Topic home learning tasks:

* Monday:

Outcome: How to use Google Docs for work (ICT)

Task: Have your child open up Google Docs (using their school gmail accounts). Explain to them that Google Docs will be very similar to the work they have done using Microsoft word, so it shouldn’t be too different. Instead, the focus of today is how to use Google Docs to work collaboratively with other classmates, and how to use it as a working document for between them and their teacher.

Have them open up a blank Google Doc. Like the Jamboard, show them the “Share” button at the top right corner. Explain that when they share this document, it will allow others to view it and even comment or edit it, at the same time as they are.

Have them open up the example document created by me (<https://docs.google.com/document/d/1Tu_5DGczsEj7m3WDMlTB6pEtdljB9lqivcMT_SDoork/edit?usp=sharing>) to practice suggesting edits and leaving comments. Show them that when they select a word using their mouse, and right-click, they have to option to either leave a comment, suggest an edit, OR make an edit. Allow them to play around and have a practice. Encourage them to perhaps start a project of their choice with someone and co-write it (for example, a short story or one of the Home Learning tasks).

* Tuesday:

Outcome: To experiment with using paints (art)

Task: Go back to the fruit bowl ([https://www.regencyhampers.com/images/viewfinder/AYR-FS-292%20%20(2018)f.jpg](https://www.regencyhampers.com/images/viewfinder/AYR-FS-292%20%20%282018%29f.jpg)). Explain to your child that today they will really test their abilities with colours, as they will be limited to only ONE colour of choice. This task will work best with paint, but it should work with pencils just fine as well.

If using paint, show them how using more or less water with their paint will make the colour more or less intense. With pencils, show them that it is all about how hard they press. Allow them to experiment first by just making some marks on a piece of paper, seeing the different effects they can get with just one colour. Once they have done so, task them with painting the fruit bowl again, this time using only one colour, and maybe black for the outlines if they want. Remind them that they should differentiate the fruit mainly by the intensity of the colour.

* Wednesday:

Outcome: To investigate the use of electricity in a local area (Science)

Task: Plan a little trip with your child in a local area, where the aim is to look for uses of electricity.

Before going out, discuss the uses of electricity (e.g. use it to produce sound, light, movement, and heat). Discuss where electricity comes from and how it reaches our homes, shops and other locations. Take a look at the electric meter in the house, and explain how it is used to measure the electricity bill.

On your journey, have your child list all the things that might be related to electricity or the transportation of electricity. Where safe and possible, look at shops or similar and find examples of how those places are using electricity (e.g. Vending machine, ticket barrier, automatic doors etc). Help them record their observations, and perhaps take some digital photos for later.
When back at home, have your child go over what they observed and present what they have found, in whatever manner they choose. Things that they could focus on are: Were most of the appliances powered by batteries or the mains? How do you know? Is there a way to group the appliances? If so, which group was the most common? How are the appliances being used? To produce sound, light, movement, or heat?

* Thursday:

Outcome: To find information and paint a landscape of Norway (Geography/ICT/Art)

Task: Using Google Earth, have your child find a natural or man-made landmark of Norway. They should practice the skills learned in the art sessions at creating a landscape art of their chosen location. Once finished, they find some interesting information about your location of choice. Here is a link to help your child get started ([https://earth.google.com/web/search/Norway/@64.28749591,11.0315147,881.85221361a,4630292.63130784d,35y,-0.00000212h,12.19078332t,0r/data=ClYSLBIgNDU1MjIxZTg3ODFjMTFlOWJlM2FkNzY5Mzk1NTJiOTgiCG92ZXJ2aWV3IiYKJAnEJB67O6JNQBELMOhGclFNQBk--sGOghwbQCHcK1CsZtYRQDoDCgEw?authuser=0](https://earth.google.com/web/search/Norway/%4064.28749591%2C11.0315147%2C881.85221361a%2C4630292.63130784d%2C35y%2C-0.00000212h%2C12.19078332t%2C0r/data%3DClYSLBIgNDU1MjIxZTg3ODFjMTFlOWJlM2FkNzY5Mzk1NTJiOTgiCG92ZXJ2aWV3IiYKJAnEJB67O6JNQBELMOhGclFNQBk--sGOghwbQCHcK1CsZtYRQDoDCgEw?authuser=0))

* Friday:

Outcome: To look at Viking clothing/fashion (History/D.T)

Task: Ask your child to describe the clothes they consider to be fashionable today, including the fabric – is it natural or man-made, colour, style, boys/girls fashions.

Ask your child to describe any of the clothes they have seen in the film clips and photos, etc. that were typical of the Viking period. If possible, show the children a selection of fabric that would have been used for Viking clothes: leather, flax (linen), hessian, wool, fur, sheepskin (if using imitation fur use the opportunity to explain ethical reasons). If not possible, talk about the different materials, where what they are and where they might come from.

Ask them to describe these materials (if none are at hand, ask how they might feel, and focus on what they look like) – rough to touch, warm, natural, hard wearing.

Help them to understand that things were made using available raw materials i.e. wool spun from their own sheep’s coats.

If you have access to materials to do this task, explain that children are going to make an accessory in the style of Viking clothes. They may have noticed that Vikings carry a purse over their belts. They are going to make one in the style of one that was unearthed by archaeologists in Denmark. Show children the image of this on the instruction resource. Do not worry about the material being historically accurate, it is better to work with what is available, but if using a modern material, make sure your child is aware.

If you do not have access to materials for this:

Explain to your child that they are going to research what Vikings wore, and why. They could set this out however they feel is best. They could look at differences between boys and girls, or rich and poor, or the types of clothes during different seasons.

Here are some websites to help with their research:

<https://www.vikingsof.me/viking-textiles.html>

<http://www.topicpod.com/vikings/what_vikings_wear_all.html>