

Home learning pack week commencing 22<sup>nd</sup> 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](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 **Keira** as well as 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.

Take care and stay safe,

Mrs Riley, Miss Heath and Mrs Fey

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

Well done to **Keira** for her fantastic upcycled dolls house, she has delicately prepared for the Rainbow class children, I especially love the attention to detail, I know I would want to play with it! Keep up the good work Keira!



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Session	Literacy	Maths
1	<p>LO: To plan a play script.</p> <p>Plan a PLAYSRIPT about CORE TEXT HENRY VIII. KQ – What features do we need to include? How can we engage our reader? Formal language? Topical language? You are now going to be writing a Henry VIII inspired play script of your own. Think about which aspect of his reign you would like to focus on such as: battles, wives, his early years, political and religious enforcements or if you would like to produce a play script summarising his entire life. Refer to Year 5 syllabus, which modal verbs, clauses, adverbials are you going to include? Punctuation devices, characters, stage directions as well as other features identified in session 1. I would suggest organising your plan into 8 scenes. I have kept the original play script within our home learning pack for you to refer to.</p>	<p>Please follow the link below: <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a></p> <p>Practice several fluency tests today and use these daily to keep up our fluency skills.</p>
2	<p>LO: To draft a play script</p> <p>Draft your play script based on HENRY VIII as well as skills taught over previous weeks to justify ideas and structure accurately. Remember to refer to your previous plan. Ensure use of inverted commas to tell your story through dialogue.</p> <p>Only draft first 4 scenes including introduction of scene and characters. Please see attached template to support.</p>	<p>For the rest of the week please complete the work pack attached. I have included answers and notes for parents however we can not guarantee the answers in the scheme are always accurate.</p> <p><a href="https://classroomsecrets.co.uk/free-home-learning-packs/#packs">https://classroomsecrets.co.uk/free-home-learning-packs/#packs</a></p> <p>These packs contain a mixture of Maths, Literacy and Guided reading activities. Predominantly focus on completing the maths activities however, if you would like to complete the additional pieces than please do so.</p> <p>If you scroll down the page it will ask you to select the week- it is Summer term Week 8- select week and it will produce the Year 5 learning pack for this week for you to download.</p>
3	<p>LO: To draft a play script</p> <p>Continuing from yesterdays draft, you will now complete your initial draft writing the next 4 scenes, remember those stage directions and adverbials punctuated with brackets.</p>	<p>Continue as above</p>
4	<p>LO: To edit a play script</p> <p>Today you will be editing the first 4 scenes. Create yourself a checklist to ensure you have included features of a play script as well as punctuation, clauses, descriptive language, year 5/6 spellings, modal verbs etc. Please see attached checklist to support.</p>	<p>Continue as above</p>

5	LO: To edit a play script  Today you will be editing the last 4 scenes. Create yourself a checklist to ensure you have included features of a play script as well as punctuation, clauses, descriptive language, year 5/6 spellings, modal verbs etc.  Please see attached checklist to support.	Continue as above
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**English: Play script**

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

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)

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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.)

(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.

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

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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)

Barber: This ends our story of Henry VIII as he died in 1547. His son Edward ruled for a short while and then his daughter Mary. Finally Elizabeth, daughter of Anne Boleyn and Henry VIII became Queen of England in 1558. She ruled for 45 years.

Barber: We hope you have enjoyed our little play. Luckily we have peace in our country now and a queen who doesn't execute her people. Trouble is, I am out of a job....never mind, I could go and work for a newspaper!

(Enter Prayer person)

Prayer person: Please bow your heads and pray. Dear Lord, we have learned over the years that, understanding, tolerance, freedom and love for one another help create the peace we need in our world. Let us remember to have (all join in) peace in our hearts, peace in our homes, peace in our schools and peace in our world. Amen.

Playscript Checklist	
Does my playscript have:	
a Scene heading	
an introduction	
a Narrator	
2 characters	
words characters say	
colons after characters' names	
brackets ( ) to show what actors are doing	
full stops	
capital letters	
a question mark	
an exclamation mark	

TITLE OF PLAYSRIPT: \_\_\_\_\_

CAST LIST: \_\_\_\_\_

Scene 1

Stage directions

( \_\_\_\_\_ )





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married so many times because he was desperate for a male heir. Learn rhyme 'divorced, beheaded, died, divorced, beheaded, survived.

Main activity 1: Research each of Henry VIII's 6 wives, find out as much as you can- when were they born, where are they from? Why did Henry marry them? How did they part ways with King Henry? Children? What were their strengths/weaknesses as queens?

Main activity 2: Tudor blind date- Reflecting on what you have learnt, create a presentation as to which wife you believe to be named 'Supreme Queen of England' and explain in depth why you believe this to be the case. Apply PEE (point, evidence, explain).

**Music:** I have not set any music work this week as we would have been learning about how Jesus was depicted as a slave throughout music and to make comparisons as to how other cultures depict slavery through music. In light of the 'Black lives Matter' movement taking place across the world at the moment, it is up to you if you complete the task mentioned above. I understand historical slavery is a very sensitive subject so if you chose not to complete the task I understand.

**Science:**

LO: To look at the life cycle of a bird

Where do you think a bird typically lives? What do you think the life cycle of a bird is?

<https://www.youtube.com/watch?v=zhjhKibjgt8>

Activity- for the children to use an iPad to research the life cycle of a bird of their choice.

For the children to write a description of the life cycle of the bird they have chosen, including pictures and diagrams where necessary. (e.g. beak and claws etc...)

What information are you going to include?

What vocabulary are you going to include?

What happens in their life cycle?

What characteristics do all birds have?

What characteristics does the bird you have researched have?

**Guided Reading:**

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 continuing Chapter 3 for our comprehension task, I have also added additional reading material taken from our previous reading of 'A horde of Ravens' featured on Purple Mash.

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[https://static.purplemash.com/mashcontent/applications/serialmash/a\\_horde\\_of\\_ravens\\_ChapterSequencing\\_Ch3/A\\_Horde\\_of\\_Ravens\\_Sequencing\\_ch3.pdf](https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_ChapterSequencing_Ch3/A_Horde_of_Ravens_Sequencing_ch3.pdf)

[https://static.purplemash.com/mashcontent/applications/serialmash/a\\_horde\\_of\\_ravens\\_SPaG\\_Ch3/A\\_Horde\\_of\\_Ravens\\_SPaG\\_ch3.pdf](https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_SPaG_Ch3/A_Horde_of_Ravens_SPaG_ch3.pdf)

[https://static.purplemash.com/mashcontent/applications/serialmash/a\\_horde\\_of\\_ravens\\_OpenEnded\\_Ch3/A\\_Horde\\_of\\_Ravens\\_OpenEndedQ\\_ch3.pdf](https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_OpenEnded_Ch3/A_Horde_of_Ravens_OpenEndedQ_ch3.pdf)

### **Spelling:**

Well done this week to **Mrs Fey** who found **109** 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. especially
2. exaggerate
3. excellent
4. explanation
5. existence

### **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>

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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?