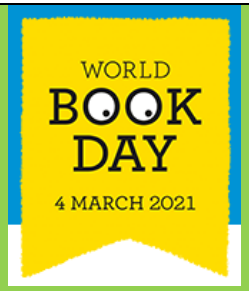
St Thomas More Home Learning Overview – Week 2

1/3/21

Here is what we would like you to do over the next week! You will have an English task, a Maths task and other wider curriculum tasks each day. Don't forget to practise your times tables and spellings and go outside to play for your physical exercise!

	Monday	Tuesday	Wednesday	Thursday	Friday
English	**LO: to use language and structure to describe.** Bruno is a young boy growing up with his friends in Berlin (the capital of Germany). However, he is now going to have to change his life by moving away from Berlin. Read through Chapter 2 in the text on the school website. Focus on the way the author John Boyne describes Bruno's life in Berlin. You may want to note some of the reasons why Bruno enjoys life in Berlin. Task: Using the images on the ppt, create a description of the streets of Berlin. Use the modelled example and the success criteria to support your writing.	**LO: to write from a character's perspective.** Spend some time re-reading or skim reading Chapter 2 from yesterday's lesson. Consider these questions 1. **What are Bruno feelings towards his new home?** 2. **Does he believe the move is fair?** 3. **What does he miss most about Berlin?** 4. **How is the house different from his previous one?** 5. **What is missing from the home?** We know that Bruno had a close relationship with Karl, Daniel and Martin. Task: Write a diary entry as Bruno at the end of his first full night in his new home. Record his thoughts about the place, likes and dislikes but importantly what his hopes are for the future. Spend some time reading Chapter 3 before tomorrow's lesson.	**LO: to interpret information within a chapter.** Today, we are going to explore more about Bruno's experiences of the new home. You will notice that Bruno and his Sister overhear what the place is being called, which they interpret as 'Outwith'. Read Chapter 4: 'What They saw through the window. Task: Create a labelled map of the location where Bruno and his family are now living. Use the map example to give you ideas. Use a key or written labels onto the map to help identify where key places are.	 Today is World Book Day. You may wish to dress up as your favourite character or your favourite word. Challenge: Choose a story you enjoy which has a clear hero and villain. There are some examples on the ppt to prompt you. Either write a short re-telling of the story with a twist. E.g., the three little pigs are hunting the wolf or choose your favourite scene and give it your own twist.	**LO: to comprehend using the Reading VIPERS.** Task: Read 'Amphibian Life-Cycle '. Then, answer the questions in full sentences. Be careful as the answers are attached on the last page.

	Remember to be reading each day at home. – Use your school login on Epic Reading https://www.getepic.com/sign-in/educator Spellings for this week are on Spelling Shed: https://www.edshed.com/en-gb/login ❖ *Rule*: Words with endings which sound like /shuhl/ after a consonant letter ❖ Spellings: partial confidential essential substantial torrential sequential potential spatial martial influential				
Maths	**LO: to identify pairs of values.** Top tip! Revise your understanding from last week. Think carefully about how we could use substitution to help identify values.	**LO: to solve test style challenges.** Top tip! Today will review our learning on forming expressions. Solving one and two step equations in addition identifying pairs of values.	**LO: to identify appropriate metric measures.** Top tip! Measures are important in helping us to quantify objects all around us. Measures have been around for a long time. The metric system of measure is used to measure the length, mass or volume of an object and allows us to more easily convert between different units of scale. E.g. Length is measured in **millimetres** (mm), **centimetres** (cm), **metres** (m) or **kilometres** (km). • 1 cm = 10 mm • 1 m = 100 cm • 1 km = 1000 m	**LO: to convert metric measures accurately.** Top tip! Read the questions very carefully what is being asked of you? Have you identified the most appropriate metric measure to convert your answer too? Always check you have multiplied and divided by 10, 100 or 1000 where appropriate. For example, 4.56 m = 456cm Because 1m = 100cm… therefore 4.56 x 100 = 456cm	**LO: to solve challenges with metric measures.** Top tip! Highlight the key information in each challenge. Remember you can use notes or bar models to help you construct your understanding of the challenge. Always check that you selected the most appropriate or desired metric scale when presenting your answer.
	Find your learning videos for White Rose here: https://whiterosemaths.com/homelearning/year-6/spring-week-6-number-algebra/ (Video 5) and https://whiterosemaths.com/homelearning/year-6/spring-week-7-measurement-converting-units/ (Video 1, 2 and 3) Open up the Maths file to find the tasks and learning ppts to support you. Look out for the 'Extra spicy hot challenges' at the end of the ppts. Remember to log on to Times Tables Rockstars: https://play.ttrockstars.com/auth/school/student/46347				
Wider Curriculum 1	***RE*** **LO: to explore Jesus' teaching about the importance of prayer, fasting and almsgiving.** Throughout your Lent unit, you will be exploring how these three key pillars of Lent are taught in scripture and their importance.	***RE*** **LO: to understand some reasons why there is poverty in the world and suggest solutions.** One of the main three pillars of Lent is almsgiving (giving to those less-fortunate than ourselves). In school, we have regularly supported CAFOD. We	***History*** **LO: to understand and explain why D-Day is important.** Today we will explore what D-Day was and why it is was such a defining moment in the Second World War.	**English / DT** Create a model of your favourite book scene using materials around the house. This could be a drawing or painting. You may want to build your scene in a shoe box. Use the resources sent out by Mr Breslin.	Five for Friday Before returning to school on Monday, take the opportunity this afternoon to spend time away from a screen.

