



# St James' CE Primary School

## Daffodil Class – Home Learning Timetable

Class email:

[stjameshaydock-daffodil@ldst.org.uk](mailto:stjameshaydock-daffodil@ldst.org.uk)

Time	Lesson	Details
9.00am – 9.30am	Reading	See learning menu (MyOn)
9.30am – 10am	Microsoft Teams meeting with Miss Graham	Starting Monday 11 <sup>th</sup> January
Break 10am – 10.15am		
10.15am – 11.10am	Maths	See learning menu (Oaks Academy)
11.10am – 12pm	English	See learning menu
Lunchtime 12pm – 1.30pm		
1.30pm – 2.30pm	Foundation subjects	Monday – Science Tuesday – Computing and PSHCE Wednesday – Music Thursday – Religious Education Friday – Latin
Break 2.30 – 2.45pm		
2.45pm – 3pm	Spelling/grammar	See learning menu (Phonics Play)
End of day		
All work should be emailed to <a href="mailto:stjameshaydock-daffodil@ldst.org.uk">stjameshaydock-daffodil@ldst.org.uk</a> and submitted by 3.15pm		

All digital work/responses should be emailed to me via the class email account ([stjameshaydock-daffodil@ldst.org.uk](mailto:stjameshaydock-daffodil@ldst.org.uk)) at the end of each day.

Subject	Requirement	Links	Resources
Mathematics Daily Suggested time: 45 minutes – 1 hour a day	<p>Complete Oaks Academy Lessons – Multiplication and division</p> <p><b>Challenge:</b> Practice your 2, 3, 4, 5 and 10 times tables (there are loads of fun videos on YouTube!)</p> <p>There will also be mathematics-based homework on Purple Mash to complete.</p>	<p>6/1/21: <a href="https://classroom.thenational.academy/lessons/calculating-multiplications-of-two-by-skip-counting-6th6cd">https://classroom.thenational.academy/lessons/calculating-multiplications-of-two-by-skip-counting-6th6cd</a></p> <p>7/1/12: <a href="https://classroom.thenational.academy/lessons/solving-multiplication-word-problems-table-of-two-68w3ae">https://classroom.thenational.academy/lessons/solving-multiplication-word-problems-table-of-two-68w3ae</a></p> <p>8/1/12: <a href="https://classroom.thenational.academy/lessons/solving-multiplication-word-problems-table-of-five-6wu30r">https://classroom.thenational.academy/lessons/solving-multiplication-word-problems-table-of-five-6wu30r</a></p> <p>Have a look on TTRockstars! <a href="https://play.ttrockstars.com/auth/school/student">https://play.ttrockstars.com/auth/school/student</a></p>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Workbook and pencil.</p> <p>Please record your quiz results as these will be asked for during the daily Teams meeting.</p>
English Daily Suggested time: 45 minutes – 1 hour a day	<p>For English over the next three weeks, we will be working towards writing a letter from the point of view of an evacuee from World War Two.</p> <p>Engage with videos and links. Answer questions in a digital format.</p> <p><b>Challenge:</b> Keep in your mind, what would it be like to be an evacuee?</p> <p>For every video/letter why don't you answer the question: 'how</p>	<p>6/1/21: Watch video 'A brief overview of WW2' <a href="https://www.youtube.com/watch?v=HUqy-OQvVtI">https://www.youtube.com/watch?v=HUqy-OQvVtI</a> Create a mind-map with the word 'evacuee' at the centre. Watch: 'a day in the life of an evacuee' <a href="https://www.youtube.com/watch?v=HFBlyWkNEKU&amp;t">https://www.youtube.com/watch?v=HFBlyWkNEKU&amp;t</a> Add to your mind-map. Watch: 'an evacuee's adventure' <a href="https://www.youtube.com/watch?v=0SYDBJAwYCI">https://www.youtube.com/watch?v=0SYDBJAwYCI</a> <a href="#">Add to your mind-map.</a></p> <p>7/1/21: Listen to: <a href="https://drive.google.com/file/d/18wMqWlWvigC_EipYXP-0xmxrP97rS63U/view">https://drive.google.com/file/d/18wMqWlWvigC_EipYXP-0xmxrP97rS63U/view</a> Now read the text:</p>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Please write all written responses digitally (use any platform you want – such as Word, OneNote, Email etc.) so they can be emailed to me via the Daffodil class email account for feedback.</p>

