



Pandas Class Home Learning for Monday 25th to Friday 29th January 2021

Please could choose whether you would like to scan/photograph and email remote learning in via your class email address **once a week:**

pandas@brant-broughton.lincs.sch.uk

or whether you are going to put your book in the box by the main gate (in a plastic bag please) at the end of the week and take a second book to use. Please don't do both!

Some feedback will be via your book or emailed work but please be aware that the class Zoom sessions may also be used for feedback where work is discussed and perhaps even marked together. When children are working on Mathletics or Phonics Bug, teachers can already see what children are doing so no further feedback of a written kind will be given.

Accelerated Reader Book Change Days:

The following book levels will be put out by KS2 gate for changing:

Mondays – 2.0 – 3.0

Tuesdays – 3.1 -3.6

Wednesdays- 3.7 – 4.0

Thursdays- 4.1-5.0

Fridays – 5.1+

Please note that we can only put out a small selection of books. The books will have been quarantined before putting the box out but obviously books from other children will have been added and touched to choose their new one. If you are ready to quiz, you need to use this link

<https://ukhosted98.renlearn.co.uk/6698558/>

and then put in your password. It will not work if you google Accelerated Reader!

The daily class catch up is at 2.45 each afternoon. This is for children who are not working in school to connect with their teacher and classmates. It is not for parents whose children are already in school.

Zoom Code for class catch up: : 974 8631 1840 Password: BrantB (2.45pm daily)

Week beginning:	Collective Worship via Zoom Meeting ID: 917 1706 8236 Password - BrantB	English	Maths	Foundation
Monday	9am	<p>English- Oak Academy- Subjects- KS2- English Grammar- Punctuation Level Objectives- Lesson 2 https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-ctk38r</p> <p>Spelling Shed - 20 minutes practising this week's spelling list</p> <p>Reading- Read pages: 77-85 - Describe Lisa's house with as much detail as possible. Why do you think it is so different to Dennis's? Questioner: - Why do you think Dennis likes to read the Vogue magazines so much? - The friendship of Lisa and Dennis is so unlikely- How do you think it will turn out later in the book? - What was the point Dennis started to wonder what he'd look like in a dress? - Why do you think Dennis told himself to stop</p>	<p>Before you access your TTRS and Mathletics please can you complete pages 14-17 in your White Rose booklet</p> <p>TTRS – 20 mins</p> <p>Mathletics – 20 mins Set assignments</p>	<p>PE - YouTube Joe wicks</p> <p>ICT- Oak Academy- Subjects- KS2- Computing- Sharing Information- Lesson 4 https://classroom.thenational.academy/lessons/working-together-c8v3at</p> <p>Class Zoom- 2:45 <u>Catch up and chance to share learning from the day.</u></p>

		<p>being silly? - Why do you think Dennis all of a sudden snapped at Lisa and rushed out of the house?</p>		
Tuesday	9am	<p>English- We are going to be focusing on writing a balanced argument on whether you think having a school uniform is important. Today is focusing on just planning your writing- Thinking about all the different ideas you have for for and against uniform. Firstly, look at the discussion PDF- The purpose of writing one of these is to explain an issue that is being debated, to state both sides fairly and to help reader make an informed choice themselves. You need to think about who you are writing for- Is it to convince Mrs Bedford to abolish school uniform or to convince your friends to write a letter to the government about uniform or even to convince your parents? Think about how you are going to present your argument- All the for and all the against arguments one after the other or one of each in a cycle? Look at the example on the PDF- Do we still need zoos? Pick out the for and against arguments you can see- Mark this from the next side.</p> <p>Plan your argument out- There needs to be at least 3 for and 3 against arguments. Once you have done this branch off some ideas that you could include in each of these main points.</p> <p>An example for uniform- Everyone looks the same. - Making sure that no one feels left out if they can't show off the latest new clothes.</p>	<p>Year 5: Oak Academy- Multiples and Factors. https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d</p> <p>Year 6: Oak Academy- Understanding other powers of 10 within one million https://classroom.thenational.academy/lessons/understanding-other-powers-of-ten-within-one-million-6dh64r</p>	<p>Science- Oak Academy- Subjects- KS2- Science – What are everyday materials made from? https://classroom.thenational.academy/lessons/what-are-everyday-materials-made-from-c5hkad</p> <p>Class Zoom- 2:45 <u>Catch up and chance to share learning from the day.</u></p>

