

Yellow Class – Home learning – W/C 1st June 2020

Dear Yellow Class

I hope that you are all continuing to be well and are coping during this difficult time. For those of you who are not in school, I enclose this week's home-learning. The tasks and the resources that are being used are the same tasks and resources that children in school will be completing, for continuity of education. The lessons in school are not being delivered by myself. The children who are in school are expected to spend 1 hour completing a daily English lesson (with cross-curricular links to RE, History and Geography), 40 minutes for Maths each day and 40 minutes for non-core lessons (for example, Guided Reading or Science) for four days of the week. The school is not open on a Friday afternoon. The children who are in school will be spending 20 minutes each day on well-being sessions. The expectation for home learning is the same time allocations.

Please continue to let us know how you are getting on with your home learning. Should you have any queries, please do not hesitate to e-mail yellow@beaupre.cambs.sch.uk. Queries will continue to be responded to regularly but this might be by another member of staff, due to a change in responsibilities associated with the school's re-opening.

Keep up the good work!

Kindest regards

Mrs Summers

Maths

In Maths, for the final half-term in this academic year, we will be covering subjects that I feel you could benefit from focusing on further, before moving on. The first topic area that we will be covering in-depth is Ratio and Proportion (which will also incorporate some revision of Fractions, Decimals and Percentages).

Here is an overview of what we will be covering in the forthcoming week/s which the sequence of the following Maths lessons adheres to:

<https://www.twinkl.co.uk/resource/y6-ratio-and-proportion-planit-maths-steps-to-progression-overview-tp2-m-2567219>

This overview links directly to the White Rose Hub planning which we follow as a school:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Year-6-2018-19-Spring-Term-Block-6-FINAL.pdf>

The above will be useful in supporting learning of each of the following lessons and it will give you further explanations and additional tasks to have a go at. **Please use this in conjunction with the following lessons to embed understanding.**

As with previous home learning, you will need a Twinkl account. Please see the following link which shows you how to set up a free Twinkl Account, if you haven't already done so.

<https://www.bing.com/videos/search?q=how+do+you+get+a+free+parent+twinkl+account&docid=608040259246555671&mid=CF6367759070A5FFDA62CF6367759070A5FFDA62&view=detail&FORM=VIRE>

English

Our topic for this half-term is Islam and the Middle East and we will be exploring Early Islamic Civilisations. Your English learning is based on providing writing opportunities around this topic. Please see daily lessons.

Additional tasks

Should you wish further tasks to complete in English, please visit www.pobble365.com and complete the questions and tasks for the picture of the day.

Reading Comprehension

We will continue to use Purple Mash's Serial Mash for our Reading Comprehension learning.

If you haven't already done so, please visit www.purplemash.com and find Beaupre School. You will need your log in details including passwords which were stapled to the plastic wallet on your original home learning packs. If you do not know your log in details, please e-mail yellow@beaupre.cambs.sch.uk so we can let you know what they are.

Before half-term, you were reading Suffrajitsus from the Sapphires's text and were asked to read up to Chapter 4. Each week, you will be expected to complete two lessons and in each lesson you will be expected to complete two chapters (this is what Year 6 children who are attending school will have set for them).

Lesson 1 (Tuesday) – Read chapters 4 and 5 and complete the questions and activities based on the text.

Lesson 2 (Thursday) – Read chapters 6 and 7 and complete the questions and activities based on the text.

Well-being

Children who are in school will be completing 20 minute daily lessons during the afternoon for PSHE to help with their well-being at this difficult time.

<https://www.zumos.co.uk/Wellbeing.aspx>

Science

<https://yppte.org.uk/lesson-plans/living-things-and-their-habitats-year-6-classification>

Please download the scheme of work with accompanying powerpoint for this half-term's scheme of work. I would like for you to complete the tasks for each lesson on a weekly basis.

