



## St Mary's Church of England Primary School

### Home Learning

Please find below useful links and resources to provide learning opportunities while you are learning from home.

This is in no way an exhaustive list and I welcome and encourage the use of your own ideas and creativity to pursue other home learning opportunities.

I look forward to seeing any work you have completed so please send me photographs so I can see how you are doing. I am available for any further help or information by email at [andrew.matheson-venning@stmarysprimary.net](mailto:andrew.matheson-venning@stmarysprimary.net).

Class 2 w/b 18/01/2021	Monday	Tuesday	Wednesday	Thursday	Friday
Mindfulness	It is really important to take some time out to rest, think and reflect. When you feel you need a break use the mindfulness activity, The Gratitude Tree on the following pages to help you to take a break, you could also try the breathing exercise in this link - <a href="https://www.youtube.com/watch?v=I1bBI-BT9c4">https://www.youtube.com/watch?v=I1bBI-BT9c4</a>				
Daily Exercise 9:00 - 9:10	Some daily exercise is a great way to start the day, it really improves blood and oxygen flow to the brain helping you to think more clearly and effectively. Joe Wicks is back with PE with Joe every Monday, Wednesday and Friday so log in from 9am to join in live through his Youtube channel - <a href="https://www.youtube.com/c/TheBodyCoachTV/videos">https://www.youtube.com/c/TheBodyCoachTV/videos</a> He also has lots of other content including Kids Workout videos so you could also choose a video from this playlist to start your day - <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvPHOpzoEk5onAEbq40g2-k">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvPHOpzoEk5onAEbq40g2-k</a> In relation to our topic this term of The Great Fire of London, you can work through these videos/audios throughout the week: <a href="https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-the-great-fire-of-london-index/zmitt39">https://www.bbc.co.uk/teach/school-radio/dance-ks1-time-to-move-the-great-fire-of-london-index/zmitt39</a> Listen to the audio and be as creative as possible with your movements.				
	This week we will be finishing our book "Toby and The Great Fire of London" by creating our own diary entry writing. Use this video to listen to and read along with the story <a href="https://youtu.be/2AoWsYf3JvY">https://youtu.be/2AoWsYf3JvY</a> This is a useful link to the story as the teacher reading includes some inference questions while reading the book. At the end of the week we will begin looking at poetry which we will continue to work on for the rest of the term.				

<p>Literacy 9:15 - 10:00</p>	<p>Finish planning your diary entry. Use the diary entry planning template available here to help you plan - <a href="https://www.tes.com/en-au/teaching-resource/diary-planning-template-11071725">https://www.tes.com/en-au/teaching-resource/diary-planning-template-11071725</a></p> <p>Once you have finished your diary entry plan look at the example diary entry on the pages at the end of this plan. Does the example use all of the features of a diary entry you learnt about last week? How could you improve the example diary entry?</p>	<p>Write your own diary entry based on the story "Toby and The Great Fire of London". Imagine you are Toby and write from his perspective.</p> <p>Remember to write in first person and use past tense.</p> <p>Make sure you use your plan to help you write.</p> <p>You can also use any of the resources from last week to remind you how to write a diary entry.</p>	<p>Finish writing your diary entry. When you have finished read it carefully and look for ways to improve your writing, particularly think about any description you can add to convey how Toby is thinking and feeling.</p> <p>Remember to use the features of a diary entry to check you work carefully, look at Thursday on last week's plan for resources that support this.</p>	<p>Today we will begin learning about poetry. We will focusing on different types and examples of poetry for the remainder of the term.</p> <p>Start with this BBC Bitesize lesson to learn about how to remember and perform a poem - <a href="https://www.bbc.co.uk/bitesize/articles/zxdhm39">https://www.bbc.co.uk/bitesize/articles/zxdhm39</a></p> <p>Here is an alternative version of the Michael Rosen poem featured in the BBC Bitesize lesson - <a href="https://youtu.be/7BxQLITdOOc">https://youtu.be/7BxQLITdOOc</a> I really like this version as you can really see all the actions and expressions Michael Rosen uses in his performance.</p>	<p>Follow these links to watch the videos of the poem London's Burning: <a href="https://www.youtube.com/watch?v=5Atpbo3wOt5">https://www.youtube.com/watch?v=5Atpbo3wOt5</a></p> <p><a href="https://www.museumoflondon.org.uk/families/rhymes-in-time/londons-burning">https://www.museumoflondon.org.uk/families/rhymes-in-time/londons-burning</a></p> <p>Once you have watched the videos, choose the one you like best to help you learn the poem.</p> <p>Use your learning from the previous lesson to create your own performance of the poem London's Burning.</p>
<p>Break 10:00 - 10:30</p>					
<p>Mathematics 10:30 - 11:15</p>	<p>Starter: Every day I will email a different problem of the day, you can start your Maths learning by attempting the problem of the day.</p>				

