

Home learning pack week commencing 15th June 2020

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

From my understanding the previous free Twinkl resources will cease as of 14th June, therefore as some of the Maths resources are still being accessed via Twinkl, I have been asked to share the new Twinkl link with all parents. This link still contains all free resources as of the 14th June, however, I have also attached files as a PDF in case there are any problems.

<https://www.twinkl.co.uk/home-learning-hub>

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 **Max** as well as those who participated in our class tournament this week. Congratulations to Year 5 **Girls** 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.

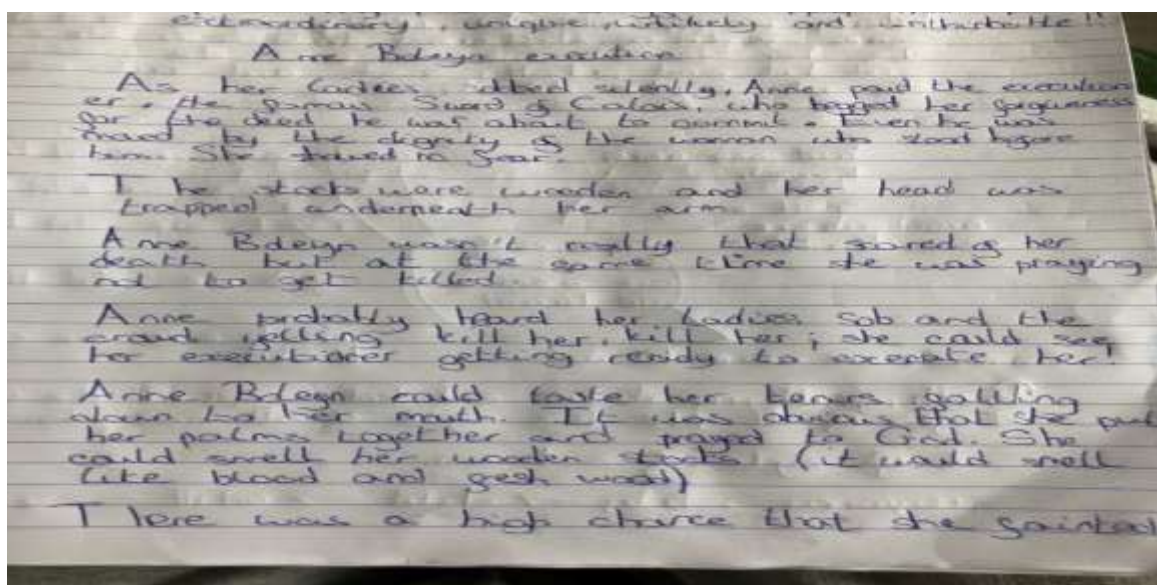
Hopefully Boris will be making an announcement soon about returning to school, so you never know I may be seeing you all again soon, fingers crossed.

Take care and stay safe,




Mrs Riley, Miss Heath and Mrs Fey

Work of the Week:




Well done to **Oscar** for his phenomenal description of the execution of Anne Boleyn, I was completely gripped whilst reading, I especially enjoyed the use of relative clauses applicable to the Year 5 syllabus. Keep up the good work Oscar!



