

Hello Orange Class!

Hope you are all keeping safe and well. Myself, Ms Armiger and Mrs Fey are missing you all very much and have thoroughly enjoyed seeing all your fantastic work, which we have sent to the office for upload to the school website. Please remember that you can send us updates and examples of the work via our class email which is: [orange@beaupre.cambs.sch.uk](mailto:orange@beaupre.cambs.sch.uk)

Hopefully you have all responded to my Times Table Rockstars challenges, if you have not yet responded to your personal challenge as well as the class tournament, please do get involved! Well done to those who participated in our class tournament this week. Congratulations to Year 5 **Boys** for winning our class battle. I will aim to set challenges weekly so please do interact with this software as well as Guided Reading sessions via Purple Mash. Really hope you enjoy the next home learning pack. Remember, do not be overwhelmed by what I have set, just complete what you can.

Ms Armiger has recently decided to return to her maiden name so now goes by her previous surname of 'Heath' so if you receive any emails or correspondence from Miss Heath, rest assured it is from the former Ms Armiger. Remembering her new surname will be tricky and I am getting it wrong all the time.

Take care and stay safe,

Mrs Riley, Miss Heath and Mrs Fey

### **Work of the Week:**

Well done to **Bronte** for her fantastic narrative based on the ideas of author Paul Gable as featured in 'The girl who loved wild horses'. I love how Bronte adapted the authors ideas as well as incorporated her own experiences to bring the story to life as well as the ending as it left the reader wondering. Brilliant work Bronte, I can't wait to read more from you!

### **Horse Race**

It was a breezy Wednesday morning; the sun was just breaking through the clouds, the magical colours of the sunrise beamed through the puffy, white pillows. As I was enjoying the peace and tranquillity of the golden sunrise, I calmly brushed through Maggie's elegant mane.

At that moment my mind took itself off and I found myself wondering about what it would be like to be a horse - running magically across the fields, galloping through dew dropped grass, with hooves bounding on and off the ground, mane flowing back in the wind.

All of a sudden, a tingling sensation flooded my body, leaving me looking down at my trembling hands and feet, which were beginning to be adorned with hooves rather than fingers and toes.

Then I felt the same sensation in my hair, slowly changing to a golden, flowing mane. I could no longer feel my face but I was certain my nose was turning into a snout. I thought I knew what was happening. I did...

Once the process was over I quickly discovered that I did know what was happening and I was a horse. I found myself being led to the starting gates of a horse race. The jockey on my back was light and comforting in voice as I pound with all my might galloping across the field and over jumps, poles. I did know what I was doing as I spent nearly my whole life based around horses.

I was near the back but I pushed on and was getting closer and closer to the front. I had done it. I was in the lead but then out of the corner of my eye I saw another horse and jockey catching up. My heart started to pound. I was nearly at the finish line and someone was catching up. Determinedly, I quickened my pace not stopping until I had won the race. I kept on and got far in front, a couple more strides and I would have won.

I did. I won the race. My heart was bounding, hooves aching and legs dying. Next to me was a horse trophy to prove I won the race. #

Next morning at sunrise, I was still a horse but it didn't last long. The Same sensation run through my whole body again bit by bit and soon after the process I was back to my normal self, stroking my loved horses.

Will it ever happen again? - the voice inside my head whispered.



Session	Literacy	Maths
1	LO: To plan a Tudor narrative Now you have conducted your research regarding the events that lead to the beheading of King Henry's second wife Anne Boleyn, applying varying punctuation and emotive language. Plan your Tudor narrative based on historical events from the perspective of Anne. Ask yourself which modal verbs, fronted adverbials, clauses, emotive language and expanded noun phrases you will use to describe each character. How will you organise your writing?	LO: To calculate the volume of cuboids <a href="https://www.twinkl.co.uk/resource/t2-m-4316-year-6-volume-of-cuboids-activity-sheets-english">https://www.twinkl.co.uk/resource/t2-m-4316-year-6-volume-of-cuboids-activity-sheets-english</a>  <a href="https://www.twinkl.co.uk/resource/us2-m-289-volume-of-shapes-activity-powerpoint">https://www.twinkl.co.uk/resource/us2-m-289-volume-of-shapes-activity-powerpoint</a>

