Subject home learning tasks: 20/04/2020

Here are some foundation related tasks that you could do at home.

Task 1: ICT

Outcome: To develop a greater understanding of using word processing tools.

Task: Open up Microsoft Word (or a similar program. I will be using Microsoft Word as the example, simply due to how ubiquitous it is). Have them practice typing by typing up an extended piece of writing using Word. Examples of this could be:

* Shopping list
* Email/letter to someone
* A short story
* A set of instructions about something

Once they have typed up part of it (lets say about 3 or 4 sentences worth) show them some of the editing functions of word.

The font tools: Depending on your child’s ability, you might choose to teach it all in one go or one at a time.

* Show them that they can make their writing **bold,** *slanted,* and underlined by clicking on the B, I, or U respectively. Alternatively, teach them the commands for each, namely being ctrl+shift+b for bold, ctrl+shift+I for italics(slanted) and ctrl+shift+u for underlining work. Show them that they can edit their writing after it has been written by highlighting the text and then using the methods mentioned previously.
* Show the child how to change the font and size of the font, asking them why it might be important to have different fonts and sizes.
* Show them the auto-capitalisation tool, which is the (Aa) button. When highlighting text, using this function will alter the capitalisations. This is an extremely useful function, especially for those that forget to write using capital letters at the start of a sentence!

Task 2: Science

Outcome: To learn what plants need

Task: This was a task that we started in class, but sadly due to school closure we never got to carry it out properly. Plant a few quick germinating seeds (such as cress or mustard seeds) in some small individual containers, buy few small pots of cress, or use some existing plants of the same type that you don’t mind dying. Have your child come up with some criteria that they will investigate in the form of a question (for example: How does light affect the growth of the plant. (OR) How does water affect the growth of the plant.)
Your child should come up with the question, write up how they will investigate this, and carry out the experiment. For a week or so, they should check up on the plants and compare them, recording any observations that they have made in the process. At the end, they should write a conclusion as to what a plant needs to grow and what happens when they have that removed from them.

Task 3: History

Outcome: To discover when the Vikings began to invade Britain and how we know about the Vikings.

Task: Recap the meaning of invasion with your child. Ask them if they can think of a group in history that invaded Britain (hopefully they will talk about the Anglo-Saxons). Prompt them if necessary. Draw up a timeline between 1 AD/CE and 2020 AD/CE. If they ask what AD/BC mean, it is as follows: BC = “Before Christ” and AD = “Anno Domini” meaning the “year of our lord”. In lessons I have explain that some people use BCE and CE (meaning Before Common Era and Common Era, as some don’t want the dates and calendars to relate to religion, but that they mean the same thing). Add any important dates/years that you and your child can think of to this timeline.

Explain that the Vikings invaded in 793 AD/CE. Ask them to place that roughly where it should be on the timeline. As an extra task, ask them to work out how long ago the Viking invasions were (cheat-sheet: 1227 years ago!). Tell them that the Viking Age lasted until 1066 CE/AD, and ask your child to add this year to the timeline too.

Ask you child to write up anything that they already know about Vikings. This list might very well be rather short, and that’s fine. Once that is done, read some information on, or watch a video about, Vikings. Have them write up a little fact file about the Vikings from what they have learned. (You can start a little project of creating their own non-fiction book all about the Vikings!) Below are some useful links if you haven’t got anywhere to start:

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty> - A BBC Bitesize page with a video. Very child friendly.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-viking-invaders-and-settlers/zj9jxyc> - Another BBC video, however this one might be a little more difficult and may need some support in processing it.

<https://www.rmg.co.uk/discover/explore/vikings> – A bit dry but it has some useful information

<http://www.bbc.co.uk/history/ancient/vikings/evidence_01.shtml> – The language in this one is more aimed at older children and adults, so you may want to read it together and do any explanations that your child may not understand.

Task 4: DT/History:

Outcome: To research what a Viking longboat was, what made them such good ships, and to design and create their own functioning model.

Task: This might be a bit of a long-term project. Alongside learning about the Vikings, the child should learn about the famous Viking longboats. They should research their design, appearance and what made them good boats. There is a possible science lesson in water buoyancy and forces here as a part of this. After doing enough research and sketching up some designs (which should include materials planned to use as well as a simple set of instructions to build it), your child should go ahead and try making their own longboat. Encourage that they tackle this task independently as possible (dependent on how it is being made and with what). Once done and tested, the child can also go ahead and paint/decorate their design to make it look more like a longboat.

Task 5: Spanish

Outcome: To learn some instructions in Spanish and review what they already know.

Task: Children should practice greetings with someone. The children should hopefully remember these, however if they don’t and neither do you, here is the list:

¿Cómo te llamas?/(What’s your name)

Me llamo…/ ¿Y tú?(My name is…/and you?)

Hola(Hello)

Adiós(Goodbye)

Buenos días(Good morning/day)

Buenas tardes(Good afternoon/evening)

Buenas noches(Good night)

Hasta luego (See you later)

It might be useful for them to create a colourful poster or handy little phrases book to help them remember them. Once they have practiced and have made their chosen method of remembering the phrases, teach and practice with them these following commands:

Escuchad (listen)

Mirad (look)

Silencio (silence)

Atención (attention)

Sentaos (sit down)

Levantaos (stand up)

You could play a game of “Simon says” with your child, where you give the English command and they either repeat it in Spanish or follow the instruction. Then have them write up what they learned in their phrasebook/poster.