

Academy Closure – July 2021

Please remember to submit all completed learning to the Remote Learning account of the Academy, the email address is:

- Remote-Learning@twapa.co.uk

KS2 Computing

To be able to follow an algorithm to create images

For this lesson I would like you to watch the following video and complete the tasks below.

<https://classroom.thenational.academy/lessons/to-identify-2d-shapes-c9gkjd?activity=video&step=2&view=1>

What is an algorithm?

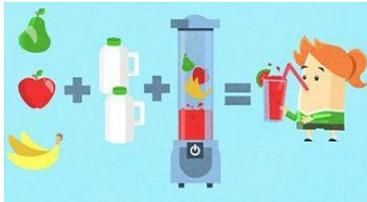
An algorithm is a sequence of instructions or a set of rules that are followed to complete a task. This task can be anything, so long as you can give clear instructions for it.

For example, to make yourself a drink you have to follow a sequence of steps in the right order. If you do something in the wrong order you might end up making a mess.

Clear instructions

When you write an algorithm, you need to include precise, step-by-step instructions.

Here are the instructions for making a smoothie:



- Add fruit to the blender.
- Add milk to the blender.
- Put the lid on the blender.
- Switch the blender on.

Imagine if we missed out one of the steps or reversed the order. We could end up switching on the blender with nothing in it. Or there could just be milk in the blender and no fruit.

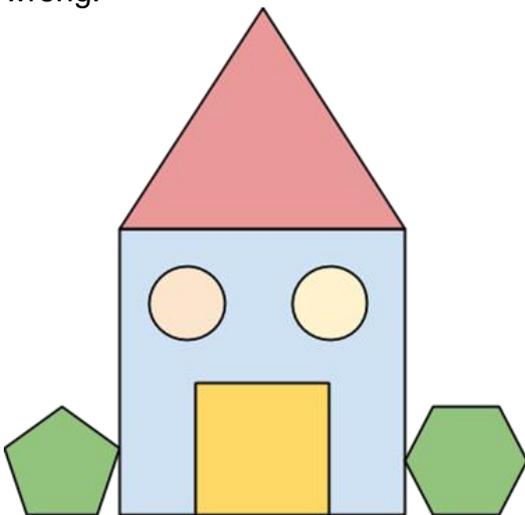
Algorithm

Shapes

1. Draw a blue square in the centre of your page.
2. Draw an orange triangle with one edge aligned with the top of the square.
3. Draw two blue triangles inside the square.
4. Draw a yellow square with sides half the length of the first square, inside the first square.
5. Draw a green regular hexagon to the left of the square. The bottom of this shape should be in line with the bottom of the square.
6. Draw a purple regular pentagon to the right of the square.

That wouldn't make a very tasty smoothie, would it? In fact, it wouldn't make a smoothie at all!

Does your picture look like this? If not, highlight the part of the algorithm that went wrong.



Useful links: <https://www.bbc.co.uk/bitesize/topics/zs7s4wx/articles/zqrq7ty>

Success criteria:

- Gold: to create a detailed algorithm.
- Silver: to follow and create a simple algorithm.
- Bronze: to follow simple algorithm steps.

KS2 Topic / Humanities**Title: Extreme Earth – Earthquakes**

LO: I can describe and understand key aspects of physical geography in the context of earthquakes.

Watch video for further information and pictures: [Earthquakes 101 | National Geographic - YouTube](#)

Discuss how you/other people would feel, what would be the first thing the children think to do? Where would they look for help?

Complete worksheets 1 and 2 (Measuring Earthquakes: The Mercalli Scale). On first sheet children are to draw an image of what they think would be happening/would have happened if the earthquake hit the strength in the description. On the second sheet, label the descriptions 1-12 from what they think is weakest to strongest.

KS2 PSHCE**Lesson 1****Title: My School**

LO: I can describe ways that I can help my school community.

Read through slides on Community Slides doc, prompting discussions about communities. What is a community, what different communities are the children in? (local community, school community, sports community, gaming community)

What helpful things can be done to help the communities we are in?

Sort the picture sorting cards into helpful and unhelpful situations for a school community.

Draw a picture on the 'How I can help' activity sheet, of one way you can help your school community and then add a description.

Lesson 2**Title: Tolerance and Respect**

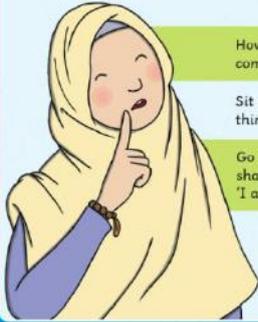
LO: I can understand why we should respect other people and what it looks like to be respectful.

