

Hello Orange Class!

Welcome back to the second part of the Summer term, this half term our learning is based around the history of 'The Tudors'. We are hoping you all had a wonderful, restful half term and are excited to engage in the next series of 'home learning packs'. I was hoping we would be back together by now but, unfortunately not to be at this time. Please remember that you can send us updates and examples of the work via our class email which is: orange@beaupre.cambs.sch.uk

Due to teaching myself, I have been unable to record any tutorials to support your learning, I will endeavour to create some more videos however please be patient as time is limited. I have continued to set our class Times Table Rockstars challenges. Well done to the **boys** for winning our class times table tournament. Guided Reading sessions are to continue via Purple Mash. Really hope you enjoy the next home learning pack. Remember, just complete what you can.

Take care and stay safe,

Mrs Riley, Ms Armiger and Mrs Fey

Work of the Week: Well done for the week before half term to **Harry** for his phenomenal piece on coastal landscapes. Certainly left me feeling a desperate, longing to get to the beach, fantastic!

Using the information on the previous page (and possibly some research), complete the table below. You need to match the description and the image to the location and then explain why each place is important, try to develop your explanations further than you did for the first task.

Location Number	Name and description of the location	Importance
1	Scotland a well known coastal landform	Tourism Historic beautiful scenery wildlife habitat
2	Northen I island An impressive geological feature	beautiful scenery educational value for its natural history - declared a world heritage site Tourism wildlife habitat
3	Liverpool one of the busiest trading ports in the UK	trading industry
4	Blackpool in the North-west England one of the earliest seaside resorts	tourism Marine wildlife habitat places to live
5	Norfolk Happisburgh on the north coast	People live there of special interest educational for geological reasons geological Tourism
6	Dover The white cliffs	beautiful scenery wildlife habitat historic
7	Dorset beautiful coastal landscape	historic beautiful scenery Tourism wildlife habitat
8	Poole A small fishing village	Tourism Settlement on nearby islands food Transport fishing

Remember to include

- all relevant key terms
- detailed explanation of the processes
- a real life example

A

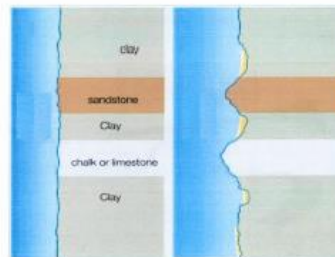
Rock Type

- 1) clay - soft
- 2) sandstone - hard
- 3) Chalk or limestone - hard

B

Rock Type

Harder rocks such as chalks and limestone can form steep cliffs, whereas clay and softer rocks form large bays.



C

Rock is brittle

A discordant coastline (where rocks are at an angle to the edge of the coastline) will erode at different rates. The image to the right shows how the soft rock has been eroded quicker than the hard rock forming a bay.

D

The shape of the coastline

Headlands of a coastline are eroded by the full force of destructive waves, bays are more sheltered from the wave energy because of wave refraction, so erosion is slower. Wave refraction is where the waves are slowed down as the water gets shallower which causes the waves less energy.

Examples - S wange Bay, white cliffs of Dover, Happisburgh.

Session	Literacy	Maths
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1	<p>To explore Henry VIII</p> <p>We are going to be undertaking a week of learning about The Tudors. Research the Tudor Monarch Henry VIII asking yourself...</p> <p>KQ: What kind of man was Henry VIII? What makes you think this? How do you feel about his treatment of women? How would women have been treated during these times? What do you think Tudor England would have been like in comparison to today? How do you feel about his attitude towards Catholicism? Make explicit Ann Boleyn was Catherine of Aragon's lady in waiting and was the reason for the creation of the CofE Church. Discuss reformation and Social Class system within Europe at the time.</p>	<p>https://www.twinkl.co.uk/resource/t2-m-2341-year-4-translation-of-shapes-differentiated-activity-sheets</p> <p>Complete the following worksheets Red- 1 star Blue and Green- 2 stars Yellow and Orange- 3 stars</p>
2	<p>To write a character description</p> <p>Character description – Henry VIII. Focus on looks and personality. KQ: What do you notice about the King's body language? Facial expression vs that of his wife? Which adjectives could you use to describe? Can we use thesaurus to up-level word choice? Can you justify why he presents himself this way? Describe his clothing? How he might have moved, spoken, looked at his subordinates? Use commas in compound and complex sentences (including for parenthesis) as well as expanded noun phrases in your description.</p>	<p>https://www.twinkl.co.uk/resource/t2-m-1647-translation-of-shapes-activity-sheets</p> <p>Complete the following worksheets Red- 1 star Blue and Green- 2 stars Yellow and Orange- 3 stars</p>
3	<p>To use semi colons in my description.</p> <p>https://www.youtube.com/watch?v=sRpn2AqBAvw</p> <p>Setting description – The Tower of London. Use a virtual tour. Gather and apply adjectives to describe tower from the perspective of its unfortunate victims, using a semi colon to replace FANBOYS in order to link 2 short sentences together. And semi colon looks like this ;</p> <p>FOR AND NOR BUT OR YET SO</p>	<p>Complete the following worksheets Red- 1 star Blue and Green- 2 stars Yellow and Orange- 3 stars</p> <p>https://www.twinkl.co.uk/resource/t2-m-2351-drawing-reflected-shapes-differentiated-activity-sheets</p>
4	<p>Research the king's second wife Anne Boleyn. Originally, she was employed to be the lady in waiting of King Henry's first wife Queen Catherine of Aragon- a Spanish queen who followed the Catholic faith and provided his first child, a daughter Mary. How did Anne come to be his wife? What influence did she hold over him? How long were they married? Did they have children? How, when and where did she meet her demise?</p>	<p>https://www.twinkl.co.uk/resource/t2-m-4677-drawing-reflected-shapes-in-four-quadrants-activity-sheets</p> <p>Complete the following worksheets Red- 1 star Blue and Green- 2 stars Yellow and Orange- 3 stars</p>