	<p>Follow the video below. Make Equal Groups - Sharing - <a href="https://vimeo.com/492603273">https://vimeo.com/492603273</a></p> <p><b>Extension:</b> Try the Year 1 Make Equal Groups - Sharing Activities. Access these using pin code: YU9254 at <a href="http://www.twinkl.co.uk/go">www.twinkl.co.uk/go</a></p>	<p>Follow the video below. Make Equal Groups - Sharing - <a href="https://vimeo.com/492603633">https://vimeo.com/492603633</a></p> <p><b>Extension:</b> Try the Year 2 Make Equal Groups - Sharing Activities. Access these using pin code: YU9254 at <a href="http://www.twinkl.co.uk/go">www.twinkl.co.uk/go</a></p>	<p>Follow the video below. Make Equal Groups - Grouping - <a href="https://vimeo.com/492603899">https://vimeo.com/492603899</a></p> <p><b>Extension:</b> Try the Year 1 Make Equal Groups - Grouping Activities. Access these using pin code: YU9254 at <a href="http://www.twinkl.co.uk/go">www.twinkl.co.uk/go</a></p>	<p>Follow the video below. Make Equal Groups - Grouping - <a href="https://vimeo.com/492603961">https://vimeo.com/492603961</a></p> <p><b>Extension:</b> Try the Year 2 Make Equal Groups - Grouping Activities. Access these using pin code: YU9254 at <a href="http://www.twinkl.co.uk/go">www.twinkl.co.uk/go</a></p>	<p>Follow the video below. Make Equal Groups Activity - <a href="https://vimeo.com/492604113">https://vimeo.com/492604113</a></p> <p><b>Extension:</b> Try the sharing and grouping practical activities on the pages at the end of this plan. Make sure you use objects to complete this task, you do not have to write your answers, just take photos.</p>
<p>Reading 11:15 - 11:45</p>	<p>I have provided a collection of Reading comprehension resources, some are linked to the time of year or support the learning for this term. To access these resources use pin code: JR1685 at <a href="https://www.twinkl.co.uk/go">https://www.twinkl.co.uk/go</a> you do not need a Twinkl account.</p> <p>Ensure your child is reading every day. Use the "Top Tips for Reading With Your Child at Home" poster on the pages at the end of this plan. You can use the links below to access a wealth of free reading resources: Oxford Owl (free registration required) - <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=&amp;book_type=&amp;series=#">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&amp;query=&amp;type=book&amp;age_group=&amp;level=&amp;level_select=&amp;book_type=&amp;series=#</a> Book Trust - <a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/</a> Leeds for Learning - <a href="https://www.leedsforlearning.co.uk/Page/15600">https://www.leedsforlearning.co.uk/Page/15600</a></p>				
<p>Lunch Break 11:45 - 13:00</p>					