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Session	Literacy	Maths
1	<p>LO: To be able to understand and identify the features found in a play script</p> <p>Read through attached playscript- what do you notice? Highlight each feature and create a definition including an example from the text for each.</p>	<p>LO: To measure the capacity of a container https://www.twinkl.co.uk/resource/t2-m-41343-year-5-estimate-capacity-activity-sheet</p> <p>https://www.twinkl.co.uk/resource/volume-of-cuboids-practical-activity-t2-m-4753</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  Maths 2.pdf </div> <div style="text-align: center;">  Maths 3.pdf </div> </div>
2	<p>LO: To be to read through a play script and notice the differences between a play script and a narrative</p> <p>Activity 1- Make comparisons between a play script and a narrative story. Create a chart. What is different? What is similar? What is the same?</p> <p>Activity 2- select a scene from the playscript and act it out noting expression, intonation and empathy of character using the given adverbials. If you would like include your household members, record and upload to class email, we would love to see your acting skills. Can you memorise your lines?</p>	<p>LO: To measure the weight of objects, See attachment</p>
3	<p>LO: To be able to read through and perform a part of a play</p> <p>Activity 1- select your favourite scene from the playscript and act it out noting expression, intonation and empathy of character using the given adverbials. If you would like include your household members, record and upload to class email, we would love to see your acting skills. Can you memorise your lines?</p>	<p>LO: To measure distance See attachment</p>
4	<p>LO: To be able to inject suspense in a piece of writing.</p> <p>Refer to our Tudor play script.</p> <p>Today you will be writing this as a narrative story What features are going to be seen in a narrative story?</p> <p>How are you going to make your writing descriptive?</p> <p>How are you going to keep the reader engaged?</p> <p>How are you going to describe the characters and the setting that the characters are in?</p> <p>What sentence starters are you going to use?</p>	<p>LO: To convert between units of measurement https://www.twinkl.co.uk/resource/t2-m-41341-year-5-convert-metric-measures-activity-sheets</p> <div style="text-align: center;">  Maths 1.pdf </div>

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	<p>What sentence structure will you use?</p> <p>How are you going to make sure that you are editing and improving your work looking for changes to improve and spot errors in your work?</p>	
5	<p>LO: To be able to write the next scene in a play script given</p> <p>Activity 1- You are now the author, either rewrite one of the scenes of the play in your own words or continue the play with a new additional scene using the features you discovered in the first session.</p> <p>What is going to happen to the characters? What stage directions are you going to include? How are the actors going to speak their lines? How will you lay out your writing?</p>	<p>LO: To read the time on an analogue clock</p> <p>https://www.twinkl.co.uk/resource/au-t2-m-4137-year-5-tell-and-write-the-time-differentiated-activity-sheets</p> <p> Lower Ability - Super Eco.pdf</p> <p> Higher Ability - Super Eco.pdf</p> <p> Middle Ability - Super Eco.pdf</p>

English: Playscript

Henry VIII

Cast

King Henry

Esquires

Cardinal Wolsey

Lady-in-Waiting

Anne Boleyn

Catherine of Aragon

Kathryn Parr

Jane Seymour

Mary Tudor

Anne of Cleves

Katherine Howard

Elizabeth I

Edward VI

Date holder

King's barber

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Soldiers

Prayer person

(Play Tudor music as children file in. Backdrop picture of Henry on screen)

Scene 1

(Enter Henry, Wolsey, Barber)

(King Henry sits centre stage on his throne, Cardinal Wolsey to his right)

The King's Barber: Good morning and welcome to 4F's assembly. The year is 1520 and this is your king, Henry VIII. (take a deep bow towards Henry.) We are in Hampton Court. (Show slide) His majesty is staying here by invitation from Cardinal Wolsey. It is indeed a fine palace suited to a king. I am the king's barber (cupping a hand by mouth as if whispering to the audience) He tells me everything you know! (Winks). Well, I thought you'd like to know a little bit about life at court.

(Exit Barber) (enter esquires)

Scene 2 (Show slide)

(Henry is in his bedchamber being dressed by his esquires. Barber shaves the king. They fuss over him, polishing shoes, brushing him down etc)

Henry: Hurry up, I have to be in Calais by tomorrow afternoon. We are leaving the palace in few hours. I wish there was a tunnel that could take us under the waterway between England and France, it would make life a lot easier!

Barber: Where, might I ask, are we going sire?

Henry: Wolsey has organised a magnificent tournament, the like has never been seen before. (Wolsey looks pleased with himself) There will be feasting and jousting for 5 days. Tents made of gold. In fact they call it The Field of the Cloth of Gold. (Show slide). There I will meet Francis I of France. I shall impress him so he realises that I am the most powerful king. These expensive wars must end and he must give in to my greatness.