	Re-read the example of Ash Wednesday's Gospel about what Jesus teaches about these three key parts to Lent. Remember, we today know this season as Lent. This was not the case for Jesus' time. Explore a little more about the two main groups of people mentioned; the Pharisees and Sadducees. *Task*: Write a letter to a family member explaining the meaning of Jesus' teachings. Remember the layout of a letter please. Use the structure of the ppt to guide your paragraphs.	know this as we are completing the 'Walk for Water Campaign' at school and Home. Watch the two videos about CAFOD on the ppt. You can also explore the website below. https://cafod.org.uk/# Look under the 'About Us' tab. Task: Create a short presentation about the work of CAFOD around the world. Remember to not just copy and paste information. Read it through carefully before presenting it. Use pictures and creative designs to make your work attractive. This will encourage people to read and support CAFOD. Please send these through to Mr Jordan or Mr Poole so we can showcase them on our school website.	Whilst in popular culture 'D' has been portrayed as meaning 'designated', 'decision' and 'doomsday' in reality it is inconclusive to determine its exact meaning. Instead, it may be easier to identify the origins of key military terminology and convention. After all, D-Day was one of the most famous military operations of all time. For example, D stands for day, H stands for hour and T stands for time for example T-2 refers to being two hours before a critical event occurring. D-3 therefore would be three days before D-Day. Task 1: D-Day Assignment – you may decide to create your own TV News report, newspaper, web article or leaflet exploring why D-Day was so important. We look forward to seeing what you produce. Please refer to the Blended Learning ppt for further reading on 'D-Day.' You may also find the web links below useful when starting your research. A planning flowchart is also attached to help you structure your ideas. Good luck. Useful sites to get your search started: https://www.youtube.com/watch?v=uPU4p7UQOtU	Take a look at the World Book Day Website: https://www.worldbookday.com/resources/primary/	This afternoon, choose five mindfulness activities to do alone or with a family member. e.g., cooking, football in the garden, colouring, art, drawing, puzzles, music, daily exercise etc.

			(A video depicting footage taken on D-Day) https://www.twinkl.co.uk/blog/a-family-guide-to-d-day (A fantastic portal for D-day resources) https://www.bbc.co.uk/newsround/48456573 (Video, reports, infographics and analysis on why the D-Day was important) https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6 (Deep dive into D-Day) https://kids.britannica.com/kids/article/D-Day/476249 (Child friendly facts) https://www.historyforkids.net/d-day.html (Child friendly facts)		
2	**PSHE** We are really excited about you coming back to school on the March 8th. We want to get to know what you have been doing and enjoying while school was closed. We also want to know what you are hoping to bring back to school with you. Task: Create an outline of bag or use the outline on the ppt.	**Music** *LO: to know that to make music easier to read you divide the music into bars using bar lines and every bar has the same number of beats.* *Remember, you can use any objects around the house to support your musical creation.*	***Science*** Physics LO: to describe the use of different components within a circuit. Today we will continue our exploration of the different components found within electrical circuits and we will investigate the effectiveness of circuits in practice on the basis of their designs. Task 1: Using the component pdf sheet present on our Blended	***PE*** LO: to complete a range of circuit-based activities and understand the reason for doing them. LO: to understand what happens to your heart rate during exercise. Warmup: Sensibly either outside, if it isn't too cold ☺, or inside create a space suitable for a warmup. Move carefully	

	Create a 'Back to School' bag about you and all the learning you have completed since the beginning of 'Lockdown'. This can be a combination of writing and drawing.	Use this link to access an online interactive piano. https://www.musicca.com/piano Follow the ppt for lesson 5 before half term of your music work to recap your understanding the differences between the quaver and crotchet if needed.	Learning Page – match the key electrical component to the appropriate definition. Task 2: If there is someone at home to support you, you could play along with them. You will need to draw and scientifically label **three respective** circuit diagrams for **a bulb, a buzzer and a motor.** Your circuit must contain two cells, one switch and straight wires. After you have produced a perfect scientific electrical circuit diagram for **a bulb, a buzzer and a motor.** Use the website link below to test your circuit. If it doesn't work do you need to update your circuit design? https://www.learningcircuits.co.uk/circuit_builder Task 3: Using the Circuit evaluation pdf challenge sheet (also found on our Blended Learning Page) identify which circuits will work and the ones which ones won't. If you are unsure use the circuit builder website above to help you troubleshoot and correct any issues. Extra Hot Challenge: If you are feeling confident have a go at the Extra Hot Circuit Diagram evaluation challenge.	around the whole space, every few seconds change your action. You could get someone to help by shouting out different numbers. Create your action for each number e.g., 1. jog around the room, 2. jumping jacks, 3. sit down, 4. skip around the room. Today we are going to explore what actually happens to our heart as we perform a range of different exercises? What evidence is there for this change? For example, we start to heat up, perspire, endure short breathlessness and pulse rate increases? We will investigate which exercises within our circuit today have the biggest impact on our heart. Lots of you have fitness watches or trackers. Why don't you record your resting heartrate an hour before exercising and an hour afterwards. You could even put this data into a chart in your Blended Learning books. If you don't have a fancy heart rate tracker don't worry you can measure your pulse easily. See the super helpful video below. Don't forget track your pulse after completing your circuit activity below. https://www.youtube.com/watch?v=tF9-jLZNM10	

				Task: Adam has kindly created a series of friendly at home exercises we can all try. I've attached the link to the circuit exercise videos below - https://www.youtube.com/playlist?list=PLtD5b4iY1d-lXXmywZsGhkrWuU5kC2GhY Extra Hot: Could we create our own circuit exercises that get our hearts working. Remember to upload a video, photo or short description of your exercise so we can all have a go at it in our lesson next week.	