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| \\wosen-file01\staffhome$\lgreen\Downloads\just bird (1).jpg | Week commencing 22/02/21 | | \\wosen-file01\staffhome$\lgreen\Downloads\Reaching high (1).jpg |
| Reaching High – KS2 Felines, Feathers and Fur! Classes: Cormorant, Moorhen, Robin  Project overview:  Soft fur, sharp claws and twitching whiskers. What’s your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let’s find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it’s up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a cat nap. | | | |
| Maths activities | | English activities | |
| **Weekly focus: Number**  Easier:   * Use PowerPoint named ‘Order Numbers Within 50’ teaching slides alongside the worksheet, which is named the same as the PowerPoint. * Use PowerPoint named ‘Count in 2s’ teaching slides and alongside the worksheet, which is named the same as the PowerPoint. * Use PowerPoint named ‘Count in 5s’ teaching slides and alongside the worksheet, which is named the same as the PowerPoint.   Harder:   * Use PowerPoint named ‘Equivalent Fractions 1’ teaching slides alongside the worksheet, which is named the same as the PowerPoint. * Use PowerPoint named ‘Equivalent Fractions 2’ teaching slides alongside the worksheet, which is named the same as the PowerPoint. * Use PowerPoint named ‘Equivalent Fractions 3’ teaching slides alongside the worksheet, which is named the same as the PowerPoint. * Use PowerPoint named ‘Equivalent Fractions 4’ teaching slides alongside the worksheet, which is named the same as the PowerPoint.   Find all resources on the West Oaks website under ‘Reaching High’.  **Mathletics: please ask your class teacher for your child’s Mathletics login. The approximate times for use of this app are 20 minutes per day.** | | Please see link to our story for English this term, ‘Oi Cat!’.  <https://www.youtube.com/watch?v=C7G2CNKhDbA>  Writing:   * This week, we will be writing an acrostic poem. Read the acrostic poems named ‘Cat, Frog and Dog’ on the website. Can you find the adjectives, rhyming words, similes/metaphors? * Identify a range of adjectives from the example poems on the website. Using an online thesaurus - <https://www.collinsdictionary.com/dictionary/english-thesaurus> - find some synonyms that could be used instead of the adjectives that you have identified. Rewrite the poem with your adaptations. * Find the rhyming words. Can you swap one of the rhyming words out for another? * Write your own acrostic poems called ‘cat’, ‘frog’ and ‘dog’! Include adjectives and rhyming couplets. Can you extend your learning by adding some adverbs and similes into your poems?   Reading:   * Use the following link and Reading Eggs if possible (ask class leads for your child’s Reading Eggs account username and password) to read some new books this week! What did you think of the books? Why? Did you read any fiction or non-fiction books? * [https://library.thenational.academy](https://library.thenational.academy/) * <https://readingeggs.co.uk/> * Also use Readiwriter spelling app (logins for this app are the same as Mathletics) <https://login.readiwriter.com/> * **The approximate times for use of this app are 20 minutes per day.**   Speaking and listening:   * Practise performing your poem by reading it aloud. Can you use expression and ensure your voice is clear when you are reading to make sure your audience can hear you? * How much of your poem can you learn? Try to recite your poem to an audience! | |
| Physical activities | | Science activities | |
| There are a wide range of resources and support for PE and getting active at home! See the links attached and explore what you could do at home!   * Go for a walk/jog in the local community! * 30+ indoor active ideas for children! <https://kidsactivitiesblog.com/50578/stuck-inside-games/> * Think Active A-Z Challenge. A new challenge for every letter of the alphabet! * Disney 10 minute Shake Ups! <https://www.nhs.uk/10-minute-shake-up/shake-ups?filter=frozen-fever> * BBC Supermovers videos <https://www.bbc.co.uk/teach/supermovers> * #thisisPE   Association for Physical Education – supporting parents/carers to teach PE at home. There are a wide range of brilliant videos for ideas for PE in the home. These videos have been created by PE teachers <https://www.afpe.org.uk/physical-education/thisispe-supporting-parents-to-teach-pe-at-home/>   * Active Kids <https://www.activekidsdobetter.co.uk/active-home> * National Trust’s “50 Things to do Before You’re 11¾ <https://nt.global.ssl.fastly.net/documents/50-things-activity-list.pdf> * Youth Sports Trust PE at Home <https://www.youthsporttrust.org/primary-pe-activities> * Get Set for Tokyo - Olympics inspired active activities, videos and downloads! <https://www.getset.co.uk/tokyo-ten> | | Focus for this week: What happens to the food I eat?  Easier: Use the ‘Digestive System’ PowerPoint to find out more about the human digestive system. Following on from this, use the ‘Digestive System Dominoes’ to describe the system from the start to finish.  Harder: Use the following link to find out more about the digestive system and how our food is broken down <https://www.bbc.co.uk/bitesize/guides/z9pv34j/revision/1>  Complete the ‘Food and Digestion Questions’ and ‘Food and Digestion Test Yourself’ worksheets. Use the ‘Digestive System Word Mat KS3’ to support you with this.  See BBC Bitesize links for further reading and support:  What is the Digestive System? KS2  <https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/z9wk7p3>  What is digestion? KS3  <https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/z7gpfcw> | |
| RE | | | |
