Topic home learning tasks:

* Monday:

Outcome: To practice using Jamboard (ICT)

Task: Explain to your children, that as part of having a school Gmail account, they now have access to certain programs, one of which is Jamboard. Jamboard is a virtual whiteboard tool, that can be used collaboratively online, both in real time and not. Have your child open up Jamboard (<https://jamboard.google.com/>) and create a new “Jam”.

Show them the tools on the left hand side of the board. The first is a writing tool, and there are some different options and colours to choose from. The second is an eraser tool. The third is a simple selecting tool. The fourth is a stick note tool. The fifth allows you to insert an image. The last is a “laser pointer” allowing to draw lines that disappear after a short time, to draw attention to something.

At the top right there is the “Share” button. This allows you to send an email to someone to join thr “Jam” or to get a link to then post. The Jams can also be saved as PDF or images to be shared in that manner.
Remind your child about how they need to be careful when using the “Share” feature and what they use this tool for and how. Explain that this can be a very useful tool for them to work together or with their teacher, but it equally will be removed from use if they are not sensible.

* Tuesday:

Outcome: To experiment with colour pallets.

Task: Show your child a fruit bowl again, 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)). Discuss the work they have done last time, creating a colour pallet and identifying colour details in the image. Explain that they will practice the same task, but this time the colour pallet they will use will be different. Encourage them to replace the colours of the fruit bowl with completely different colours. For examples, change the reds from the apple into purples and the yellows from the banana into orange.

Again, the focus is not realism but colour accuracy, this time the task being somewhat more abstract.

* Wednesday:

Outcome: To learn about a European country via art

Show your child the PowerPoint presentation on Works of Art (session resource), which depicts a range of paintings of Norwegian landscapes. Tell them that you want them to look carefully at each picture and try to think about which one European country is shown in every picture. Explain that these paintings are all of Norway. Tell your child that the paintings are not recent, so they should keep that in mind.

Next give them the Key Questions (KQs) and things to look out for along the way, which they will then feedback to you/me.

The Key Questions (KQs):

1. Physical features - What is the natural landscape of this country like?

2. Human uses - What are the people doing in the pictures?

3. Climate - What is the climate like in this country? What clues did I notice?

4. Geographical similarities - What things in the pictures can I also see in my country?

5. Geographical differences - What things in the pictures are different to my country?

6. Time differences – How do you think those locations in the paintings might be different now? What about the people?

Have them write answers to these questions.

* Thursday:

Outcome: To look at the life of a Viking child.

Task: Ask your child to explain the structure in a typical household today, (parents goes to work, sometimes part-time or stays at home, children go to school). Ask if they think this would be the same in a typical Viking household. Have a discussion about how they think it might be the same or different from the knowledge they have gained already.

Ask what they think the role of each person would be in the typical Viking household. Explain that they are going to write a typical diary entry of a day in the life of a Viking child.

Explain that they need to include lots of information about what life is like in the new settlement and who is doing what.

Begin by having a look at the Viking jobs resource.

Talk about the role of men and women (for the purpose of the letter mother and father). Explain that we are going to go into role of a Viking child. Have them look at the Day in the life of a Viking child resource. This will go through what Viking children did, day to day and give them the instructions to write their diary.

* Friday:

Outcome: To identify appliances that run on electricity.

Task: Talk to your child about what an appliance is. Explain that appliances are things that carry out a job. So, a washing machine is an appliance that washes clothes, a toothbrush is an appliance that helps clean teeth, and a thermometer is an appliance that measures temperature. Ask them to think of what other things could be appliances.

Now ask them to create a Venn Diagram of appliances that need electricity and ones that do not to work. There are some that could go in the middle, such as an electric toothbrush that work with or without power.