


	Learning objective	Main teaching	Activity	Resources	Vocabulary
History / Geography	LO to ask relevant and appropriate questions about an aspect of history in order to gather evidence and knowledge.	<p>New topic! World War Two.</p> <p><u>Evacuees and knowledge of the war</u></p> <p>Look at the suitcase. https://twamschools.org.uk/boxes-of-delight/wwii-evacuees-suitcase</p> <p>What's inside?</p> <p>Who might carry this and why?</p> <p>Where are they going? Why?</p> <p>What other clues are there about the owner of the case?</p> <p>Do you know anything already about this?</p> <p>Now watch: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-an-evacuees-adventure/zk7hy9q</p> <p>and https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-interviews-with-evacuated-children/zdcjkmn</p> <p>What does the term 'evacuee' mean? Who was 'evacuated' and why? Write an answer to these questions in your book. You might want to do a bit of research first.</p>	<p>Watch: Narnia clip https://www.youtube.com/watch?v=ul3w-03YbwQ</p> <p>What do we learn from this? How were the people in the video feeling about the evacuation? The children? The adults?</p> <p>Write a description about being evacuated, including a description of yourself at the train station. You could write this in the form of a diary entry that you write on the first night in your new home in the country.</p>	<p>Video clips</p> <p>Picture of suitcase</p> <p>Questions</p> <p>Pen</p> <p>Paper</p>	<p>Evacuee</p> <p>Evacuation</p> <p>ARP Warden</p> <p>Blitz</p> <p>WWII</p>

<p>Science</p>	<p>To make predictions about and record data from a friction experiment</p>	<p>Complete this activity FIRST before watching the video clip on friction.</p> <p>You will need:</p> <ul style="list-style-type: none"> - 4 objects from around the house or garden - Pen and paper to record - A tray of ice (you can place a baking tray with water into the freezer). Alternatively use a table, or lino flooring <p>Our question: Which objects will slide on ice?</p> <ol style="list-style-type: none"> 1. Create two identical tables; one labelled Prediction and one labelled Results (there is an example table you can print on the website called Example Table) with 3 columns. One column for the item, one column for slide and one column for won't slide. 2. Find 4 different objects from around the house or garden and write the object names into the tables. Items may include a piece of bark, a marble, a milk bottle lid etc. 3. Predict whether they will or won't slide on ice in your prediction table. 4. Test sliding your objects across the ice and record whether they slide or not. <p>Can you write an explanation for why some objects did slide and some did not?</p>	<p>Watch this BBC bitesize video that explains friction:</p> <p>https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdxs</p> <p>You could make some notes to show what you have learned this afternoon.</p>	<p>Pencil</p> <p>Paper</p> <p>Ice sheet (or carpet/lino)</p> <p>Objects</p>	<p>Friction</p>
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<p>Art / Design Technology</p>	<p>To explore hot and cold colours and blending</p>	<p>Look through the pictures below. What do you notice about them? What do you like about them?</p> 	<p>With any art media (e.g. pens/pencils/paint/chalk) you have at home, create a blended background (without a skyline) using either hot or cold colours. To create an effective horizon, make sure to blend the colours by:</p> <ul style="list-style-type: none"> - Layering the colours - Smudging with tissues <p>Hot colours = red hue</p> <p>Cold colours = blue hue</p> <p>Here are some tutorials you may find useful -</p> <p>Watercolour tutorial: https://www.youtube.com/watch?v=T5tGiseJAGY</p> <p>Acrylic paint tutorial: https://www.youtube.com/watch?v=tlyqMTKfMCO</p> <p><i>We will be looking more closely at blending in the coming weeks.</i></p>	<p>Art media</p> <p>Paper</p>	<p>Hue</p> <p>Horizon</p>
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PE	LO: to increase my heart rate through aerobic exercise	<p>Take resting heart rate before participating in exercise.</p> <p>Use YouTube to watch and take part in a Joe Wicks workout.</p>	<p>Time how long it takes for your heart rate to return to your resting heart rate each time. Does this get quicker over time?</p> <p>How does this compare to last week?</p>	Youtube	
PSHE	Weekly zoom				
RE	LO: To identify the features of a gospel text and suggest a meaning for it.	<p>Read the story from the Bible: Foundations for Living: The Wise and Foolish Builders, Matthew 7:24–27. (If you have a Bible at home, see if you can remember how to find the correct passage. If not, I have pasted the story below this plan)</p> <p>You probably know this story.</p> <p>Draw a picture or a storyboard to show that you understand the events of the story.</p> <p>Jesus is clear that his words give foundations for living — and without them, people will get swept away.</p>	<p>Now answer the following questions in full sentences. I have given an example to help you with the first one.</p> <ol style="list-style-type: none"> 1. Imagine the scene from inside the story. What they think the story is about and why. I think the story is about... 2. What did the wise and foolish builders learn? 3. This is not a manual to help builders to know how to build houses. Why did Jesus tell this story? 4. What do his listeners learn from the story? 5. Why would Jesus want his followers to build their lives on his words? 	<p>Bible story (below) OR a Bible</p> <p>Paper</p> <p>Pen</p>	<p>Parable</p> <p>Wise</p> <p>Foolish</p> <p>Foundations</p>
Music	Monday 2-3pm Weekly zoom with Mrs Andrews				