PE

In school, the children will be undertaking a socially-distanced PE lesson every other week. This will be based on Joe Wicks' videos. Please see example, as follows:

<https://www.youtube.com/watch?v=Y2AkYD10d7Q>

Every other week, and during inclement weather, the children who are in school will be having their Art lesson.

Art

This half-term, we will be linking Art to the Middle East. Please look at the following link.

<https://news.artnet.com/market/most-famous-middle-eastern-painting-to-be-sold-at-christies-225735>

For your learning in Art, you will be expected to carefully reproduce the artwork The Camel of Burdens as a sketch. At least three 40 minute sessions should be dedicated to this task. Remember to consider sketching and shading. Please look at the following powerpoint to remind you how to incorporate shades of light and dark and sketching techniques into your artwork.

<https://www.twinkl.co.uk/resource/t3-ad-2-formal-elements-tone-lesson-pack>

For an additional art task, why not have a go at Islamic geometric patterns. Please see the following powerpoints for guidance.

<https://www.twinkl.co.uk/resource/t2-re-549-islamic-art-patterns-powerpoint>

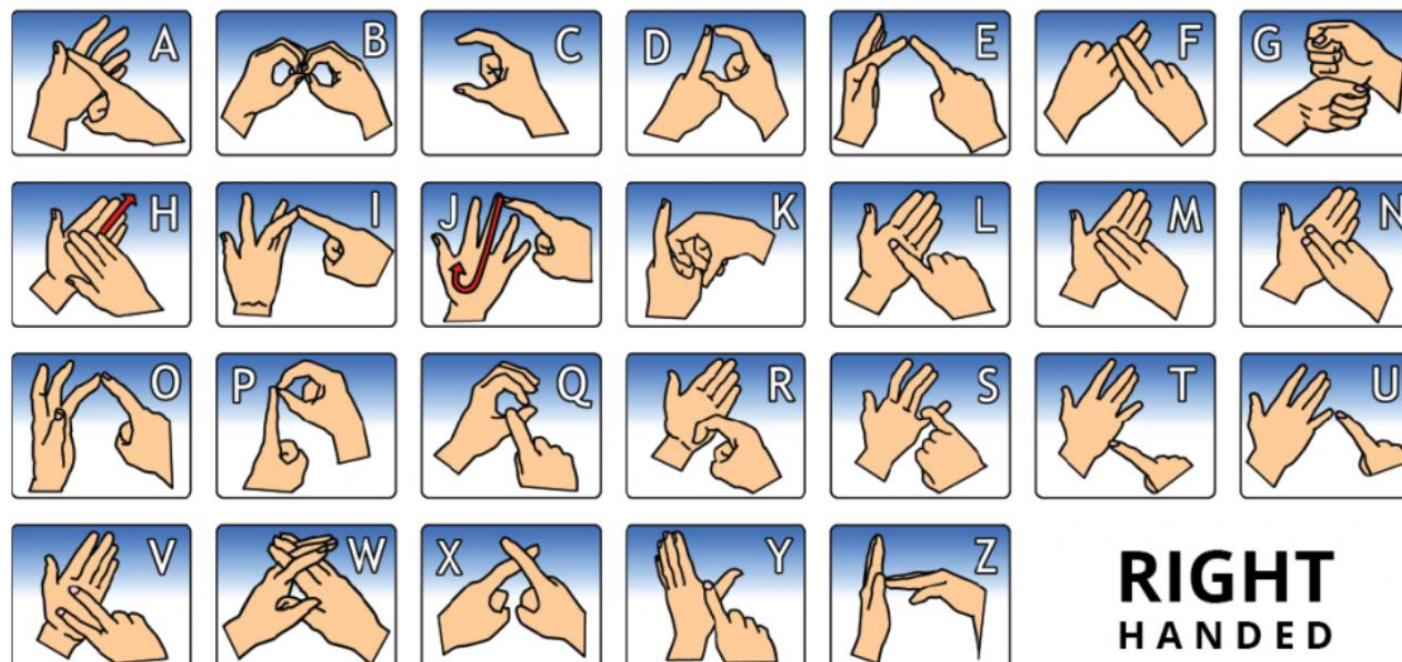
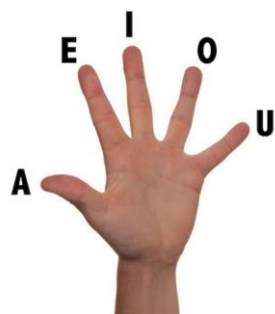
<https://www.twinkl.co.uk/resource/t2-h-4329-early-islamic-civilisation-geometric-patterns-lesson-teaching-pack>

