

Home learning pack week commencing 6th July 2020

Hello Orange Class!

Hope you are all keeping safe and well. Myself, Miss Heath 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,

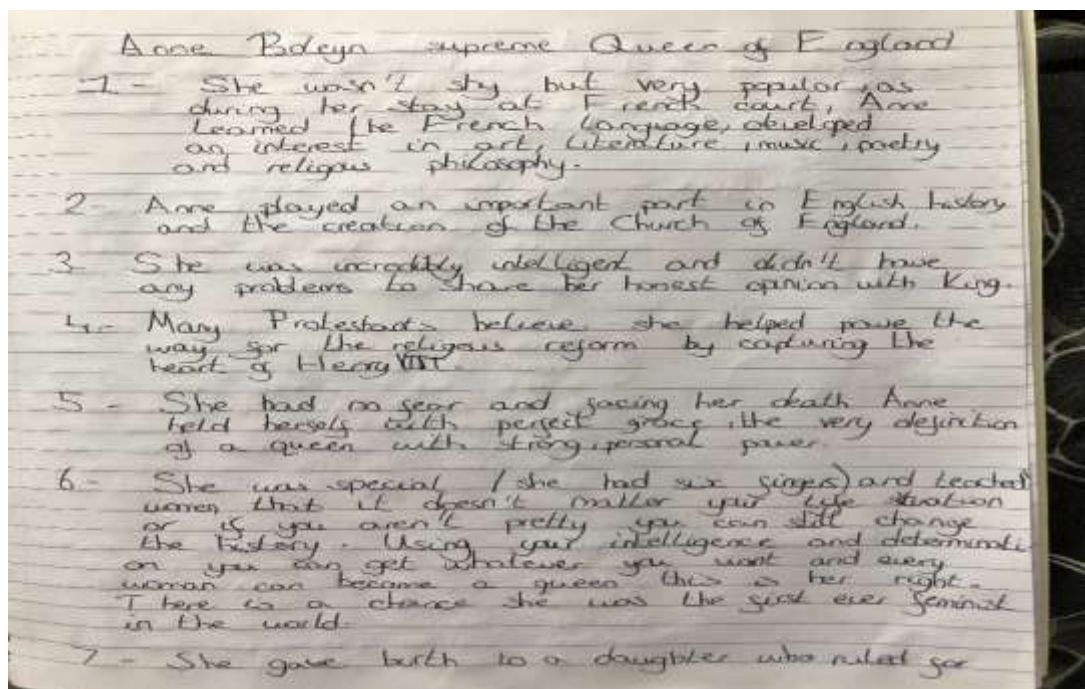
Mrs Riley, Miss Heath and Mrs Fey

Happy birthday this week to Oscar and to Joshua for last week, hope you both had a wonderful day!



Work of the Week:

Well done to **Oscar** who is our work of the week champions this week. I especially appreciate the level of research Oscar has carried out to create a detailed account of his chosen Queen as well as his varying use of punctuation devices. Well done, keep up the good work!



Session	Literacy	Maths
1	<p>This week we are continuing with our understanding of narrative poems- a story told through using poetic devices. Linking with our historical understanding we are going to be focusing on 'The Ballad of Charlotte Dymond' Please see resources attached below.</p> <p>LO: To include relative clauses in my report Apply relative pronouns- who, which, that, whose, whom- punctuate your clauses using (), and -.</p> <p>Explain that this poem is all the police have to piece together the crime! They read it through for any more information they might be able to find and fill out a police report. Apply your orientation- who, what, where, when, why. Describe the setting in detail using own words and words from poem and describe how Charlotte looked, where she was last seen, etc. Remind yourself of the type of language the will need to use, e.g. short and concise, lots of facts.</p> <p>SEE AND COMPLETE RESOURCES BELOW.</p>	<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>
2	<p>Learning Objective: To analyse a poem</p> <p>Based on your understanding and learning of the Ballad of Charlotte Dymond, today I would like us to be making cross-curricular links with art to create a wanted poster for Charlotte. Draw what you think she looked like using details from the poem and apply modal verbs to accompany your image. EG: We are led to believe Charlotte was last spotted</p>	<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</p>