<p>Daily Exercise 13:00 - 13:10</p>	<p>It is important that you exercise after lunch to help maintain your concentration and energy levels. This week we are going to focus on Gymnastics and how you can use your body to make as many shapes possible Over the week can you make the following shapes with your body P Shape      E Shape      H Shape      O Shape Create 5 of your own Practice - Can you choose 4 of your favourite letters and include transitions in between each shape (turns, twists, jump or travel) to create a small performance. Develop- Can you add 2 balances to your sequence to make it more difficult. You may want to do this by taking part of your body off the ground such as a foot or a hand Can you perform your sequence to a family member and get them to count and describe each shape and balance you have created. Alternatively you could use some more Joe Wicks videos - <a href="https://www.youtube.com/c/TheBodyCoachTV/videos">https://www.youtube.com/c/TheBodyCoachTV/videos</a></p>				
<p>Topic 13:10 - 14:30</p>	<p><b>Science</b> Complete this lesson from Oak National Academy - <a href="https://classroom.thenational.academy/lessons/what-are-objects-made-from-61gp8d">https://classroom.thenational.academy/lessons/what-are-objects-made-from-61gp8d</a>  In this lesson, you will learn about what materials different objects are made from.</p>	<p><b>RE</b> Our Learning question is How is God like a Father?  Watch this video to learn more about this Christian belief - <a href="https://youtu.be/3B0d1_GRH7s">https://youtu.be/3B0d1_GRH7s</a>  Then use the resources on the next pages. Think about, reflect upon and complete each of the tasks.</p>	<p><b>History</b> Complete these lessons from Oak National Academy. There are two history lessons this week, ideally you will complete both. If you are not able to do so pick the one you prefer  What was London like at the time of the fire? - <a href="https://classroom.thenational.academy/lessons/what-was-london-like-at-the-time-of-the-fire-6ru64c">https://classroom.thenational.academy/lessons/what-was-london-like-at-the-time-of-the-fire-6ru64c</a>  How did the Great Fire of London start? - <a href="https://classroom.thenational.academy/lessons/how-did-the-great-fire-of-london-start-6mv62r">https://classroom.thenational.academy/lessons/how-did-the-great-fire-of-london-start-6mv62r</a></p>	<p><b>PSHE</b> Learn about who helps protect our rights and draw a picture of a person or people who protect our rights. Access resources to help you using pin code: WH2139 at <a href="https://www.twinkl.co.uk/go">https://www.twinkl.co.uk/go</a></p>	<p><b>Art</b> Watch this video to find out how to make a collage using a range of materials - <a href="https://www.youtube.com/watch?v=XM8SjStqSWw">https://www.youtube.com/watch?v=XM8SjStqSWw</a>  Create your own collage using a range of old household materials like in the video.  You may also want to include some materials from outdoors too.</p>

**Computing**

The computer coding activities at [code.org](https://code.org) have been really popular with the children so if you want to continue learning about coding explore the resources through this link - <https://code.org/student/elementary>  
Full instructions are given with each resource so it's really easy to follow along and learn.

### Mindfulness: The Gratitude Tree:

At the moment things are different, but we need to focus on the positives we do have in difficult time and there are lots of things to grateful for even now.

Can you complete the gratitude meditation (link below)? This will help you think about all the things you might be grateful for: This is something you may not have done many times before - don't worry if you can't manage it in one go! Come back and finish it later.

<https://insighttimer.com/thehappyhabit/guided-meditations/growing-gratitude-meditation-for-kids>

We are going to make a gratitude tree: there are many ways you can do this - draw, cut one out, roll up some newspaper, or collect actual sticks if you are able to - be creative! Here are some examples:



Each day I want you to think of something that you are grateful for - from people around you, your favourite food or toy, the weather ... anything! Each day I want to write down the things you are grateful for and add it to your tree, so when you need to you can look at them and remember the good things. You could write your ideas on leaf shaped pieces of paper - or sticky notes - or anything you have to hand! Then send them into your teachers and we can share them on the school Facebook page to make us all smile!

There are also some ideas for things you could be grateful for in this short song by Hap Palmer: <https://youtu.be/TKJ8BuVWnUA>

# Top Tips



## For Reading with Your Child at Home

As we all know, there is a lot more to reading than just reading! Here are some tips to help during reading sessions with your child at home.

- What is happening? Talk about what is happening in the pictures before you read the text. What can you see?
- Discuss the meaning of words. Use a dictionary to get your child used to exploring words for themselves.
- Discuss alternative words. For example, 'big'. Ask your child to think of another word that means the same, e.g. 'huge' (use a thesaurus).
- Make predictions. What do you think will happen next? What makes you think that?
- Start at the end of the book. What do you think has happened before this point? Why do you think that?
- Discuss feelings. How do you think the characters are feeling? What has made them feel this way?
- Where is the story set? Have you read another story with the same setting? For example, 'We're Going on a Bear Hunt' by Michael Rosen and 'The Gruffalo' by Julia Donaldson are both set in the woods.
- Discuss the problem in the story. What has happened? What went wrong?
- Discuss the resolution. How was the problem solved? Is there another way it could have been resolved?
- Fact or fiction? Is this book a story book or a non-fiction book? How do you know?
- What have you learnt? What do you know now that you didn't know before reading the book?