	<ol style="list-style-type: none"> <li>1. Reminiscing about their first meeting when Anne was Queen Catherine's lady in waiting</li> <li>2. When she married King Henry</li> <li>3. Life at court</li> <li>4. Her arrest and accusations against her</li> <li>5. Being taken to 'The Tower'</li> <li>6. Her execution.</li> </ol>	
2	<p>LO: To write a Tudor narrative</p> <p>Using your plan from your previous days learning, you are now going to apply the skills taught as well as the points of consideration above to draft your Tudor narrative based on historical events. Describe what they are wearing, the Kings facial expression, stance, body language.</p>	<p>LO: To calculate the volume of shapes</p> <p><a href="https://www.twinkl.co.uk/resource/us2-m-288-volume-of-shapes-activity-sheet">https://www.twinkl.co.uk/resource/us2-m-288-volume-of-shapes-activity-sheet</a></p>
3	<p>LO: To edit a narrative</p> <p>Now you have completed your draft refer back to your initial piece, armed with a thesaurus and dictionary and have a go at editing for spelling, a depth and breadth of vocabulary as well as the year 5/6 skills and objectives.</p>	<p>LO: To calculate the volume of irregular shapes</p> <p><a href="https://www.twinkl.co.uk/resource/us2-m-313-volume-of-irregular-shapes-activity-sheet">https://www.twinkl.co.uk/resource/us2-m-313-volume-of-irregular-shapes-activity-sheet</a></p>
4	<p>LO: To write a Tudor poem</p> <p>Using themes and ideas taken from your understanding of narrative, write a poem inspired by the beheading of Anne Boleyn. Could you apply personification to give the sword human features as it swopped for her head? Could you include onomatopoeia to describe the 'thud' of her head bouncing along the wooden platform.</p>	<p>LO: To solve volume problems</p> <p><a href="https://www.twinkl.co.uk/resource/us2-m-307-volume-word-problems-activity-sheet">https://www.twinkl.co.uk/resource/us2-m-307-volume-word-problems-activity-sheet</a></p>
5	<p>LO: To write a newspaper article</p> <p>Imagine you are a reporter, once again applying the skills taught attempt to write a newspaper article to report on the death of the queen. Remember to present your writing in columns, orientation such as who, what, where, when, why as well as quotes, pictures and captions. Use the main body of text to further expand your orientation.</p>	<p>LO: To solve volume problems</p> <p><a href="https://www.twinkl.co.uk/resource/us2-m-294-volume-riddle-activity-sheet">https://www.twinkl.co.uk/resource/us2-m-294-volume-riddle-activity-sheet</a></p>

### **Additional suggested learning:**

#### **History**

Our History learning this half term is based around 'The Tudors'. This is a 2 week project so take your time. It is up to you how you chosen to present your ideas- you can create a poster, powerpoint, drama, short film, whatever you prefer.

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

Why is King Henry VIII one of the most famous British monarchs ever to have lived? Mind map- what do we already know about the king?

Main activity: Research King Henry. Aim to find out information on:

- the king's character
- his family (wives, parents, children)
- main achievements/failures
- what he looked like
- his hobbies

By the end of session, you should have produced either a family tree, a time line of his life or a character profile for the king.

### **Music**

Explain to the children that in the lesson they will be listening to two different songs from the movie sister act.

What are both songs about? What emotion do they make you think about? Why? Write down what the song says about Jesus.

What does it make Jesus out to be?

For the words is Jesus a good or bad person?

What evidence can you use? What is different between this piece and the hymn we looked at last week? What instruments and sounds can you hear in the pieces?

### **Science:**

LO: To look at the life cycle of a an amphibian

Explain that in the lesson we will be looking at the lifer cycle of an amphibian.

How thinks they can think of the characteristics of an amphibian? Who thinks they can name an animal that they think is an amphibian?

<https://www.youtube.com/watch?v=YCpfz10B4M-> watch this YouTube video and take notes while the video is being played so you have as much information as possible to have on your leaflet.

What have you learnt form the video? What stages are there in their life cycle?

What are some similarities and differences between this life cycle and the life cycle we looked at last week?

Activity- produce a leaflet about the life cycle of a frog- for it to include pictures of the life cycle and written explanation of the life cycle, as well as the characteristics of what makes an animal an amphibian

### **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

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\\_OpenEnded\\_Ch1/A\\_Horde\\_of\\_Ravens\\_OpenEndedQ\\_ch1.pdf](https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_OpenEnded_Ch1/A_Horde_of_Ravens_OpenEndedQ_ch1.pdf)

[https://static.purplemash.com/mashcontent/applications/serialmash/a\\_horde\\_of\\_ravens\\_ChapterSequencing\\_Ch2/A\\_Horde\\_of\\_Ravens\\_Sequencing\\_ch2.pdf](https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_ChapterSequencing_Ch2/A_Horde_of_Ravens_Sequencing_ch2.pdf)

### **Spelling:**

Well done this week to **Oscar** who found **108** 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. develop
2. accommodate
3. communicate
4. category
5. according

### **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=uXIO6ocidiY>

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?