Read through Wednesday 5th – PSHCE – Tolerance and Respect Slides doc discussing diversity (different religions, ethnicities or cultures) in our communities. You should highlight the fact of being respectful is something we should all try to be and if everyone respected the views and wishes of each other the world would be a much happier place.

Read through all the slides then complete the worksheet labelled Wednesday 5th – PSHCE – Showing respect poster, providing at least 5 ways we can show someone respect. (listening, considering their point of view, inviting them to play....)

Lesson 1 worksheets

Think About It



How are you going to help our school community to be a happy place?

Sit quietly in a circle for a short time and think about your answer to this question.

Go around the circle one at a time and share your ideas by finishing the sentence 'I am going to try to...'

How Can I Help?



Draw a picture to show one way that you could help to make a happy school community, and then write a sentence to describe your picture. Use the key words from the word bank to help you.



- Word Bank:
- community
 - help
 - respect
 - friend
 - share
 - listen
 - care
 - kind
 - belong

How Can I Help?



We can all help our school community to be a happy place by making the people who belong to it feel happy.

We can do this by doing big things and also by doing little, everyday things.

We can make sure we are helpful, kind and caring. We can listen to adults and children in school. We can make sure we treat all people in school and school property with respect. We can also share and keep things tidy.

Working together as a team is really important. It is also important to take care of each other by being good friends.

A Happy Community



We are going to work in groups, looking at some behaviours that might happen in school. We are going to decide if they are helpful, or not so helpful, to the school community.



Look carefully at each card. What is happening in the picture? Sort the cards into behaviours that are **helpful** and those that are **not helpful** to the school community.

Which behaviours do you think are helpful and which are not helpful? Can you explain your reasons to the class?



A Happy Community



What makes a happy community?
For a community to be happy, the people of the community have to work together.

If people in the community are friendly and kind to each other, the community will be a happy place.

Groups and communities often have rules that people who belong to them follow to keep happy, safe and healthy. What rules are there in the school to help it be a happy community?

If people in the community are not friendly and kind to each other, the community will not be a happy place.

Being mean, hurtful or unfriendly to others is not helpful to the school community. Can you think of any things that people might do that would be unhelpful to the school community?

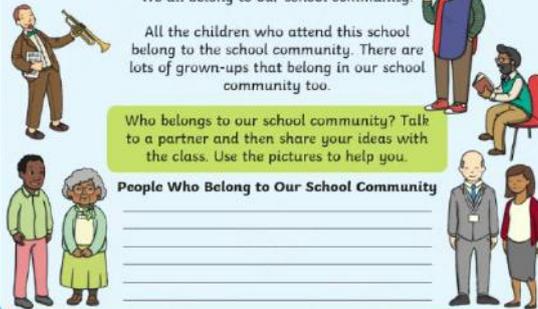
Our School



We all belong to our school community.

All the children who attend this school belong to the school community. There are lots of grown-ups that belong in our school community too.

Who belongs to our school community? Talk to a partner and then share your ideas with the class. Use the pictures to help you.



People Who Belong to Our School Community

Community



A community is a group of people who live or work together in the same place, or who like to do the same kind of things.

What groups or communities do you belong to?

Take some time to think about this. Now, sit in a circle and one at a time share with your classmates the groups or communities you belong to, by saying, 'I belong to...'



Groups and Communities We Belong To



The Importance of Diversity

Why do you think diversity is important?



Diversity is important because it means we can spend time with, and learn new things about the world from, lots of **different** people.

It also helps us learn how to get along with people who are different to us, which can make the world a better place for everyone.

Diversity is important because differences make our communities and country strong and beautiful.

Consolidating

Reflecting

Being Respectful and Tolerant

We live in a diverse country, we are all different. Being respectful and tolerant of others can help make us all feel happier.

Unfortunately, in our country and throughout the world, people are sometimes treated unfairly and without respect by others because of differences between them. This is called discrimination and is often based on prejudiced thoughts and feelings, ones which are not based on truth or reason.



How does this make you feel?

Being Respectful and Tolerant

It is important we live in a way which celebrates difference and makes sure we are treating all people fairly, with respect and kindness no matter who they are, where they are from, what they can or can't do or how they choose to live their life.