	<p>would I feel if it were me?’</p> <p>There will also be homework on Purple Mash to complete (based on grammar).</p>	<p>Dear Mum,</p> <p>Firstly, both myself and Terence are fine. I don't know Dad's at the RAF so I can't write to him. Can you send this to him, please?</p> <p>The journey here was both exciting and scary. Once you had got off at school, our teacher put a label on our coat with my name and I thought this was weird because everybody in my class already knew my name. We were also given a box and a gas mask. I'd never seen one before. Our teacher made us practise putting it on. Being the inquisitive child that I know I am, I asked why we needed it but no one answered, so we just rushed onto the bus. Excited, I couldn't wait to get on the train. As we got out, we didn't go on the train... just a bus! Disappointed, I sat upst and watched the city scenery gradually change to open fields. The journey was short but I loved seeing the bright green fields and being so close to the trees and cows. It was great.</p> <p>When we arrived, everyone was shoved into a hall and told to sit down. I didn't know what was happening so I held onto Terence's hand tight. At the back of the hall, people starting walking to the front and picking children to look after. I was worried as I overheard people saying they could only take one child and some children were split up from their brothers and sisters. Eventually, Terence and I were picked by a lovely couple. Mr and Mrs Smith don't have any children of their own and live far away from the village. Their house is very different to ours, especially the garden; it's huge with lots of different vegetables growing in it! They told us they have fairies living at the bottom of the garden but I haven't seen them yet, despite looking for hours!</p> <p>Unfortunately, we've been told we can't stay with them anymore because they are too far from school. The worst part is, we've been told we will have to go to a camp up as they can't find a place for us together. I've not stopped crying since. I'm so frightened. Can't we come home instead?</p> <p>Your daughter, Maureen</p> <p>Answer the following questions: Who is writing this letter? Who is she writing to (directly and indirectly)? How can a journey be both exciting and scary at the same time? How old do you think Maureen was when she was evacuated with her brother? Why do you think this? Why was Maureen scared?</p> <p>8/1/21: Watch video of an interview with Maureen: <a href="https://drive.google.com/file/d/160d6wvOQPzy-AaemOUz3GIZ37ssYdWGR/view">https://drive.google.com/file/d/160d6wvOQPzy-AaemOUz3GIZ37ssYdWGR/view</a> Answer the following question: Thinking of Maureen's emotions, how would you feel if you had to be evacuated?</p>	
<p>Reading</p> <p>Daily</p> <p>Suggested time: 30 minutes a day</p>	<p>Read a new book each day on MyOn (or at least three a week!)</p>	<p><a href="https://www.myon.co.uk/login/index.html">https://www.myon.co.uk/login/index.html</a> Engage with the Accelerated Reader quizzes (try to get 5/5!)</p>	<p>MyOn log in Access to the internet – iPad/laptop /tablet.</p>

<p>Spelling/ Grammar</p> <p>Daily</p> <p>Suggested time: 15 minutes a day</p>	<p>Play some of the Phase 6 Phonics games.</p>	<p>Play a quick game on Phonics Play each day. Feel free to look at anything from Phase 4 to Phase 6. Try to learn those spelling rules! <a href="https://www.phonicsplay.co.uk/resources/phase/6">https://www.phonicsplay.co.uk/resources/phase/6</a></p>	<p>Access to the internet – iPad/laptop /tablet.</p>
<p>Science</p> <p>Monday</p> <p>Suggested time: 1 hour</p>	<p>Engage with videos and links. Answer questions in a digital format.</p> <p><b>Challenge:</b> To research (using the internet) why people wear sunglasses in summer.</p>	<p>What do you already know about ‘light’? Light is a type of energy and is produced by light sources. Find examples of light sources your house. Watch: <a href="https://www.bbc.co.uk/bitesize/clips/zjkc87h">https://www.bbc.co.uk/bitesize/clips/zjkc87h</a>. Think about the following questions: What is light? What are light sources? Are some light sources brighter than others? What makes a light source powerful? What is a shadow? How do you think shadows are formed? Do all objects create shadows? Is it possible to make shadows bigger?</p> <p>Complete the Oaks Academy lesson: <a href="https://classroom.thenational.academy/lessons/what-is-light-c4w30d">https://classroom.thenational.academy/lessons/what-is-light-c4w30d</a> (remember to write down your quiz result!)</p> <p>If you want to do more research, have a look at <a href="https://www.bbc.co.uk/bitesize/topics/zbssgk7">https://www.bbc.co.uk/bitesize/topics/zbssgk7</a></p>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Please write all written responses digitally (use any platform you want – such as Word, OneNote, Email etc.) so they can be emailed to me via the Daffodil class email account for feedback.</p>
<p>Computing</p> <p>Tuesday</p> <p>Suggested time: 30 minutes</p>	<p>In a digital format, write the answers to the questions. Think, which research strategies did you use?</p> <p><b>Challenge:</b> Play some games on Purple Mash or Phonics Play to improve your digital literacy!</p>	<p>Watch: <a href="https://www.bbc.co.uk/bitesize/clips/zsyr9j6">https://www.bbc.co.uk/bitesize/clips/zsyr9j6</a> <a href="https://www.bbc.co.uk/bitesize/clips/zsyr9j6">Using a safe search engine (such as safesearchkids.com or swiggle.com), research the following questions:</a> When did World War 2 start? What was Hitler’s full name? Who was the prime minister in 1941? How many children were evacuated in World War 2? When did World War 2 officially finish? How many people in the world currently speak Latin? What does transparent mean? Write a definition of ‘translucent’. Find three examples of opaque materials.</p>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Please write all written responses digitally (use any platform you want – such as Word, OneNote, Email etc.) so they can be emailed to me via the Daffodil class email account for feedback.</p>