(All exit stage)

Scene 3

Date holder 1522

(Enter ladies in waiting, Catherine of Aragon and Mary)

(Catherine of Aragon in her dressing room (show slide) Lady in waiting approaches.)

Lady-in-Waiting: (curtsey) Your majesty, I have news for you. There is a new lady-in-waiting appointed to your entourage, her name is Anne Boleyn.

(Enter Anne Boleyn)

Anne Boleyn: (deep curtsey) Your majesty. I am honoured to be your lady-in-waiting.

Catherine of Aragon: My pleasure dear girl. I am sure you will serve me well. See to my daughter Mary. (Anne takes Princess Mary by the hand.)

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(All exit stage,) (Show slide)

Barber: (In a confidential manner- speaking slowly- you like it when people listen to you!) Greetings, it is me again.! Well, I have to tell you that the king is tiring of Queen Catherine. Shame really, she is a nice lady. Hey, guess what? He's fallen for Anne Boleyn. He told me this morning he wants a divorce! His top man, Cardinal Wolsey can't get him one so he got rid of him. The king took away his job and his house. The king now owns Hampton Court. His favourite palace. And.....(confidentially) now don't tell anyone, he is thinking of making himself head of the church!

(Exit stage)

Scene 4

Date holder 1536

(Show slide)

(Enter a sad looking Anne Boleyn and Elizabeth. They are talking quietly to themselves)

(Henry walks in, soldiers behind him. Anne turns to look at him and falls on her knees with Elizabeth just behind her.)

Anne Boleyn: (pleading) Please sire, do not execute me, I have done nothing wrong. We have only been married 3 years. I have given you a beautiful daughter, Elizabeth. (Hugging Elizabeth)

Henry: (Angrily) Quiet woman! You tricked me into marriage and still you cannot give me a son. I was a fool. You have betrayed me with your trickery and treasonous actions. (Turns to soldiers) Take her away to the Tower of London! (Show slide)

(Exit stage) (Enter Barber)

Scene 5

Barber: Well, it is at this point that I lost my job! Yes, it was bad luck. I drew blood from his majesty's face, only a pin drop, but, well, you know what he was like. I was lucky to keep my head.look, who do we have here?

(Enter Jane Seymour& Edward) (Show slide)

Date holder 1537

Jane Seymour: Greetings, my name is Jane Seymour. I loved his majesty very much. We had a child, together, Edward. Sadly I died within 2 weeks of giving birth to him. (Looks lovingly at Edward)

Edward: Well I was a sickly boy, even though father insisted telling everyone what a great king I would make. I never made 15 years of age.

(Jane & Edward exit stage) (Enter Anne of Cleves and Barber) (Show slide)

Scene 6

Barber: This is Anne of Cleves. She is from Germany.

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Anne of Cleves; Guten morgen meine name ist Anne von Cleves. Ich kann kein Englisch sprechen. Der König dachte, dass ich wie ein Pferd aus sah. Es war eine Frechheit. Ich dachte, er sah aus wie ein Elefant!

Barber: The king said he would marry her because she looked nice in a painting, then when she arrived in England; he said she looked like a horse! Actually, I think she is rather lovely, well, she told him that he looked like an elephant. That bit they have scrubbed out of the history books. He felt sorry for her and gave her Hever Castle (used to be Anne Boleyn's home). Actually they became good friends later in life. At least she kept her head.

(Exit stage)

Scene 7

Date holder 1542 (show slide)

Enter Katherine Howard, giggling with 2 ladies in waiting

Katherine: Hello, I have to be quick; the King is looking for me. I am Katherine Howard, cousin to Anne Boleyn. I am only 17, but guess what? The King has asked me to be his queen. He is a bit old, (pulls a face) but never mind. (Giggles)

(Henry calls angrily from back stage) Katherine...where are you?