<https://www.twinkl.co.uk/resource/t2-re-578-how-to-draw-an-islamic-geometric-repeating-pattern-instructional-powerpoint>

Additional fun learning opportunity

As you will no doubt be aware from my weekly letters to you in the newsletter, I am learning sign language. As a fun extra activity for your home learning, I would like to introduce you to the British sign language alphabet. If you teach this to a member of your family, you will be able to spell words and messages to them in code! If you want further guidance and finger spelling challenges, as well as lots of additional signs, you might want to join up for the British Sign Language Course; there is currently a minimum charge of £3 (although the cost is usually a minimum charge of £25). Please visit <https://www.british-sign.co.uk> if interested.

BRITISH SIGN LANGUAGE - FINGERSPELLING



**RIGHT
HANDED**

	Maths	English
1	<p>Lesson 1</p> <p>https://www.twinkl.co.uk/resource/tp2-m-2388-planit-y6-ratio-and-proportion-lesson-pack-solving-ratio-problems-1</p> <p>From this link, you will find a folder full of learning resources to complete this lesson. Please work through the powerpoint slide show. Afterwards, please complete the worksheet. You can either print this out to record on it, or record your answers in your workbook with the date, title of the task and the question numbers.</p> <p>The tasks are differentiated 3 ways. Yellow Group – to complete the sheet with one star, Red and Green Groups to complete the sheet with two stars and Blue Group to complete the sheet with three stars. Start with the sheet recommended for you but if you fancy a challenge try a more difficult sheet afterwards. The answers are at the foot of this document, to allow you to self-mark your work and assess your accuracy as you are going along. There is a challenge task too for you to complete. This information is applicable to all Maths lessons this week and the order of teaching follows the Twinkl framework at the start of this document.</p>	<p>Today is the first lesson of our 3-week unit learning about the Early Islamic Civilisation.</p> <p>As a starter, create a mindmap of what you know so far about the start of the Islam faith.</p> <p>Our learning over the next 3 weeks is going to be following the format that you would normally be led by when building up to writing a final piece in school. This week's lessons are going to focus on preparing you to write about the Early Islamic Civilisation so will be based on enhancing your knowledge.</p> <p>Have a look at the timeline in Appendix A based on the Islamic Civilisation. Our learning over the course of this week will be based on key events from this timeline.</p> <p>See Appendix B for background information.</p> <p>See Appendix C in conjunction with the following short YouTube clip which illustrates where in the World we are thinking about.</p> <p>I have also included some background information to you that I have read to you.</p> <p>https://youtu.be/kltaxVIMjCA</p> <p>I would like for you to watch a powerpoint based on the history leading up to evolution of the Islamic Empires.</p> <p>https://www.twinkl.co.uk/resource/ks2-all-about-the-silk-road-powerpoint-t-h-285</p> <p>Using all of the learning resources that you have been provided with, your task for today's lesson is to create a mindmap about all that you have learnt about the build up to the Islamic Empire being established. Please include as many facts as possible, as you will need to keep and refer to this later on in our 3-week unit.</p> <p>Should you wish to find out more about the trades that were prevalent in Baghdad once it became powerful, please refer to:</p> <p>https://www.twinkl.co.uk/resource/tp2-h-174-planit-history-uks2-early-islamic-civilisation-lesson-6-trade-and-power-lesson-pack</p>
2	<p>Lesson 2</p> <p>https://www.twinkl.co.uk/resource/tp2-m-2390-planit-y6-ratio-and-proportion-lesson-pack-solving-ratio-problems-3</p>	<p>In today's lesson, you are going to be learning about Baghdad and how it was established as the capital of the Islamic Empires.</p> <p>Look at the following powerpoint about the importance of Baghdad.</p> <p>https://www.twinkl.co.uk/resource/tp2-h-169-planit-history-uks2-early-islamic-civilisation-lesson-1-the-importance-of-baghdad-lesson-pack</p>

