=2s</a> There are lots of time lapse videos of plants growing on YouTube, like this bean one!</p>

Geography	<p>Learning about the World-using an atlas or maps. Learn to recognise and name continents and oceans. Find out about the climates of each continent (there's a link on Padlet to help you.) Look specifically at the United Kingdom (UK) and learn to recognise and name the countries, the capital cities, flags and flowers. Can you locate places on the map of the UK? i.e. Gloucester, Bristol and other places of interest to your family. Look at different map symbols and use compass points.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv">https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jhv</a></p>
RE	<p>This term's RE unit is "What is the good news that Christians believe Jesus brings?" Find out about Jesus's disciples, their names and what they did. Could you think of 12 people (or professions) who would help to change the world? The people Jesus chose were not necessarily the type of people you would expect! How did meeting Jesus change the lives of Matthew and Zaccheus?</p> <p><a href="https://www.youtube.com/watch?v=xgy6TWuUkK0">https://www.youtube.com/watch?v=xgy6TWuUkK0</a> Matthew  <a href="https://www.youtube.com/watch?v=39fHwaR2P40">https://www.youtube.com/watch?v=39fHwaR2P40</a> Matthew  <a href="https://www.youtube.com/watch?v=kmZhUKS_cQA">https://www.youtube.com/watch?v=kmZhUKS_cQA</a> Zacchaeus  <a href="https://www.youtube.com/watch?v=gcr7ZC9gx04">https://www.youtube.com/watch?v=gcr7ZC9gx04</a> Zacchaeus  <a href="https://www.youtube.com/watch?v=5BjtbJFz2ug">https://www.youtube.com/watch?v=5BjtbJFz2ug</a> Zacchaeus</p> <p>After this, think about forgiveness and saying sorry. Perhaps have a discussion with your family about times when people have needed to have been forgiven and have needed to apologise. How does this feel?</p> <p>Jesus promises his followers peace. Talk about some of the things that stop us having peace and try to think of some ways in which people find peace.</p> <p>Christians believe that Jesus loves them and forgives them and that brings them peace. This is the good news that Jesus brings! How do Christians help other people? There are lots of examples of this at the moment. You could create a poster or write a prayer about this.</p>
Padlet link Indigo	<p><a href="https://padlet.com/m_gittins1/gn1fnmasftj0">https://padlet.com/m_gittins1/gn1fnmasftj0</a>          Password: being sent to parents via email/text</p>
Padlet link Azure	<p><a href="https://padlet.com/n_hugginson/dn1hw5tau49w">https://padlet.com/n_hugginson/dn1hw5tau49w</a>          Password: being sent to parents via email/text</p>
Resources link	<p><a href="https://www.minchacademy.net/homelearning/2020/04/08/year-2-resources-for-phase-2/">https://www.minchacademy.net/homelearning/2020/04/08/year-2-resources-for-phase-2/</a></p>



## Year 3/4 Home Learning W/C 20.04.20

Reading	Please continue to read every day. School aim is ½ hour per day. You could listen to audio books Cressida Cowell is one of many authors who are reading their books online - sit back and enjoy! Tell us what you've been reading on your class Padlet page.
Spelling	Continue to work on your spelling packs at home. Remember to practise the words on the Y3/4 statutory list. <a href="https://www.edshed.com/en-gb">https://www.edshed.com/en-gb</a>
English	CLPE Take 5 - Oliver and the Seawigs by Philip Reeve & Sarah McIntyre CLPE Take 5 - Charlotte's Web by EB White We suggest that you do one step per day. There are 5 steps per unit.
Maths	Continue to use My Maths, White Rose websites The next units to study are: Properties of Shapes: Lines/2D/3D Year 3 Properties of Shapes: Geometric Shapes and Symmetry Year 4 Please see the PowerPoints for each unit - broken down into steps. Each step is roughly one lesson. PowerPoints will be on the school website. <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a> <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a> <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a> <a href="https://www.ncetm.org.uk/resources/54432?utm_source=NCETM%20Newsletters&amp;utm_campaign=09c3bba146-national-newsletter-easter-2020&amp;utm_medium=email&amp;utm_term=0_13f8d631f4-09c3bba146-222705353">https://www.ncetm.org.uk/resources/54432?utm_source=NCETM%20Newsletters&amp;utm_campaign=09c3bba146-national-newsletter-easter-2020&amp;utm_medium=email&amp;utm_term=0_13f8d631f4-09c3bba146-222705353</a> (Support for parents)