(Exit Katherine and ladies in waiting, giggling)

(Enter Henry, limping puffed out, fat and annoyed)

Henry: Where is that girl? I am too old for this hide and seek.....and....she still has not given me a son. They tell me she had a boyfriend before me....hmmmm (grumpily) I am not happy about that. (Calling to his soldiers) Soldiers, arrest the Queen and her ex-boyfriends.(Soldiers cross the stage and go in the direction of Katherine & co)

Exit stage

Date Holder 1543

(Enter Kathryn Parr)

Scene 8 (Show slide)

Kathryn: My name is Kathryn, Kathryn Parr. The king asked me to marry him and I am too frightened to say no, even though I love another. He is old now, I am really just like a nurse to him.

(Exit stage)

Scene 8

Date Holder 1547

(Enter 3 soldiers, Henry, Elizabeth & Mary) (Slow drum beats)

(The king lies dead, centre stage. Three soldiers behind him. Kathryn on her knees next to him. Elizabeth and Mary crying to one side. Rest of cast file in around him)

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Wednesday:

Document Formatting

Shape, space and measure

Target 1 accurate measuring in cm and mm

Measuring 2

There are 100cm (centimetres) in every m (metre).

Each length can be written in 3 ways.

If a window is 1 metre and 50cm long.

This can be written **1 m 50cm**

Or **1.5 m**

Or **150 cm**



Now choose objects longer than 1 metre and measure them with a measuring tape and record your answer in three different ways.

Object	length	length	length	width	width	width
door	2m 30cm	2.30m	230cm	1m20cm	1.20m	120cm

What is the longest object you measured?

What is the shortest object you measured?

What is the difference between the longest and shortest object?

What is the total length of the objects you measured?

Shape, space and measure Target 1 accurate measuring in cm and mm

Measuring

There are 10mm(millimetres) in every cm (centimetre).
Each length can be written in 3 ways.
Measure this line.

It is 5cm and 7mm long. This can be written **5cm 7mm**
Or **5.7cm**
Or **57mm**

Estimate the lengths of these lines first and then measure them
and write your answer in 3 ways.

Estimate

1) _____

2) _____

3) _____

4) _____

5) _____

6) _____

7) _____

8) _____

9) _____

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

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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

LO: To understand why people may write and sing about Jesus

Create a mindmap around answering these questions- What have we learnt about Jesus' character from the songs we have looked at?

Why do you think people sing and write about Jesus?

Activity- for the children to use the mind map they have done as a group to help them.

Write your opinion in paragraphs under these subheadings.

Who was Jesus?

Why do you think people sing and write songs about Jesus?

Do you think writing and singing about Jesus bring you closer to God?

Do you actually think it gives people more hope when they write and sing about Jesus?

Do you think everyone has the same opinion as you? Why?

Science:

LO: To look at the life cycle of an insect

What did we look at and learn last week?

Who can remember the life cycle of a frog? What the stages that a frog has to go through?

We will be looking at the life cycle and characteristics of animals classed as an insect.

Who thinks they can name the body parts of an insect?

How many body parts and legs to them have?

What characteristics do you think an insect has to have to be classed as an insect?

We will be looking at the life cycle of a bee and looking at the life cycle- its home and also the parts of the body they have.

YouTube clip - https://www.youtube.com/watch?v=UKmz_5ODOYc - watch and allow the children to make notes to have for their activity later.

Activity- part 1- label the body parts of the insect

Activity 2- produce an informative piece about the life cycle of a bee.

include a picture/ written piece about the life cycle of a bee, also write the characteristics that the bee has, write a little about their habitat and how people collect honey from the hives

Guided Reading:

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Curriculum objectives include:

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

This week we shall be moving onto Chapter 3 for our comprehension task, I have also added additional reading material taken from our previous reading of 'A horde of Ravens' chapter 2 featured on Purple Mash.

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_SPaG_Ch2/A_Horde_of_Ravens_SPaG_ch2.pdf

Spelling:

Well done this week to **Oscar** who found **98** 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. vehicle
2. temperature
3. rhyme
4. embarrassed
5. cemetery

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:

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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?