

Lockdown Pack 2 – Overview

As with the last pack, I hope that you and your family are OK and look forward to seeing you in due course (which we all hope will not be too long).

I've grouped the work in the packs so that the Maths is at the beginning, the English comes next and any other bits are at the back. In terms of the additional stuff, my aim is to use Tapestry/Zoom to add the extra subjects so this will flesh out as we go through the two weeks! In a slightly environmental bid, I'll try to make sure there is not too much printing involved.

I'll attempt to similarly group the work on the website if it permits.

The timetable provided should help in terms of co-ordinating the online feed with the work set.

Maths

You'll find daily Early Bird Challenges that aim to keep all skills in good working order. Aim to do one a day (Monday to Thursday) and try to do as many questions as you can. Consult a parent or BBC bitesize for help.
(<https://www.bbc.co.uk/bitesize/subjects/z826n39>)

I'll aim to post the answers on a Thursday each week so you can check back through them.

Week 1 includes circles and scale factors, which I will provide input for as we go. Week 2 sees us enter the realm of sequences, a tricky but rewarding area of maths that taps into those problem solving skills. Again, input will be provided to get you started.

You will also find some core skills worksheets on multiplication and division alongside some work on fractions. This should keep you entertained and I'll try to post answers as we go.

The importance of fractions, decimals and percentages cannot be overestimated in maths at KS2. My one tip ahead of that sheet is that hundredths and percentage are the same (so converting a fraction into hundredths will reveal the percentage – i.e. five hundredths is the same as 5%). Decimals are fairly straightforward if you know/can work out the percentage ($10\% = 0.1$, $25\% = 0.25$, etc.).

English

Much of the English is fairly self-explanatory, but where necessary extra input will be provided (particularly for some of the specific grammar tasks and for the second writing task).

The first reading comprehension is a result of the recent American election and remind us of a former President of great renown – Barack Obama (let's hope Biden is more similar to him than to Trump). There are a range of questions including a true/false section and a few on considering the meaning of specific words. Tackle them in the order suggested and give yourself time to read the text fully first. The Solar System comp in week 2 relates to our ongoing science work and should be tackled in a similar fashion.

Writing task 1 is based on the creation of setting. This particular setting is one that I have always wanted to visit (and hope to one day) – Shackleton's hut in Antarctica. Your task is similar to the piece that we created on the 'Scary Room', you need to move around the room and describe the setting (but make it sing!). Tips are on the sheet and you should aim for around 2/3 of a side to one side. You can read all about Shackleton himself at <https://www.rmg.co.uk/discover/explore/sir-ernest-shackleton> and there is a great picture of his boat marooned on the ice sheets!

The second written task will be a newspaper article largely based on the example. I'll give further details online.

Many of the grammar tasks will require you to watch me on a loom presentation first (just in case you are missing my voice).

Other Subjects

Science wise, you should find some solar system tasks to get your teeth into that are designed to be informative and fun. You should find the overview and a blank for the top trumps cards (or feel free to create your own format if you like, it does not have to be on a computer). The playlist task kept me going for days in the actual lockdown and I found loads of new music in the process.

I've put in a bit of geography too – based around an adventure film (you all seem to like those when I put them on during wet play). This one takes place at a politically important location and makes us ask questions about whether borders are a good or bad thing. You'll need to click the link to watch the film (it is only about 8 mins long) and then answer the questions. I suspect most of you will want to watch the film again – those guys have more bottle than me!

I've also included a Native Americans worksheet which we'll work through together in due course as part of our topic.

More will follow! Stay safe everyone and enjoy being together as families – do involve parents in tasks where you can (they love it really!).

All the best,

Mr Fremlin