		<p>You might want to also have a look at Appendix D for a better idea of how Baghdad was built.</p> <p>You might want to make notes about what you have learnt about Baghdad as you go along, to aid completion of your task.</p> <p>Your task for today's lesson, is to write an announcement to the world as Caliph Al-Mansur – the creator of Baghdad. I want you to describe Baghdad; I want you to explain why it has been created the way in which it has and I want you to tell me all the positive points about Baghdad and include comparisons to Europe.</p> <p>Enjoy watching the following video 'Great Designs Islam' to help enhance your understanding.</p> <p>https://www.bbc.co.uk/programmes/articles/5bKrHbyjjqrRqC1JGYIB3kI/history-of-early-civilisations-islam</p>
3	<p>Lesson 3</p> <p>https://www.twinkl.co.uk/resource/tp2-m-2402-planit-y6-ratio-and-proportion-lesson-pack</p>	<p>In today's lesson, we are going to be thinking about The House of Wisdom in Baghdad.</p> <p>Please see the following clip to support your understanding.</p> <p>https://www.bing.com/videos/search?q=the+house+of+wisdom+for+kids&docid=608025377254932642&mid=4681359220866E0C3F414681359220866E0C3F41&view=detail&FORM=VIRE</p> <p>Please share the following powerpoint to enhance your knowledge - up to slide 10.</p> <p>https://www.twinkl.co.uk/resource/tp2-h-170-planit-history-uks2-early-islamic-civilisation-lesson-2-the-house-of-wisdom-lesson-pack</p> <p>Please see Appendix E for further information.</p> <p>Your task in today's lesson, is to design a prospectus (you can use the template from the powerpoint should you wish to) to encourage more scholars to study at the House of Wisdom! Really focus on the positives and consider why it was so special during this time.</p> <p>To end this lesson, I would like for you to look at the impact on discovery and learning that The House of Wisdom had. To end this lesson, I would like for you to look at the following powerpoint and create a mindmap of your ideas.</p> <p>https://www.twinkl.co.uk/resource/tp2-h-171-planit-history-uks2-early-islamic-civilisation-lesson-3-discovery-and-learning-lesson-pack</p> <p>There is also a fun parody 'Lions' Lairs Islam' that you might want to watch about inventions in Early Islamic society.</p> <p>https://www.bbc.co.uk/programmes/articles/5bKrHbyjjqrRqC1JGYIB3kI/history-of-early-civilisations-islam</p>
4	<p>Lesson 4</p> <p>https://www.twinkl.co.uk/resource/tp2-m-2403-planit-y6-ratio-and-proportion-lesson-pack-solving-fraction-problems-2</p>	<p>In today's lesson we are going to be looking at the four caliphs and their importance in Baghdad. Please work through the following powerpoint to enhance your knowledge.</p> <p>https://www.twinkl.co.uk/resource/tp2-h-172-planit-history-uks2-early-islamic-civilisation-lesson-4-the-first-four-caliphs-lesson-pack</p> <p>Your first task in today's lesson, is to explain what the role of a caliph is. Secondly, I would like for you to produce a timeline including the four caliphs. Your timeline should not only include the caliphs' names, dates in post, but key facts about each caliph. Please see Appendix G which is a factfile to help you to ensure that you have included all essential information.</p>
5	<p>Lesson 5</p> <p>https://www.twinkl.co.uk/resource/tp2-m-2404-planit-y6-ratio-and-proportion-lesson-pack-solving-fraction-problems-3</p>	<p>In today's lesson we are going to be looking at the fall of Baghdad which was a terribly brutal siege where the streets are said to have run ankle deep in blood!</p> <p>Please see Appendix H for information and for an image of the tapestry depicting the siege.</p> <p>Watch the following video about the rise and fall of Baghdad.</p> <p>https://www.bing.com/videos/search?q=the+fall+of+baghdad+ks2&docid=608023530394881650&mid=67815D0B347C4AAFCBC67815D0B347C4AAFCBC&view=detail&FORM=VIRE</p> <p>Please see my Youtube video for further information about the fall of Baghdad.</p>