5	<p>To describe feelings associated with being beheaded. How would Anne Boleyn feel about being executed? What would the stocks look like? Describe how she felt, what can she hear and see, taste, touch, smell. Hearing muffled, eyes blurring as she takes her final stare at her executioner. Gut wrenching, unconscious state. Make explicit sounds, smell and atmospheric oppression. Remember she asked to be beheaded with a sword to make her death swift and represented her royal stance.</p> <p>https://www.youtube.com/watch?v=tKxB4byE1S8</p>	<p>Complete the following worksheets Red- 1 star Blue and Green- 2 stars Yellow and Orange- 3 stars https://www.twinkl.co.uk/resource/t2-m-4640-four-quadrant-2d-shape-translations-differentiated-activity-sheets</p>
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Additional suggested learning:

History

Our History learning this half term is based around ‘The Tudors’. This week we will be focusing on the chronology of the Tudor period. In which year did the Tudor reign begin? Who was the first Tudor monarch? Which events lead to the introduction of the Tudors?

LO: To study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

Task- Create a chronological time line of the Tudor reign, suggesting significant events.

Music

This half term we are learning about the ‘Tudors’ exploring the introduction by Henry VIII of the Church of England. Therefore to apply cross-curricular links to our RE learning, we will be learning about Christianity and the representations of Jesus.

LO: To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Activity- Listen to a hymn, write down the message of the hymn and what it says about Jesus.

Science:

To investigate and classify the life cycle of a mammal

Children to create a mindmap of what they think a life cycle means or any associated language for any species of animal such as baby, toddler, young child, pre-teen, adolescent, adult. What species of animals are there? Amphibian, reptile etc- can you define each species using vocabulary such as cold vs warm blooded? Research the life cycle of a mammal this includes humans, make comparisons between a human and your chosen mammal.

Guided Reading:

Our comprehensions this half term are based around ‘The Tudors’. Curriculum objectives include:

- To answer questions relating to a text
- To locate relevant information
- To apply inference when explaining my answers

- Daily reading

Please complete the referenced comprehension. Remember no need for printing just complete answers within home learning books. Read through powerpoint answering the questions posed on the slides- applying your new information complete the 'introduction to the Tudors' activity sheet. You may wish to read through the battle of Bosworth cards and create a timeline explaining each phase. Refer to the keeping the crown activity sequence each event in the order it happened.

<https://www.twinkl.co.uk/resource/t3-h-210-the-tudors-lesson-1-introduction-lesson-pack>

I have also added additional reading material taken from our previous reading of 'A horde of Ravens' featured on Purple Mash

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_ChapterS_equencing_Ch1/A_Horde_of_Ravens_Sequencing_ch1.pdf

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_SPaG_Ch1/A_Horde_of_Ravens_SPaG_ch1.pdf

Spelling:

Well done this week to **Oscar** who found **114** Words from our spelling list, keep up the good work!

We will continue to learn the 5 spellings below from the Year5/6 spelling list below. However in addition to this I would like you to use these words to try and create as many other words as you can... for example

Temperature- mature, pure, temper etc

The child who finds the highest number of alternative words will get a mention in next weeks home learning pack, so please email me your answers. I myself will be taking part also, I wonder who can beat the teacher?

1. Mischievous

2. Muscle

3. Necessary

4. Neighbour

5. Nuisance

PE:

<https://www.youtube.com/channel/UC5-3tkqR92QINQyCrVocb1Q>

Premier Sport- Dance <https://www.youtube.com/watch?v=7uQytrYXTko>

YST – Home PE <https://www.youthsporttrust.org/pe-home-learning>

PE Skill School – Challenges <https://www.youtube.com/watch?v=fHllf5Zd7hk>

Joe Wicks – Workouts <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

<https://www.premier-education.com/physical-resources/>

Art:

Here are some things for you to design and/or make related to our history learning of The Tudors.

This half term we will be exploring portraits- the Tudors used portraits to display wealth and would wear their finest clothes and jewellery.

Follow the link below:

<https://www.youtube.com/watch?v=uXlO6ocidiY>

1. Try sketching a portrait of a significant figure from the Tudor reign- why this figure? which hierarchy of society do they represent? What do you notice about this portrait? Write 5 facts about your chosen Tudor.
2. Collate some photographs of yourself such as school photos as these may reflect similar postures to that of the Tudor portraits or alternatively you could select someone in your house to sketch. Create a portrait using sketching to portray yourself or someone else applying Tudor clothing.
3. Research Tudor toys what were they made from? Sketch some Tudor toys- do we still use some of these toys today? How do they compare with modern toys? Create a list of similarities and differences.
4. Based on Tudor concepts and using your sketching skills design a Tudor inspired toy for the Rainbow class children. Explain your ideas and why you have chosen this toy? Why might children like it? What does it do?
5. Create your toy using recyclable goods found around the house and decorate as you wish, think about materials learnt in science that may strengthen your toy if it needs to be robust.
6. Evaluate your toy- what went well? What didn't work? What would you change? Were the materials appropriate to the item?