If we see or experience behaviours which are not doing this, it is important to tell a trusted adult and ask for help to help make it stop.

Diverse Britain

What do the data tables tell us about the diversity within Britain?

Look carefully at both Diversity Data Tables with your group. Using your coloured pens, write your answers to these questions on your piece of paper.

Which different religions can be found in Britain and other British Isles?

Which different ethnic groups can be found in Britain and other British Isles?

Could there be any more religions that aren't in the data table? Why? Can you think of any?

Could there be any more ethnic groups that aren't in the data table? Why? Can you think of any?

What did you find out? Share your findings with the class.

Celebrating Diversity

Diversity in the British Isles is something to be celebrated.

Write an acrostic poem to explain to others what diversity is and why it should be celebrated.

- What could you include in your poem?

Word Bank:
 different nationality ethnic
 society difference celebrate
 grow learn understanding
 religious respect tolerance
 exciting beautiful strong

Celebrating Diversity

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Being Respectful and Tolerant

This is unacceptable behaviour and is against British laws and rights. Discrimination and prejudice because of the differences between people can stop people being able to live a happy, safe, healthy and fulfilling life.

What could we do if we see discrimination and prejudice happening?



Diversity

Diverse means a wide variety.
Society means a community where people are living together.

So, in what ways can a society be diverse?

Share your thoughts with a partner. You can use the pictures to help you.



Now, share your ideas with the whole class.

Diverse Britain

Britain and other British Isles are **diverse societies** because there is a variety of people from different ethnic groups and religions.

People who live in Britain and other British Isles come from lots of different **ethnic, religious and cultural** backgrounds. We are fortunate to live in a diverse society.



Here are two data tables which show the range of identities of people living in Britain.

Diversity Data Sheet	
Religion	Percentage of the Population
Christian	71%
Islam	7%
Other religions	20%
Hindu	2%
Sikhism	0.7%
Judaism	0.2%
Other ethnic groups	1%

Ethnic Groups	
Black/Asian/Caribbean/Other British	13%
Asian/Other British	8%
White	84%
Mixed/Other British Ethnic Groups	1%
Other ethnic groups	1%

KS2 RE

Title: Islam – Special Places

LO: I can explain the key features in a Muslim's place of worship.

Read through slides, paying particular focus to the key features slide.

Activity: Children to complete 'Explanations' work sheet. They need to write a description of each of the key features mentioned. Use power point for further information when needed. Do not cut each description out.

<h3 style="text-align: center;">Key Features</h3> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>Domed Roof: Mosques often have a domed roof.</p>  </div> <div style="width: 50%;"> <p>Minaret (minaret): This is a tall tower. A man called a muezzin will come here to call Muslims to pray (this is not allowed in Britain, so instead Muslims are often called to prayer through radio stations).</p>  </div> <div style="width: 50%;"> <p>Patterns: In Islam, images of special people and animals are not allowed. Therefore, mosques are often decorated with patterns and words from the Qur'an.</p>  </div> <div style="width: 50%;"> <p>Prayer Mats: There is little furniture inside a mosque, as Muslims pray on the floor using a prayer mat.</p>  </div> <div style="width: 50%;"> <p>Shoes: Muslims take off their shoes before entering the mosque to pray. They do this to keep it clean for prayer.</p>  </div> <div style="width: 50%;"> <p>Fountain: Muslims use the fountain to wash before they pray, to symbolise spiritual cleansing and purity ready to pray before Allah.</p>  </div> <div style="width: 100%;"> <p>Qibla (qibla) Wall: The wall of the mosque which faces Mecca is called the Qibla wall. It has an empty arch to show the direction.</p>  </div> </div>	<h3 style="text-align: center;">Mosques</h3> 
<h3 style="text-align: center;">Worship</h3> <p style="text-align: center;">Look at these buildings.</p> <p style="text-align: center;">Do any of you know what they are and what might happen there?</p>  <p style="text-align: center;">The building used for worship by Muslims is called a mosque. The Arabic word for mosque is masjid (masjid).</p>	<h3 style="text-align: center;">When</h3>  <ul style="list-style-type: none"> Services in mosques are held every day. The most important service for Muslims is held on Friday at noon. Friday is the day that Muslims attend the mosque. Friday is an important day for prayer.

KS2 Creative Art

Title: Tornadoes Inspired by Salvador Dali

LO: I can draw a surreal image of a tornado inspired by Salvador Dali.