## Year 3/4 summer term 1 units

Art	<b><u>Making a collage</u></b> Recreate a scene from your favourite book e.g. Podkin losing his ear, Arriving in the Land of Roar, Mowgli and Baloo in the jungle. Collages can be made with so many different materials - paper, card, wool, tissue paper, scraps of material, string etc. You can stick the materials down with glue onto paper or card or sew the pieces onto a section of material Watch the clip below to see how to make a collage. <a href="https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-creating-a-collage-landscape/zfrfbdm">https://www.bbc.co.uk/teach/class-clips-video/art-and-design-ks1-ks2-creating-a-collage-landscape/zfrfbdm</a>
-----	--

DT	<p style="text-align: center;"><b><u>Cooking a feast fit for Shakespeare</u></b></p> <p>Can you make a dish inspired by one of Shakespeare's famous plays or characters?</p> <p>Examples: A Witches' brew from Macbeth Fairy cakes for A Midsummer Night's Dream Heart biscuits for Romeo and Juliet</p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;"><b><u>Making a mask</u></b></p> <p>Can you make a mask for one of the characters in his plays?</p> <p>Examples: Bottom from A Midsummer Night's Dream Masquerade masks from Romeo and Juliet Lady Macbeth from Macbeth</p>
Science	<p style="text-align: center;"><b><u>Living things and their habitats</u></b></p> <p>How do we classify living things? What groups of animals do you know? What is the difference between a vertebrate and an invertebrate? Where would you find invertebrates? What animals live in your garden?</p> <p><b><u>Ideas for learning - see PPT on school website</u></b></p> <p>Make a Guess Who game to classify animals Make a bug hotel in your garden</p> <p><b><u>Useful websites</u></b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zn22pv4">https://www.bbc.co.uk/bitesize/topics/zn22pv4</a> <a href="https://www.dkfindout.com/uk/animals-and-nature/invertebrates/">https://www.dkfindout.com/uk/animals-and-nature/invertebrates/</a></p>
History	<p style="text-align: center;"><b><u>To be or not to be, that is the question.</u></b></p> <p>This term we will be studying the life and times of William Shakespeare. What quirky facts can you find out about him? What plays and poems is he most famous for? What words in the English language can we credit to Shakespeare?</p> <p><b><u>Ideas for learning</u></b></p> <ul style="list-style-type: none"> <li>-Create a piece of artwork based on a play/poem by Shakespeare.</li> <li>- Take one of the famous speeches from his many plays and turn it into a rap/song (Henry V for example).</li> <li>-Make a shoebox theatre showing a scene from a play.</li> <li>-Film yourself and your family recreating a scene/speech from a play.</li> <li>-Make an animation of a scene/speech.</li> </ul> <p><b><u>Useful websites</u></b></p> <p><a href="https://www.bbc.co.uk/programmes/articles/4w5xvV324jx463XyCycnBs/shakespeare-in-shorts">https://www.bbc.co.uk/programmes/articles/4w5xvV324jx463XyCycnBs/shakespeare-in-shorts</a> <a href="https://www.bbc.co.uk/programmes/articles/7jr5JlyMLXV3dq9TSDYZwv/shakespeare-resources">https://www.bbc.co.uk/programmes/articles/7jr5JlyMLXV3dq9TSDYZwv/shakespeare-resources</a> <a href="https://www.bbc.co.uk/teach/school-radio/english-ks2-shakespeare-retold-index/zh4h2sg">https://www.bbc.co.uk/teach/school-radio/english-ks2-shakespeare-retold-index/zh4h2sg</a> <a href="https://www.rsc.org.uk/education/about-rsc-education/home-">https://www.rsc.org.uk/education/about-rsc-education/home-</a></p>