		https://youtu.be/JvtDwzN3VCo Your task in today's lesson, is to record all that you have learnt about the fall of Baghdad in the form of a mindmap. Extension task – Can you create your own tapestry that tells the story of the Mongol invasion?
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Appendix A

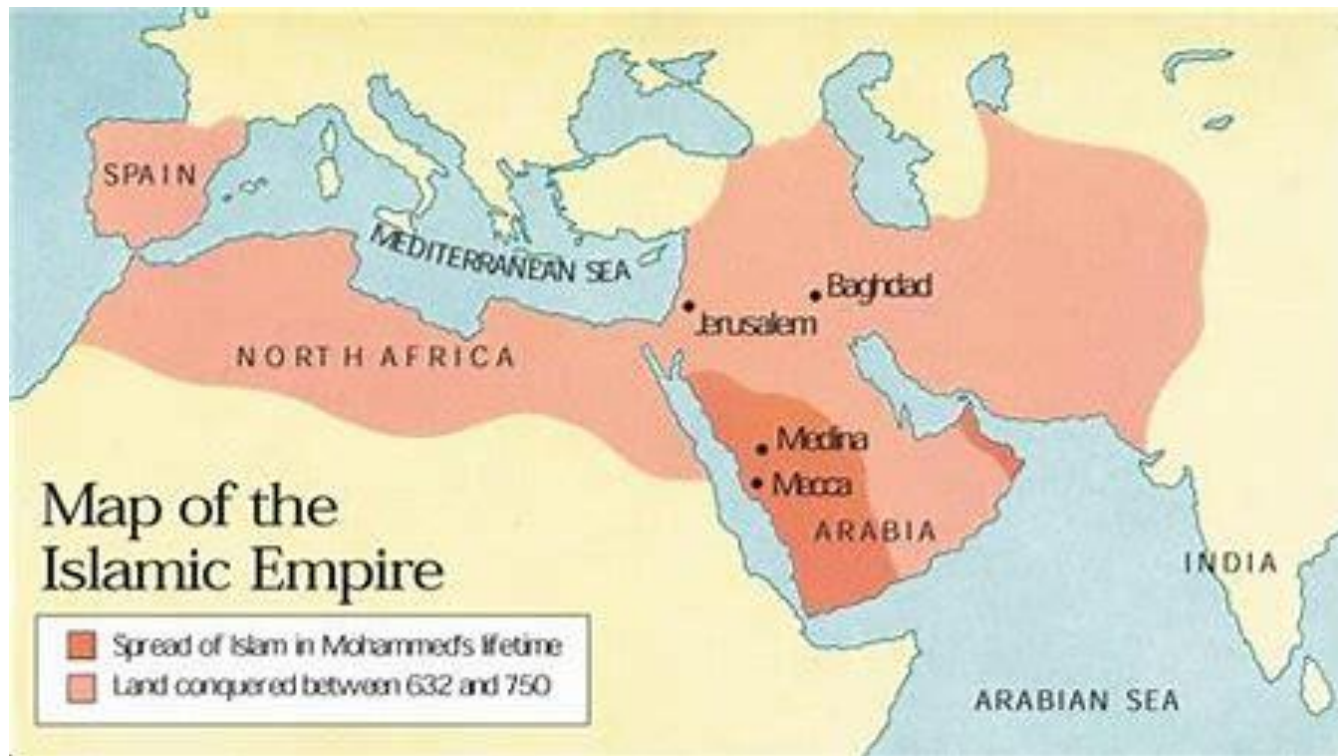
Should you wish to download the above, please visit:

