

Home learning pack week commencing 29th 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

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.

Take care and stay safe,

Mrs Riley, Miss Heath and Mrs Fey

Work of the Week:

Well done to **Chloe and Harry** who are our work of the week champions this week. Harry immersed himself in contextual learning of Science, by taking a trip bee keeping for develop his understanding of the life cycle of an insect. Chloe has been working incredibly hard to develop her understanding of the Tudors and has produced some detailed, creative pieces of work. Well done to you both, keep up the good work!



Session	Literacy	Maths
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<p>1</p>	<p>We are now going to be moving onto poetry for the next 3 weeks. Hopefully last week you learnt the King Henry VIII rhyme, which this week you are going to be adapting to include your own ideas.</p> <p>Below is the first 3 verses of the rhyme. Create a list of poetic devices we have learnt including personification, onomatopoeia, metaphors, similes etc- Include definitions to remind yourself.</p> <p>Which wife came next after Jane Seymour? Use the questions below to help you plan out your next verse for wife number 4 and draft (only wife 4).</p> <p>LO: To compare how writers from different times use language</p> <ol style="list-style-type: none"> (1) Choose a queen. (2) Where was she chronologically? (3) Include information about her life (interesting fact.) (4) Include Henry's feelings for her. (5) How did she die? (6) Make sure the couplets rhyme. 	<p>Please follow the link below: https://corbettmathsprimary.com/5-a-day/</p> <p>Practice several fluency tests today and use these daily to keep up our fluency skills.</p>
<p>2</p>	<p>Continue as previous day for wife number 5</p> <p>LO: To compare how writers from different times use language</p> <ol style="list-style-type: none"> (1) Choose a queen. (2) Where was she chronologically? (3) Include information about her life (interesting fact.) (4) Include Henry's feelings for her. (5) How did she die? (6) Make sure the couplets rhyme. 	<p>For the rest of the week please complete the work pack attached. I have included answers and notes for parents however we cannot guarantee the answers in the scheme are always accurate.</p> <p>https://classroomsecrets.co.uk/free-home-learning-packs/#packs</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 9 and if you would like extra week 10- select week and it will produce the Year 5 learning pack for this week for you to download.</p>
<p>3</p>	<p>Continue as previous day for wife number 6</p> <p>LO: To compare how writers from different times use language</p> <ol style="list-style-type: none"> (1) Choose a queen. (2) Where was she chronologically? (3) Include information about her life (interesting fact.) (4) Include Henry's feelings for her. (5) How did she die? (6) Make sure the couplets rhyme. 	<p>Continue as above</p>

4	<p>Similar to previous days- attempt to write a verse describing Henry's death- How did he die? Of what? Why? Gather research to support your ideas.</p>	Continue as above
5	<p>LO: To edit my poem Having completed your Henry VIII inspired poem, I would now like you to go back and edit to ensure you have included evidence of all the poetic devices you suggested on day 1- rhyme, repetition, personification as well as to challenge yourself some Year 5/ 6 spellings.</p> <p>Read your poem through from the beginning, does it flow and show cohesion of linking verses together?</p>	Continue as above

Literacy: Henry VIII Poem

Divorced, beheaded, died,
 Divorced, beheaded, survived,
 This is how they ended their lives,
 But all were Henry VIII six wives.

Old Cath from Spain was number one,
 She tried so very hard to give Henry a son,
 When this failed and she started to age,
 Henry's emotions turned from sadness to rage,
 He started to plan a possible divorce,
 But had to ask the Pope permission, of course!
 The Pope declared "no" to the split,
 But this didn't stop Henry, not one little bit.
 He made himself the boss of a new religion,
 And asked himself for special permission,
 Divorce from Old Cath, of course was granted,
 "Onto wife number two" He excitedly chanted.

Divorced, beheaded, died,

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Divorced, beheaded, survived,
This is how they ended their lives,
But all were Henry VIII six wives.

Dear, lovely Jane Seymour was number three,
Out of all six, Henry's favourite, you see,
She gave him his longed for baby boy king,
Henry was happy, but there was a final sad sting,
She died after poor, little Ed arrived,
Luckily for Henry his love for women survived.

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. Play the Horrible Histories song about Henry VIII's 6 wives. Remind yourselves, that the king 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:

LO: To compare messages across a range of hymns. Listen to a selection of 6 Christian hymns- record the key message in each hymn. Make comparisons across each hymn- what is similar/different? Which words/ themes are consistent across each hymn? Which do you prefer and why?

Science:

LO: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Activity: Using the knowledge you have gained over the previous 4 weeks begin to make comparisons- what is the same/different? What does each species have in common? Do all species lay eggs? Is every species born, infantile, adolescent, adult, death?

Think about how you would like to present your ideas- poster, power point, factfile, pictures.

Guided Reading:

Curriculum objectives include:

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- 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 starting Chapter 4 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. This week if you could read chapter 4 and complete the multiple choice questions as well as the associated independent task.

Spelling:

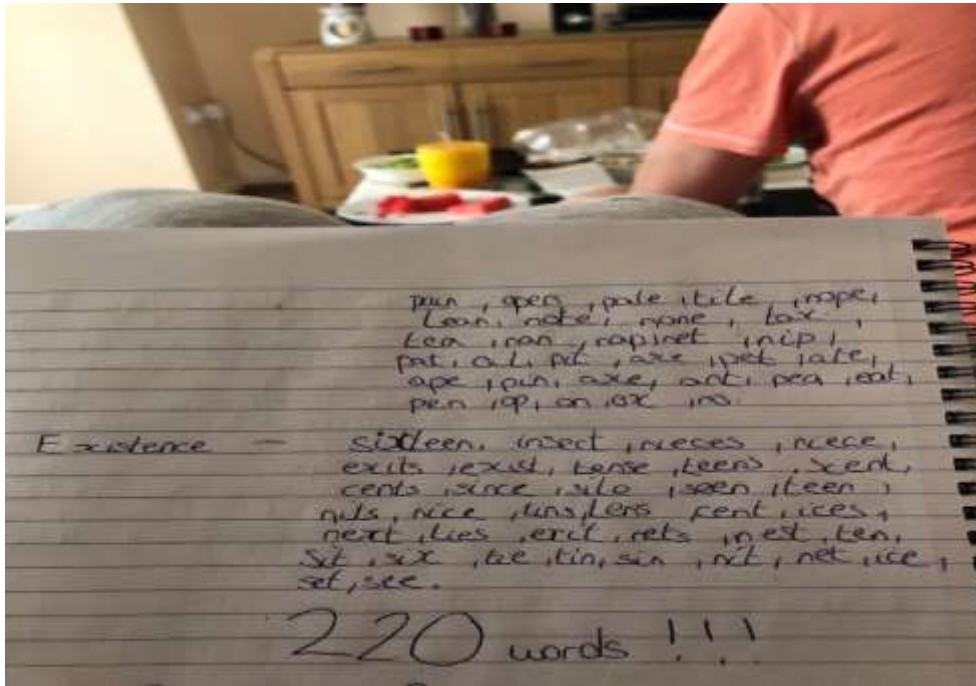
Well done this week to **Oscar** who found **220** Words from our spelling list, keep up the good work!

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. Sacrifice
2. Government
3. Parliament
4. Yacht
5. Signature



PE:

<https://www.youtube.com/channel/UC5-3tkgR92QINQyCrVocb1Q>

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/UCxW1XT0iEJo0TYIRfn6rYQ>

<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.

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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?