Using Google, research Salvador Dali's life and his art work. Looking at some of his art work, notice how he creates a surreal image. Discuss how things can reflect real life but cannot be true, like the faces he uses in his paintings.

The task for children to complete is, to use their recent knowledge of what a tornado looks like and the damage they can cause, to draw a surreal image of one. A simple idea of how to make a tornado surreal is to add a face to it.

Now think about how a tornado behaves, would it look best if the tornado is happy and smiling, or angry and destructive?

You could add other objects like cars and buildings being pulled into the tornado looking sad or scared.

Try to use shading on the tornado as best as possible.

Can research Salvador Dali for further art work and ideas.

What Is a Tornado?



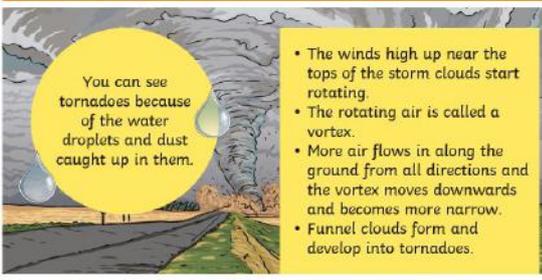
A tornado is a swirling funnel of air that can come down from some of the biggest clouds, called Cumulonimbus.



At the same time, there can be thunder and lightning.

How Do Tornadoes Form?

Tornadoes form when warm air rises up from near the ground into big cumulonimbus (thunderstorm) clouds.



You can see tornadoes because of the water droplets and dust caught up in them.

- The winds high up near the tops of the storm clouds start rotating.
- The rotating air is called a vortex.
- More air flows in along the ground from all directions and the vortex moves downwards and becomes more narrow.
- Funnel clouds form and develop into tornadoes.

KS2 PE

LO: I will develop my understanding of the different components of fitness.

Day 1

Go for a 40 minute walk

Make sure you are wearing appropriate trainers and you make someone aware of where you are going. Try and walk at a consistent, but fast walk. This will push your heart and lungs which will improve your **Cardiovascular fitness**.

How many tricep dips can you do in a row?

Can you beat Mr. Nicholas-29

Using a chair, table or step, place your hands out flat behind you and hold your body weight above your chair, table or step.

With only your arms working, lower your body towards the floor **flexing**



Plank for as long as possible

(Challenge someone else in your household for extra fun!)

Can you beat Mr. Dennis – 83 seconds



Plank position: On the floor on all fours, positioning your hands slightly wider than your shoulders then place forearms flat with hands and elbows on the floor. Extend your legs back so that you are balanced on your hands and toes and hold keeping your body straight.

Day 2

How many Squat Jumps can you do in 1 minute?



Can you beat Mr. Nicholas – 39 squat jumps

Stand up straight feet should width apart, lower body until knees are bent keeping your back as straight as possible, then push up from your legs as hard as possible into a jump

Complete as many Sit-ups as possible (Challenge someone else in your household for extra fun!)

Can you beat Mr. Nicholas – 32



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Lie on the ground with your shoulders in-line with your knees. Raise your legs up so that your knees are the highest part of your body and the soles of your feet are on the ground. With your hands on your head, see how many times you can sit up using your core muscles (**Abdominals**)

Shuttle runs (Workout with someone in your household for extra fun)



Pick a landmark on your road, whether it be 2 bins or 2 lamp-posts, and see how many runs there and back you can do before you stop!

Remember! Focus on your breathing – this will make it easier in the long run!

Day 3

Go for a 20-minute jog

Make sure you are wearing appropriate trainers and you make someone aware of where you are going. Try and run at a steady pace for 3 or more minutes, the walk for 2 minutes to

recover. Try and stretch out your running phases and shorten your walking phases as your run goes on.

Bicep Curls

(Workout with someone in your household for extra fun)



Grab two weight or fill two carrier bags with tins of food so that the weight is challenging. Starting with your arms at the sides curl one arm towards your chest and return to your side. Then repeat for the other arm. Aim to complete 10 repetitions for each arm, so 20 repetitions in total.

Repeat this exercise 3 times or as many times as you can for extra challenge.

Complete as many Press-ups as possible

(Challenge someone else in your household for extra fun!)

Can you beat Mr. Dennis – 46



Press-up position: On the floor on all fours, positioning your hands slightly wider than your shoulders. Extend your legs back so that you are balanced on your hands and toes. Lower body until elbows are bent then return to starting position.