		<p>- We can easily identify children from our school on a trip. -Everyone feels equalled and valued</p> <p>Use the planning sheet if you would like below.</p> <p>Reading – Read pages: 86-94 -What symbolism does Dennis touching his dad’s shoulder before leaving the room have? (Page 90) - Dennis clearly shows more emotion than John- How do you think John really feels? - How do you think they could make Dad happy? - Why do you think the dress is still on Dennis’s mind?</p> <p>Clarify: Determined, inexplicably, tentatively, retreated, unconvincingly, patka, clambering</p> <p>Spelling Shed - 20 minutes practising this week’s spelling list</p>		
Wednesday	9am	<p>English- We are going to follow on with our ‘Lockdown Pandas 500 words competition’ Look back at your planning and the picture from last week. Firstly, is there anything you want to add. Take some time to look at your feedback.</p> <p>This week we are going to focus on character profiling. You are going to create and get to know your main character: the girl really well. I want you to write as much detail about this character as possible. Here are some ideas to get you started- I would like you to write about other things as well: her</p>	<p>Before you access your TTRS and Mathletics please can you complete pages 18-21 in your White Rose booklet</p> <p>TTRS – 20 mins Mathletics – 20 mins Set assignments</p>	<p>PE - YouTube Joe wicks</p> <p>Art/DT- Open up the PDF- Look at the photographs- Can you write down different types of clothing and accessories that you can see, styles or detailing that you like.</p> <p>Today we are going to pretend to enter our own ‘Vivienne Westwood inspired Junior Talent Competition’ but the catch is... the only materials you use is: paper, scissors and sellotape. By the end of the lesson you must have one complete item of clothing (top/dress/trousers/accessory) that has been inspired by a British designer.</p>

		<p>name, her hobbies, where she lives, what her house, town, country is like, her favourite food, her favourite tv show or music, her personality- Is she kind or mean?</p> <p>Who is her pet? Their name, their personality, where they sleep or what they eat, if they're a boy or a girl etc.</p> <p>There are more ideas below.</p> <p>Reading –. Read pages: 95- 106</p> <ul style="list-style-type: none"> - Why do you think Lisa gave Dennis the dress? - Do you think Dennis chose to try on the dress for himself or to please Lisa? Why? - Do you think Dennis is starting to enjoy dressing up? - Do you think Lisa is being kind letting Denis try on all these clothes or mean and will tell everyone at school? <p>Predict what you think is going to happen in Chapter 9: Bonjour Dennis.</p> <p>Spelling Shed - 20 minutes practise (all available lists)</p>		<p>Imagine who Vivienne Westwood is from these photos- What is her style like? What details can you see on her designs?</p> <p>Pick one detail from one of these designs that you are going to take inspiration from. It could be a belt, the double button, the crumpled effect or even the waist coat. Write down what could be tricky about working with paper? What are the advantages of working with paper?</p> <p>Have a go at designing your own piece of fashion from paper, sellotape and scissors.</p> <p>We can't wait to see what you create! Good Luck!</p> <p>Class Zoom- 2:45 <u>Catch up and chance to share learning from the day.</u></p>
Thursday	9am	<p>English: Recap the PDF all about balanced arguments again. Look back over your planning and all your ideas about whether we need to wear school uniform.</p> <p>Today you are going to write you balanced argument. I would like to see a page of writing where you really think about how you can give each paragraph some quality writing.</p>	<p>Year 5: Oak academy- Factor pairs https://classroom.thenational.academy/lessons/factor-pairs-61k3cd</p> <p>Year 6: Oak Academy- Understanding how the digits in a number indicate structure. https://classroom.thenational.academy/lessons/understanding-how-the-digits-in-a-number-indicate-its-structure-71gp6e</p>	<p>Geography- Oak Academy- Subjects- KS2- Geography- Globalisation- Lesson 3 https://classroom.thenational.academy/lessons/how-does-globalisation-affect-trade-crt64e</p> <p>RE- Now you have finished your writing about 'How Does a Muslim Show their Faith?', you need to check it through and improve it where necessary. Have a look at the Knowledge Organiser to help you. You need to use the checklist and</p>