<https://www.twinkl.co.uk/resource/t2-h-5167-early-islamic-civilisation-timeline-display-poster>

Appendix B

In the continent of Asia, there are two important rivers named the Tigris and the Euphrates. In the past, like the Nile, these rivers would flood, giving the gift of rich soil. The good soil and the water supply meant that the people who lived beside or between the rivers could farm, grow plenty of food and build their homes. This warm and pleasant region was called Mesopotamia, meaning the place between two rivers. The region is known as the 'cradle of civilisation' because many early societies developed here. The system of writing that developed in Mesopotamia was one of the first, if not the first, the world had ever seen and is one of the very first examples of written laws. Some of the laws may seem shocking to us today, but they were considered just and fair at the time.

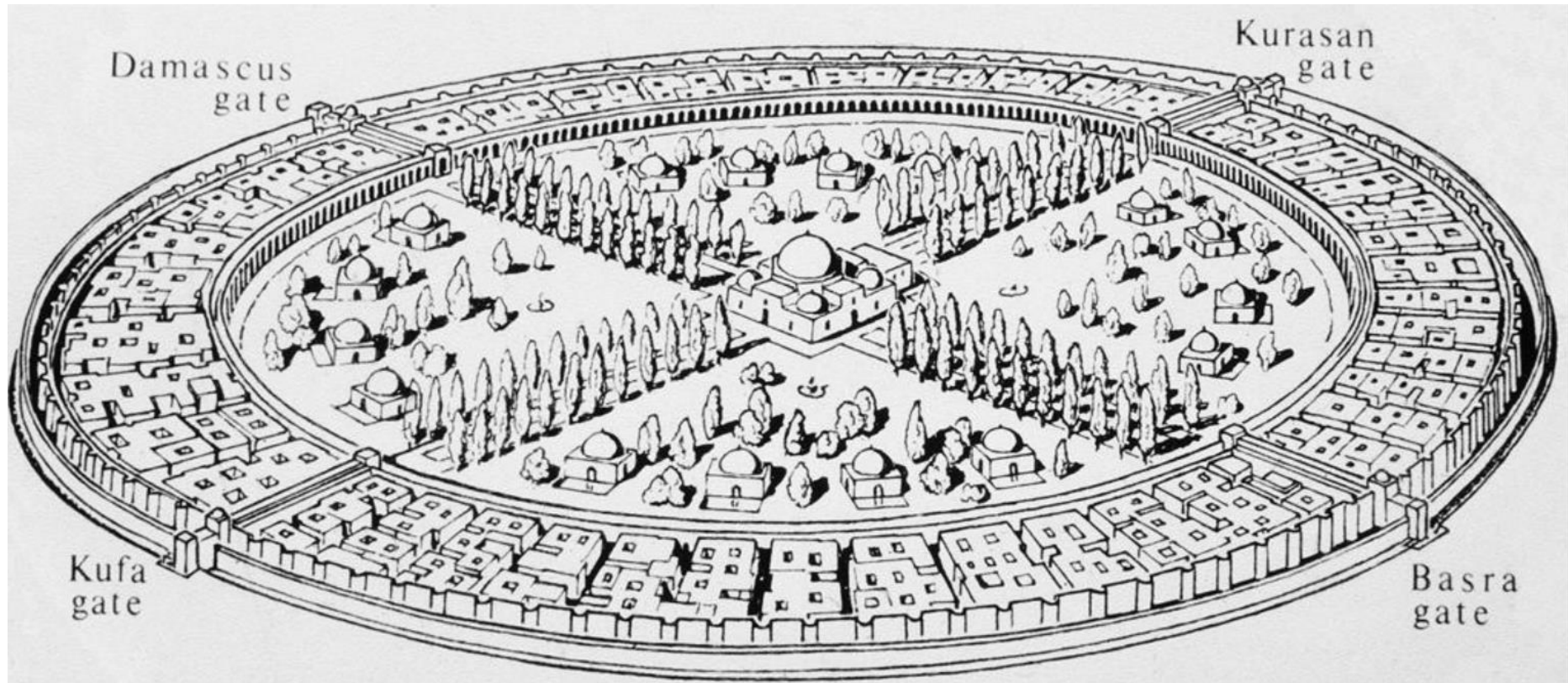
Appendix C



Appendix D

Many years after civilisation began in Mesopotamia, a city was built. The construction of Baghdad began in 762 AD when Caliph Al-Mansur laid the first brick. The caliphs (pronounced kah-leaf) were the chief civil and religious leaders who were regarded as the successors of Muhammad. Caliph Al-Mansur selected the location for building a city as it was close to the Tigris River and was a crossing point for many trade routes. The proximity to the Tigris River also created fertile land around the city which was required for farming. Baghdad was designed to be a circular city with four gates connecting to routes from the north, south, east and west. The trading routes across land and sea created a flow of knowledge, wealth and craftsmanship from China, India and Armenia. Baghdad was known as the City of Peace and many important scholars came from around the world to think, study and talk.

Appendix E



Appendix F

Baghdad became a hugely significant city by AD 900. People came from all over the world to study maths, science, medicine, philosophy and law. Baghdad's location near to a river made paper production easier and lowered the cost of producing books. A Chinese method of making paper from flax and hemp also arrived in the region around this time adding to the availability of paper for book making. Libraries and book shops sprung up all over the city. Translation of important texts was a vitally important activity and many people worked on translating