<p>PSHCE</p> <p>Tuesday</p> <p>Suggested time: 30 minutes</p>	<p>Consider your opinion to the 'big question'. Why do you think you might have this opinion?</p> <p><b>Challenge:</b> Think: Why is our 'big question' such a difficult one? How many different people do we need to consider?</p>	<p>Our 'big question' for this unit of PSHCE is: Should schools be open during the Coronavirus pandemic?</p> <p>Write your automatic response to the question in their books – yes or no?</p> <p>Who decides the answer to this question?</p> <p>Watch the video clip:  <a href="https://www.youtube.com/watch?v=f-feDZRxJKw">https://www.youtube.com/watch?v=f-feDZRxJKw</a></p> <p>In your workbook, write a definition for the word 'democracy'.</p> <p>Answer the following questions: Do you think democracy is important? Why?</p>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Please write all written responses digitally (use any platform you want – such as Word, OneNote, Email etc.) so they can be emailed to me via the Daffodil class email account for feedback.</p>
<p>Music</p> <p>Wednesday</p> <p>Suggested time: 45 minutes</p>	<p>Our music unit for this half term is looking at Rhythm and Blues.</p> <p><b>Challenge:</b> YouTube some child-friendly R&amp;B music – do you like the style? Why/why not? Make a note of your opinions.</p>	<p>R&amp;B is music that combines elements of Rhythm and Blues, Pop, Soul, Funk and Hip Hop. Although the abbreviation R&amp;B originates from traditional Rhythm and Blues music, today the term R&amp;B is most often used to describe a style of African-American music that developed after the demise of Disco in the 1980s.</p> <p>For this week, have a look at the following research questions:</p> <p>What are the style indicators of an R&amp;B Song?</p> <p>What are the general style indicators of contemporary R&amp;B music?</p> <p>How are R&amp;B songs put together?</p>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Please write all written responses digitally (use any platform you want – such as Word, OneNote, Email etc.) so they can be emailed to me via the Daffodil class email account for feedback.</p>
<p>RE</p> <p>Thursday</p> <p>Suggested time: 1 hour</p>	<p>To answer the questions in a digital format.</p> <p><b>Challenge:</b> Read the story of Noah and the Ark (Genesis 6:5–9:17) (There are a few versions online – this is a good link: <a href="https://www.biblegateway.com/passage/?search=Genesis%206%3A9-9%3A17&amp;version=ICB">https://www.biblegateway.com/passage/?search=Genesis%206%3A9-9%3A17&amp;version=ICB</a>)</p>	<p>Watch this video – it is the story of Noah and the Ark!  <a href="https://www.youtube.com/watch?v=vjjhMWJ2wE">https://www.youtube.com/watch?v=vjjhMWJ2wE</a></p> <p>When God gives rules in the Noah story, he makes a covenant — a pact/agreement. God is not just giving humans rules to obey, but he also has a promise to keep.</p> <p>Answer the following questions in your workbook:</p> <p>What was God's covenant with Noah?</p> <p>What qualities did Noah have that made God choose him? What actions did Noah carry out?</p> <p>How do you think Noah felt at different points of the story?</p> <p>What was God's message to the people?</p> <p>How would you feel if you were Noah?</p>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Please write all written responses digitally (use any platform you want – such as Word, OneNote, Email etc.) so they can be emailed to me via the Daffodil class email account for feedback.</p>

<p>Latin</p> <p>Friday</p> <p>Suggested time: 45 minutes</p>	<p>Write the answer to the questions.</p> <p><b>Challenge:</b> Download the free app 'Duolingo' on one of your devices – start learning some Latin!</p>	<p>Watch: <a href="https://www.youtube.com/watch?v=YEaXhcns7Y">https://www.youtube.com/watch?v=YEaXhcns7Y</a></p> <p>Use the internet to research the following questions and write your answers in your workbook:</p> <ol style="list-style-type: none"> <li>1) After the Romans left Britain, who brought a form of the Latin language back here when they conquered England? In which year did this happen?</li> <li>2) What English word do we get from the Latin word 'bene' meaning 'well'? Can you think of more words that could have come from the Latin word 'bene'?</li> <li>3) What other languages' influence can be found in English?</li> </ol>	<p>Access to the internet – iPad/laptop /tablet.</p> <p>Please write all written responses digitally (use any platform you want – such as Word, OneNote, Email etc.) so they can be emailed to me via the Daffodil class email account for feedback.</p>
<p>Also, if you somehow run out of things to do... have a look on the St James' website for loads of remote learning websites and apps! <a href="https://stjamesceprimary.co.uk/curriculum/remote-learning/">https://stjamesceprimary.co.uk/curriculum/remote-learning/</a></p> <p><a href="mailto:stjameshaydock-daffodil@ldst.org.uk">Any questions at all – feel free to contact me via email: stjameshaydock-daffodil@ldst.org.uk</a></p> <p>Have a great week Daffodils! – Miss Graham</p>			