Subject home learning tasks: 27/04/2020

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

Encourage them to practice and use commands that they have learned last time. Once they have typed up part of it (let’s say about 3 or 4 sentences worth) show them some new editing functions of word.

The paragraph and alignment tools:

* Show them how to create bullet points or use an automatic numbering system. Ask them how each type might be used in different situations and perhaps give them some examples.
* Show them the alignment buttons, beneath the bullet point options. Again, ask how these might be helpful (e.g. correctly align the text to write the address on a letter, of the write the title of a chapter in the middle of a page etc)
* Show them the indentation buttons (and perhaps teach the command shortcuts that go with this; ctrl+M = increase indent. Ctrl+shift+M = decrease indent)

Task 2: Science

Outcome: To learn about what and that we need it to see.

Task: Ask your child about how they think that we see things. Guide their thinking towards what happens at night and why can’t we see as well then. Explain that people see when light enters the eyes, either from a source or a reflection. Explain the difference between source and reflection and ask them to think of some examples (e.g. Source: Sun, lightbulb, fire. Reflection: anything else that they can see). Correct any misconceptions, such as the Moon being a source of light. Next ask them what is darkness? Explain that darkness isn’t really a thing like light, but rather the absence of visible light. Once they have a comfortable understanding of this, task them with creating a little shadow puppet scene. Allow them to play with the shadow puppets they have made, and ask them what they notice about how they can manipulate the shadow and its size.

Task 3: History

Outcome: To research where Vikings came from and where they settled in Britain.

Task: Task your child to research where the Vikings came from. They should draw a rough map of Europe, or find one online that they then edit. Using research, they should try and draw on:

* Where did Vikings come from
* Where in Britain did they settle?

They may also additionally look to add:

* Where else have Vikings visited in the world/Europe?

Here are some websites that might help your child’s research:

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zy9j2hv>

<https://www.bbc.co.uk/teach/class-clips-video/vikings-invaders-settlers/zj9jxyc>

<https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zw3qmp3>

<https://www.khanacademy.org/humanities/world-history/medieval-times/environment-and-trade/a/environment-and-trade-viking-age>

<https://www.rmg.co.uk/discover/teacher-resources/viking-routes>

Task 4: Art/History

Outcome: To explore using colour and draw themselves as a Viking.

Task: Look up what a Viking might look like. Talk about the colours that they see. Using a mirror if possible, have your child draw themselves (best to start with just their head and face where possible, but if they want to try full body, allow them). Encourage that they take their time to get as much detail and accuracy as they can. Have them then add “Viking-like” details (helmet, perhaps a beard and/or braided hair, etc) and using the medium of choice, carefully colour their drawing. If possible, repeat this task, using different mediums (pencils, watercolours, acrylic etc. Whatever is on hand) and ask them how mixing and matching and using these colours were different.

Task 5: Music

Outcome: To listen and compose their own sea shanty

Task: Explain to your child that sea shanties were songs that sailors used to sing during the age of sail (when boats were wooden). To keep a boat running properly, the sailors had to work together perfectly in beat and rhythm. They had jobs like:

* Loading/unloading the ship quickly with supplies
* Pulling up/lowering the sails
* Lowering/raising the anchor
* Keep themselves from getting bored and depressed.

Show them an example of a sea shanty: <https://nurseryrhymescollections.com/lyrics/what-shall-we-do-with-the-grumpy_pirate.html>

After listening, hopefully your child started clapping their hands, beating their feet or something similar by their own right, but if not, while the song is playing, start doing so yourself to the beat. This will help them get a feel for it.

Once they have listened to it and picked up the beat themselves, give them the worksheet to create their own version of the sea shanty. Once finished, they should hopefully be able to perform it well, without the music in the background as they will have gotten a good feeling for the beat.