	<a href="#">learning-with-the-rsc</a>
RE	<p>This term's RE unit is:  How do festivals and worship show what matters to a Muslim?  Use the link below to find out more out Islam and what it means to be a Muslim.  <a href="https://www.bbc.co.uk/bitesize/topics/zpdtbsbk/articles/zrxxgwx">https://www.bbc.co.uk/bitesize/topics/zpdtbsbk/articles/zrxxgwx</a>  What are the 5 pillars? Why are they important in the Islamic faith?  How do Muslims pray? Where do they worship?  Does regular prayer make life easier or harder?</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpdtbsbk/articles/zjc2bdm">https://www.bbc.co.uk/bitesize/topics/zpdtbsbk/articles/zjc2bdm</a>  What happens during Ramadan? What is the significance of Ramadan for a Muslim?  Do other faiths fast in the same way? How do they compare/differ?</p> <p>If you can, read The Proudest Blue: A Story of Hijab and Family.</p>
Padlet link Sapphire	<a href="https://padlet.com/k_tonner/p3v8y76ljkvh">https://padlet.com/k_tonner/p3v8y76ljkvh</a> Password: - being sent to parents via email/text
Padlet link Cyan	<a href="https://padlet.com/cmccarron2/Cyan2020">https://padlet.com/cmccarron2/Cyan2020</a> Password: - being sent to parents via email/text
Padlet link Royal	<a href="https://padlet.com/mgriffiths9/Royal2020">https://padlet.com/mgriffiths9/Royal2020</a> Password: - being sent to parents via email/text
Resources link	<a href="https://www.minchacademy.net/homelearning/2020/04/08/year-3-4-resources-for-phase-2/">https://www.minchacademy.net/homelearning/2020/04/08/year-3-4-resources-for-phase-2/</a>

### **Year 5/6 Home Learning W/C 20.04.20**

Reading	<p>Please try to continue to read every day for a minimum of 30 minutes.  Listen to some audiobooks (Audible on Amazon has some really great stuff!)  Watch Authors read their stories on YouTube. For example, David Walliams reads from his books daily at 11 am -  <a href="https://www.worldofdavidwalliams.com/elevenses/">https://www.worldofdavidwalliams.com/elevenses/</a>  Aim to post a review of your book on the class Padlet Bookshelf when you finish a book.</p>
Spelling	<p><a href="https://www.edshed.com/en-gb">https://www.edshed.com/en-gb</a>  Continue to work on your Spelling Shed games and activities. Make sure to check the Tab marked "Other lists" as there is lots more to do</p>