### During Reading

Encourage children to use expression when reading, especially for the voices of different characters.

Discuss the punctuation on the page, for example, exclamation marks. Ask: what are these for? What should you do when you see an exclamation mark?

You do not always have to read the entire book every night. Focus on 2 pages and talk about the characters, setting, and plot in a lot of detail. You might want to take it in turns to read so your child can hear how you read.

### **Literacy - example diary entry (Monday)**

Sunday 2nd September 1666

Dear Diary,

What an eventful night I've had! The night was hot but there was a strong breeze blowing. People were out on the street. Some were running. I looked up and saw clouds of smoke and a red sky. Whatever was the matter? I thought. As I ran round the corner, an old lady in her night gown was shouting "Fire! Fire!". "London's Burning" cried a boy. I saw the flames and ran on. The streets were full of carts and choked with smoke. I pushed past the crowds of people. Then I saw a terrible sight, an arc of flames spreading all over the city of London. By now all the noisy smoky streets were very busy. In the distance, I could hear explosions. Houses were being blown up to stop the fire spreading. I felt so scared what would happen next?

# Sharing Vs Grouping

Try these practical extension tasks, use items at home to explore these questions using your knowledge of sharing and grouping.

If you do not have the items below, use any items you have at home.

Please send any photographs you take of your sharing and grouping.

Can you share 12 coins between 3 people in your house?

How many coins does each person have?

You need to get 13 coins.

We need 2 groups of 5 coins.

Do you have enough coins?



Can you share 10 sweets between 2 people in your house?

How many sweets does each person have?

You need to get 8 sweets.

We must have 2 sweets in each group.

How many groups are there?



Can you share 16 toys between 4 people in your house?

How many toys does each person have?

You need to get 14 toys.

We must have 7 toys in each group.

How many groups are there?



How many ways can you share 15 sweets?

Get 20 sweets, how many different ways can you group them?

## Supermarket Challenge!!

While in the supermarket, with a grown up can you share you shopping equally between 2 bags when packing?

How many bags can you share your shopping between?

Can you unpack the shopping and choose an item from your shopping (bag of apples, biscuits, bag of sweets, crackers, crisps) and try this problem?

Can you share your chosen item equally between 2 people in your house?

How many people can you share your item between?

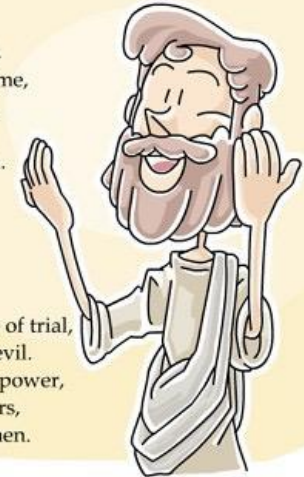
## Religious Education

**Week 2 - Learning question: How is God like a Father?**

**Think:** The Lord's prayer opens with 'Our Father in Heaven'  
Why do you think Christians call God father?

### Lord's Prayer

Our Father in heaven,  
Hallowed be your name,  
Your kingdom come,  
Your will be done,  
On earth as in heaven.  
Give us today our  
daily bread.  
Forgive us our sins  
as we forgive those  
who sin against us.  
Save us from the time of trial,  
And deliver us from evil.  
For the kingdom, the power,  
and the glory are yours,  
Now and forever. Amen.



Read the second half of the passage from the Bible we read last week. It was a message spoken by Jesus and can be found in the New Testament of the Bible.

### Luke 11:11-13

<sup>11</sup> If your children ask for a fish, which of you would give them a snake instead? <sup>12</sup> Or, if your children ask for an egg, would you give them a scorpion? <sup>13</sup> Even though you are bad, you know how to give good things to your children. How much more your heavenly Father will give the Holy Spirit to those who ask him!"

- What is the message Jesus is sharing with those listening?
- How did Jesus want the parents listening to treat their children?
- What do you think this passage teaches Christians about God?