texts from Greek, Aramaic, Persian and Sanskrit into Arabic. Acting as a library, translation centre and school, the House of Wisdom brought together scholars from many countries. Language, ideas and cultures were shared which led to Baghdad's development as a truly cosmopolitan city. Not only did people bring together knowledge, but they also built on this knowledge and made scientific and mathematical discoveries of their own. In AD 900, Baghdad had the largest collection of books in the world.

Appendix G

Four Caliphs: Facts to Remember

May Allah be please with them all

Khalifah	Father	Mother	Age when he died	Years of his ruling	Known for
Abu Bakr As- Siddiq	Uthman Abu Quhafa	Salma (Umm-ul-Khair)	63 Natural cause	2 years and 3 months	<ul style="list-style-type: none">• First to accept Islam• His Faith equal the faith of the Ummah• First Collection of Quran
Umar Al-Farooq	Khattab	Hantamah	63 Stabbed while praying	10 years and 6 months	<ul style="list-style-type: none">• His Justice• Shaitan runs away from him• Quran agreed with him
Uthman Dhun Nurayn	Affan	Arwa	82 Killed while fasting and reading Quran	12 years	<ul style="list-style-type: none">• Second Collection of Quran• Modesty• Generous
Ali Abu Turab	Abu Talib	Fatima	63 Assassinated while going to Fajr	4 years and 4 months	<ul style="list-style-type: none">• First child to accept Islam• Knowledge• Never prostrate to idols

The Mongol Invasion of Baghdad in 1258



The Mongols (originally from Mongolia) were a tribe of nomads who rode on horseback across central and northern Asia. One army of Mongols, led by Hulagu Khan, were set a target of conquering Syria, Persia and Egypt. To do this they needed to destroy the Abbasid Caliphate who ruled Baghdad. Over several hundred years before this point, Baghdad had been in decline. Other centres of learning had sprung up around the world and the city was no longer the cultural centre that it was before. In 1258 the Mongols entered Baghdad and complete destruction ensued. Baghdad's Mosque, hospitals, libraries and palace were completely destroyed. Thousands of books are said to have been thrown into the Tigris River, making the river run black with ink. Over 200,000 people were killed during this time. Entire regions were depopulated and were left uninhabitable as means of irrigation and growing crops were ruined. The Caliphate was destroyed and Baghdad's golden age had come to a violent end.