| **The environment: the focus for our RE work this term is the environment and what some religions believe about caring for the environment and the animals that live in it. Specifically, we will focus on Hinduism and Christianity.**  Our focus for this week will be Christian symbols and their meanings. Use the Christian symbols PowerPoint to identify some Christian symbols and what they mean. Can you draw some of these symbols? If you can, write next to each one why they are important to Christians.  Create some symbols of your own which have meaning to you! Draw them and explain what they mean.  Harder: Select some of the symbols from the PowerPoint. Where might you see these Christian symbols and why? Are they linked to any important Christian events? Create a booklet to explain this! | | | |
| PSHCE | | | |
| **Our PSHCE work will be based on relationships and well-being.**  Easier:  This week, complete a weekly wellbeing journal using the daily wellbeing resources on the website. Read each section carefully and fill out the worksheets. Can you complete some wellbeing activities this week? Think carefully about what helps your wellbeing as everyone is different! This might be going for a walk, doing some exercise, reading a book, some mindful colouring, spending some time with people you love, baking etc.  Harder:  Look at the ‘My Wellbeing Challenge Booklet’ on the website. Read the booklet. This will be the last week that we will use this resource. This week, we will focus only on the ‘Kindness’ section of the booklet. Read the challenge carefully and complete! Why would we choose to be kind? How does being kind to others make you feel? How might it make others feel? When people are kind to you how does it make you feel?  Alongside this, use the ‘Choose Kind!’ resource pack for daily kindness activities. | | | |
| Enrichment activities | | | |
| **History:**  Last week, we focused on Professor Stephen Hawking. If appropriate, could you add his birth and death to your timeline to get a grasp of how long ago he lived? You could add each person we look at to your timeline!  This week, we will look at Dr. Martin Luther King!  Easier: Use the following link to find out about Martin Luther King. Create a fact file all about him. Use the following questions to help you:   * Who was Dr. Martin Luther King? * Where did he live? * Why was he important? * What were his biggest achievements? * Does he live now or a long time ago?   <https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zknmrj6>  Harder: Look carefully at the following link about Martin Luther King’s life and achievements. <https://www.bbc.co.uk/teach/class-clips-video/history-ks3-dr-martin-luther-king-civil-rights-leader/zj4j47h> Create your own timeline about Martin Luther King’s life and in particular, the Civil Rights Movement.  **Geography:**  We will continue to look at different biomes across the world. Last week, we focused on the desert. This week, we will look at the grassland’s biome.  Easier: Use the ‘Grassland Habitat PowerPoint’ to learn more about grasslands and what we might find there. After this, complete a poster about one of the animals on the PowerPoint and the biome that it is found in. Use the internet to complete some research!  Harder: Use the following link to find out more about the Savanna Grasslands. <https://www.bbc.co.uk/bitesize/guides/zx3hqty/revision/7> Create a detailed information poster about Savanna biome and ensure you include the case study on the Serengeti. Also include the positive and negative impacts of tourism on the Serengeti. Can you complete the test on the link?  Also see the National Geographic link for further reading on Grasslands.  <https://kids.nationalgeographic.com/explore/nature/habitats/grassland/#:~:text=Grassland%20habitats%20are%20places%20that,much%20water%20as%20forest%20vegetation>.  **Art:**  Look at Megan Coyle’s collage called ‘Purple Cow’s Paradise’ on the website. What do you like/dislike about this piece of art? Use the ‘Megan Coyle Purple Cow’ outline worksheet to create your own collage of the purple cow!  You will need:   * Scissors * Magazines/newspaper * PVA/Pritt Stick glue * Megan Coyle Purple Cow worksheet   **Computing:**  This week, select the ‘Make a Chase Game’ tutorial on Scratch to make your very own working game!  <https://scratch.mit.edu/projects/editor/?tutorial=getStarted>  Make this harder: can you add a working score variable to your chase game? Also, try to add a timer to the game. How will your timer work? Will it end the game once the time is up? How much time will you have to score as many points as possible? How will you score the points? Can you add a different amount of points for different actions on your chase game?  **Music: CATS: The Musical**  Use the following link to watch a clip from the original CATS musical. Listen to the song ‘Mungojerrie and Rumpleteazer’. How much of the song can you learn? Can you sing the chorus? What do you think of the song? Do you like it or not? Why?  <https://www.youtube.com/watch?v=-aZ9knDohXw> | | | |
| Additional learning links | | | |
| * Reading Eggspress, Mathletics and Readiwriter logins may be sent by your class teacher. * BBC Bitesize has some fantastic links and videos. * National Geographic for kids. * Twinkl for resources! * Free Talk4Writing resources! Please see links below: * <https://www.talk4writing.com/home-school-units/> * <https://www.jamiethomasconsulting.com/blog> * <https://www.talkforwritingshop.com/shop> * <https://www.talk4writing.com/resources/> * Science for Families: <https://seerih-innovations.org/science4families/> * RHS Gardening: <https://schoolgardening.rhs.org.uk/resources> * National Literacy Trust: <https://literacytrust.org.uk/free-resources/> * TES free home learning resources: <https://www.tes.com/news/coronavirus-free-resources-home-learning> * Eventbrite live and interactive online schooling! <https://www.eventbrite.co.uk/e/aimhis-january-lessons-tickets-133146048415> | | | |
| Additional notes | | | |
| * If you would like to share any home learning or achievements on Class Dojo or the school Twitter page, please do! * If you have any questions about Reaching High learning, please e-mail me on sarah.wicks@westoaksschool.co.uk | | | |