	<p>Look back at the example: Do we still need zoos? You firstly need an introduction paragraph. In here you need to lay out what you are going to talk about- You could even include a rhetorical question.</p> <p>Now you need to write all of your planning points into paragraphs. Remember to choose one way and stick to it. Either for/against/for/against or all the for arguments and all the against arguments.</p> <p>Close your argument with a statement that allows the reader to be recapped of all the main points and allows them to now make an informed decision.</p> <p>Make sure you now proof read this. Does it make sense? Do your paragraphs flow? Are there any spellings you're unsure off that you want to look up before you close your book?</p> <p>Reading – Read pages: 107-117</p> <ul style="list-style-type: none"> - What possibilities do you think are out there for Dennis? - How do you think John felt when Lisa asked to see Dennis? <p>Question:</p> <ul style="list-style-type: none"> - Do you think Lisa or Dennis is enjoying the dressing up more? Back up your answer with evidence. <p>I am expecting at least a paragraph with evidence to suggest what each character is enjoying about the dressing up and a conclusion about who likes it the most.</p> <p>Spelling Shed - 20 minutes practise (all available lists)</p>		<p>decide if you have done each of the things on it. You need to number your work to match the things on the checklist. If something is missing, add it in (at the bottom if you don't have enough room). Mrs Bedford will be awarding Values points if you have everything there!</p> <p>Enjoy</p> <p><u>Class Zoom- 2:45</u> <u>Catch up and chance to share learning from the day.</u></p>
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Friday	9am	<p>English- Oak Academy- Subjects- KS2- English Grammar- Punctuation Level Objectives- Lesson 3 https://classroom.thenational.academy/lessons/to-revise-using-apostrophes-68vk0c</p> <p>Reading – Read pages: 118- 124 Summarise this chapter- Tell me where the chapter is located, the characters involves and the main points in chronological order. I would like at least two paragraphs summarising what you have just read. Read back through your writing to ensure each sentence flows and links to the last one. Take your time and include as much as what happened as possible (there are only 6 pages to read).</p> <p>Spelling Shed - 20 minutes practise (all available lists)</p>	<p>Before you access your TTRS and Mathletics please can you complete pages 22-25 in your White Rose booklet</p> <p>TTRS – 20 mins Mathletics – 20 mins Set assignments</p>	<p>PE - YouTube Joe wicks</p> <p>Music – Oak Academy- Subjects- KS2- Music- Pulse and Metre 1- Lesson 4 https://classroom.thenational.academy/lessons/exploring-3-beats-in-a-bar-ccukcc</p> <p><u>Class Zoom- 2:45</u> <u>Catch up and chance to share learning from the day.</u></p>
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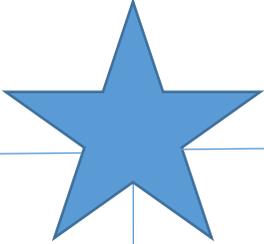
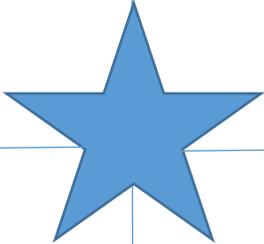
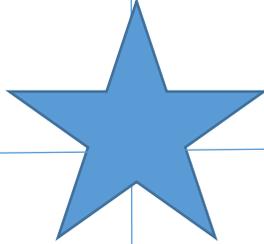
Collective Worship

We will expect to see all pupils who are self isolating attending Collective Worship unless for reasons of illness or lack of a device (which we will have been informed about prior to this) as they would do in school. See above for access codes to Zoo

English
(Tuesday)

For School Uniform

Against School Uniform



English: Wednesday



YuumeiArt.com

English: Wednesday

Character profiling ideas:

Name:
Age:
Nationality:
Hometown:
Current Residence:
Occupation:
Talents/Skills:
Siblings:
Parents:
Height:
Weight:
Race:
Eye Color:
Hair Color:
Glasses or contact lenses?
Skin color:
Shape of Face:
Distinguishing features:
How does he/she dress?
Mannerisms:
Habits:
Health:
Hobbies:
Favourite Sayings:
Style (Elegant, shabby etc.):
Greatest flaw:
Best quality:

Character profiling ideas:

Educational Background:
Learning Experiences:
Character's short-term goals in life:
Character's long-term goals in life:
How does Character see himself/herself?
How does Character believe he/she is perceived by others?
How self-confident is the character?
Strengths/Weaknesses:
How does the character deal with anger?
With sadness?
With conflict?
With change?
With loss?
What does the character want out of life?
What would the character like to change in his/her life?
What motivates this character?
What frightens this character?
What makes this character happy?
Is the character judgmental of others?
Is the character generally polite or rude?