Topic home learning tasks:

* Monday:

Outcome: To learn to use Google Classroom and how to communicate in an online community (ICT)

Task: Have your child log in to their email. Next, if they have not accepted the invitation to join the google classroom yet, either find the email inviting them, or search “Google Classroom” and Hockney should come up for them.

Show to your child that at the top of the page there are sections. The ones we will focus on are the “Stream” and the “Classwork” sections.

The Stream section acts like a class forum. I have already posted the expectations of the virtual classroom environment there, but go through it with your child, making sure that they understand that posts here should ONLY relate to work, the tasks they have been doing (set by me or otherwise), or things relating to the subjects they have been looking at.

The Classwork section is where they can find all the tasks that are set. Help them explore navigating these. When clicking on a task, it will give the option to “Hand in” the work. When doing so, where possible, encourage them to attach something showing the work. The aim of this is to allow a more responsive form of communication between them and their teacher regarding their work. Have them complete one of the tasks and post about it, be it a question, or just how they found it.
Allow them to explore the use and features of the virtual classroom, but remind them that when posting, it should be work related.

* Tuesday:

Outcome: To learn where electricity comes from (Science)

Task: Show your child a range of electrical devices and discuss how they think that they work. Explain that they all need electricity to function. Ask them what they already know about electricity. Explain that when people refer to electricity, it usually means electric current which is the flow of electric charge. Ask them if they can think of any natural examples (Lightning, Static, bioelectricity such as electric eels, electrical signals from the brain to rest of the body).

They should hopefully know that there are two types of electrical currents that we use, from their research from the previous week, AC (alternating current) and DC (direct current).

Ask them where we might generate or get our electric energy? (Give examples such as coal, wind, solar, etc). Have them think which of these sources are renewable.

Explain that we use electricity from these sources to power everything. In some cases this electrical energy is stored in things like batteries for later use.

Have your child create a mock documentary about electricity, and explaining where people get it from and how it is stored or sent to houses for use.

* Wednesday:

Outcome: To continue experimenting with mixing colour

Task: Show your child a fruit bowl, real or picture ([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)). Ask them what colours they can see in the picture. Using whichever medium, they have access to, have them create a colour palette of the colours they see, but limit them to just 5 colours, black and white not included. Once they have done so, have your child recreate the image to the best of their ability. Remind them that the focus here is not realism, but colour accuracy! Encourage them to revisit the work and try again in the future, to see if they can improve.

* Thursday:

Outcome: To look at Viking farms and food

Task: Talk with your child about where food comes from (e.g. supermarkets, grocers, bakeries etc). Then discuss where the food is produced (farms, factories, your own garden). Ask your child what they think a Viking would do for food. Explain that, while there was hunting, almost every Viking had a farm of sorts, and grew their own food and raised their own animals. Ask you child why they think that farming was so important for Vikings (survival and trade).

Where possible, do a food taste test with your child with this list of Viking food:
Cumin seeds, plain boiled cabbage, soaked then cooked dried beans and peas, goats cheese, strawberries, blueberries, oat cakes, chicken and leek casserole, smoked fish and brown bread.

Have your child review the foods by writing a small comment about what they have tasted and giving it a rating (10/10 or 5 stars etc).

Next, show them the list of Viking food ingredients (see resource sheet). With that list and any of the things they have tasted, ask your child to come up with a Viking food menu. They can use the internet or recipe books to help them plan a meal using only those ingredients, or just make up their own idea using their imagination! Perhaps they might even want to try making their menu?

* Friday:

Outcome: To look at how Norwegian climate impacts the sports played

Task: Show your child the Trysil in the summer and winter (session resource). Explain that in Norway the seasons have a bigger impact on the climate that it does in the UK. Ask them to try and compare summer and winter in the UK and Norway by using those pictures. Discuss with your child what sports might be easier to do in Norway because of the climate and seasons.

Using their images, and some online research, have your child come up with an infographic or presentation of the kind of sports that are can be played in summer and winter in Norway and why. This could include discussing things like terrain available for the sport,, equipment needed for the sports, and maybe even thinking about tourism (people would travel to go to places they can ski after all).