	<p>there too!</p> <p>There are some great spelling games you could play too - Scrabble, Boggle, Hangman, Word Cookie.</p> <p>Mrs Aldridge group: you could set up and then run your very own 'Spelling Bee' in your home.</p>
English	<p><u>Reading Activities</u></p> <p>Week one and two - one activity per day from CLPE Take 5 Cosmic and The Promise</p> <p>CLPE Take 5 - Cosmic by Frank Cottrell Boyce</p> <p>CLPE Take 5 - The Promise by Nicola Davies</p> <p><u>Writing, speaking and listening</u></p> <p>Prepare and perform a 2-5 minute presentation on a subject of your choice. It could be a hobby, your pet, a favourite sport or something that interests you such as nature.</p> <p>Here are three examples of public speaking that might inspire you:</p> <p>Gretta Thunberg  <a href="https://www.youtube.com/watch?v=EAmUIEsN9A">https://www.youtube.com/watch?v=EAmUIEsN9A</a></p> <p>Adora Svitak  <a href="https://www.youtube.com/watch?v=TN79Qyddsf0">https://www.youtube.com/watch?v=TN79Qyddsf0</a></p> <p>Carson Byblow  <a href="https://www.youtube.com/watch?v=px9CzSZsa0Y&amp;t=126s">https://www.youtube.com/watch?v=px9CzSZsa0Y&amp;t=126s</a></p> <p>Think about their use of questioning, humour, facts, audience participation, repetition and personal experiences that have shaped their views. How did they introduce themselves and their subject of choice and what conclusions were drawn by the end?</p> <p>Performances can be shared via audio recording on your class Padlet page.</p> <p><a href="https://padlet.com/g_ricketts/TEDtalks">https://padlet.com/g_ricketts/TEDtalks</a></p> <p>GR will create a tutorial for this in due course.</p> <p>TED talk project brief to be attached - currently in Y5/6 shared google doc</p> <p><b>Useful websites:</b></p> <p><a href="http://www.sentenceplay.co.uk/sentenceGames.htm">http://www.sentenceplay.co.uk/sentenceGames.htm</a></p> <p><a href="http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm">http://resources.woodlands-junior.kent.sch.uk/interactive/literacy2.htm</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/sentences/read/1/">http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/sentences/read/1/</a></p> <p><a href="http://www.funenglishgames.com/writinggames.html">http://www.funenglishgames.com/writinggames.html</a></p> <p><a href="http://www.nessy.com/uk/">http://www.nessy.com/uk/</a></p> <p><a href="http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/grammar-punctuation-and-spelling-made-easy">http://www.oxfordowl.co.uk/for-home/reading-site/expert-help/grammar-punctuation-and-spelling-made-easy</a></p>

	<p><a href="https://www.spellzone.com">https://www.spellzone.com</a></p> <p><a href="https://vocabularyninja.wordpress.com/about">https://vocabularyninja.wordpress.com/about</a></p>
Maths	<p>Week one - Calculating Space (area, perimeter, volume) One session including a PowerPoint per day and attached work. <b>Folder of work and powerpoints available on website</b></p> <p>Week two - Presentation and Measuring Data. One session including a PowerPoint per day and attached work. <b>Folder of work and powerpoints available on website</b></p> <p><b>Useful websites:</b>  <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>  <a href="http://www.snappymaths.com/">http://www.snappymaths.com/</a>  <a href="http://www.mathszone.co.uk">www.mathszone.co.uk</a>  <a href="http://www.topmarks.co.uk/maths-games/7-11-years/">http://www.topmarks.co.uk/maths-games/7-11-years/</a>  <a href="https://www.oxfordowl.co.uk/for-home/maths-owl/maths">https://www.oxfordowl.co.uk/for-home/maths-owl/maths</a>  <a href="http://mrbartonmaths.com/btn/">http://mrbartonmaths.com/btn/</a></p>
<b>Year 5/6 summer term 1 units</b>	
Art/DT	<p>Colour study – living artist study of Chris Ofili <b>Powerpoint available on school website</b></p>
Science	<p>Look at the PowerPoint slides about blood, the heart and the circulatory system <b>(there are four PP files in total, plus a video that goes with the third PowerPoint, and a Word and pdf document for the fourth).</b></p> <p>Make a 'blood' smoothie. No actual blood involved (not gross).</p> <p>Answer the questions about the blood and heart, or give someone else a quiz.</p> <p>Make a working model of the circulatory system.</p> <p>Finally, carry out some investigations into how different variables affect our heart rate or breathing rate. Present your data in a beautiful and interesting way. For this there are some investigation suggestions in a Word document (but you can very much create your own) and a squared paper pdf document.</p> <p>Any extra projects or investigations you are interested in - go for it!</p>

	<p>And share what you find with us.</p> <p><b>Useful websites:</b>  <a href="http://www.bbc.co.uk/schools/scienceclips">http://www.bbc.co.uk/schools/scienceclips</a>  <a href="https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/zqv4cwx#z2g8k7h">https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/zqv4cwx#z2g8k7h</a>  <a href="https://www.bbc.co.uk/bitesize/clips/zncg9j6">https://www.bbc.co.uk/bitesize/clips/zncg9j6</a>  <a href="https://www.bhf.org.uk/information-support/how-a-healthy-heart-works">https://www.bhf.org.uk/information-support/how-a-healthy-heart-works</a>  <a href="https://www.smm.org/heart/heart/steth.htm">https://www.smm.org/heart/heart/steth.htm</a>  <a href="http://www.childrensuniversity.manchester.ac.uk/interactives/science/">http://www.childrensuniversity.manchester.ac.uk/interactives/science/</a></p>
<p>Geography</p>	<p>Carry out an independent country study.  <b>Project brief available on website</b>  An example PowerPoint is available on Padlet to view.  When presentations on your chosen country are complete, you can share them on our World map here:  <a href="https://padlet.com/g_ricketts/countrystudies">https://padlet.com/g_ricketts/countrystudies</a></p> <p><b>Useful websites:</b>  <a href="http://www.kidsgeo.com">www.kidsgeo.com</a>  <a href="http://www.primaryhomeworkhelp.co.uk/geography">www.primaryhomeworkhelp.co.uk/geography</a></p>
<p>Computing</p>	<p><b>Creating an Animated GIF</b>  Animated GIFs are moving images, made up of different layers like a flicker book. They are used by many companies as an eye-catching way to advertise themselves and can also be used in place of emojis during text exchanges.  Your task is to follow the link to this Padlet page:  <a href="https://padlet.com/g_ricketts/71mybnxhgx0">https://padlet.com/g_ricketts/71mybnxhgx0</a>  Try and create your own animated GIF using the free online software. One you have made your GIF you can upload it for others to view on the Padlet page. (If you are in Turquoise, you already have a gif bank on Turquoise Micro World so save it there!)  You could even try to make an animated model of the circulatory system as part of your science work! See what you are able to come up with! There are lots of examples from last year's classes to look at for inspiration too!  Good luck!</p>
<p>Religious Education</p>	<p><b>Unit U2.9 Why is the Torah so important to Jewish people? [God/Torah]</b></p>

	<p>We are going to be learning about the Torah (Jewish holy text) and The Synagogue (Jewish place of worship) in this unit. We want to find out about what makes the Torah and Synagogue so special for Jewish people and think about how they are similar and different to the Christian Bible and Church.</p> <p>Make a mind map, either on paper to be photographed or on a Word or Publisher document that can be uploaded to your class Padlet that shows what you have found out from the research materials provided below and through the <b>two PowerPoints shared</b>.</p> <p>A brief description about what the Torah is, how it is used and why it is so important for Jewish People.  <a href="https://www.bbc.co.uk/religion/religions/judaism/texts/torah.shtml">https://www.bbc.co.uk/religion/religions/judaism/texts/torah.shtml</a></p> <p>How to make your own Torah.  <a href="https://www.kidstorah.org/%D7%AA%D7%95%D7%A8%D7%94">https://www.kidstorah.org/%D7%AA%D7%95%D7%A8%D7%94</a></p> <p>Take a tour of two synagogues.  <a href="http://www.cheltenhamsynagogue.org.uk/">http://www.cheltenhamsynagogue.org.uk/</a>  <a href="https://www.birminghamsynagogue.com/">https://www.birminghamsynagogue.com/</a></p>
Padlet	Passwords will be shared through email or text
Padlet link Cobalt	<a href="https://padlet.com/w_smith/cobalthome">https://padlet.com/w_smith/cobalthome</a>
Padlet link Sky	<a href="https://padlet.com/g_ricketts/LH_18_19">https://padlet.com/g_ricketts/LH_18_19</a>
Padlet link Turquoise	<a href="https://padlet.com/j_weinberger/turquoise">https://padlet.com/j_weinberger/turquoise</a>
Resources link	<a href="https://www.minchacademy.net/homelearning/2020/04/08/year-5-6-resources-for-phase-2/">https://www.minchacademy.net/homelearning/2020/04/08/year-5-6-resources-for-phase-2/</a>