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	taking a stroll with her partner, who may be responsible for her whereabouts.	<p>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 10 and if you would like extra week 11- select week and it will produce the Year 5 learning pack for this week for you to download.</p>
3	<p>LO: To apply prefixes to alter language</p> <p>Once you have completed the attached sheet- see below. Apply the words from the word list to write sentences relating to The Ballard of Charlotte Dymond.</p>	Continue as above
4	<p>LO: To apply the correct subject verb agreement</p> <p>Complete the sentences below as a warm up to ensure your subject verb agreement and tense matches the context of the sentence. Charlotte Dymond is dead therefore these are past events. Once you have completed the starter. Create you rown sentences (between 8-10) applying the suggested verb agreements.</p>	Continue as above
5	<p>LO: To draft a poem</p> <p>Based on the poem 'The Ballard of Charlotte Dymond' have a go using relative clauses and modal verbs as well as the poetic devices we explored last week to write at least 3 verses of the poem in your own words, applying another authors ideas to develop your own writing style. Remember to take you reader on a journey, be mindful that this is not a narrative but a narrative poem so manipulate the poetic device to tell your story.</p>	Continue as above

Literacy:

The Ballard of Charlotte Dymond

It was a Sunday evening

And in the April rain

That Charlotte went from our house

And never came home again.

Her shawl of diamond redcloth,

She wore a yellow gown,

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She carried the green gauze handkerchief

She bought in Bodmin town.

About her throat her necklace

And in her purse her pay:

The four silver shillings

She had at Lady Day.

In her purse four shillings

And in her purse her pride

As she walked out one evening

Her lover at her side.

Out beyond the marshes

Where the cattle stand,

With her crippled lover

Limping at her hand.

Charlotte walked with Matthew

Through the Sunday mist,

Never saw the razor

Waiting at his wrist.

Charlotte she was gentle

But they found her in the flood

Her Sunday beads among the reeds

Beaming with her blood.

Matthew, where is Charlotte,

And wherefore has she flown?

For you walked out together

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And now are come alone.

Why do you not answer,
Stand silent as a tree,
Your Sunday worsted stockings
All muddied to the knee?

Why do you mend your breast-pleat
With a rusty needle's thread
And fall with fears and silent tears
Upon your single bed?

Why do you sit so sadly
Your face the colour of clay
And with a green gauze handkerchief
Wipe the sour sweat away?

Has she gone to Blisland
To seek an easier place,
And is that why your eye won't dry
And blinds your bleaching face?

Take me home! cried Charlotte,
'I lie here in the pit!
A red rock rests upon my breasts
And my naked neck is split!'

Her skin was soft as sable,
Her eyes were wide as day,
Her hair was blacker than the bog
That licked her life away;

Her cheeks were made out of honey,
Her throat was made of flame
Where all around the razor
Had written its red name.

As Matthew turned at Plymouth
About the tilting Hoe,
The cold and cunning constable
Up to him did go:

'I've come to take you, Matthew,
Unto the magistrate's door.
Come quiet now, you pretty poor boy,
And you must know what for.'

'She is as pure,' cried Matthew,
'As is the early dew,
Her only stain it is the pain
That round her neck I drew!

'She is as guiltless as the day
She sprang forth from her mother.
The only sin upon her skin
Is that she loved another.'

They took him off to Bodmin,
They pulled the prison bell,
They sent him smartly up to heaven

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And dropped him down to hell.

All through the granite kingdom

And on its travelling airs

Ask which of these two lovers

The most deserves your prayers.

And your steel heart search, Stranger,

That you may pause and pray

For lovers who come not to bed

Upon their wedding day,

But lie upon the moorland

Where stands the sacred snow

Above the breathing river,

And the salt sea-winds go.

Charles Causley

POLICE REPORT OF THE MURDER OF CHARLOTTE DYMOND

NAME:

DATE:

LOCATION:

PHYSICAL APPEARANCE OF CHARLOTTE WHEN LAST SEEN:

DETAILED DESCRIPTION OF SETTING:

ANY ADDITIONAL DETAILS:

Literacy Wednesday:

A prefix is a letter or a group of letters added to the beginning of a word to make a new word.

For example happy - **un**happy

Put a prefix at the beginning of each word to make it mean the **opposite**.

_____behav e
_____correc t
_____possib le
_____appe ar
_____beate n

_____perfe ct
_____decid ed
_____lead
_____exper ience
_____comfo rt

Literacy Thursday:

Choose the correct form of the verb in brackets to complete each sentence.

(was / were)

The cakes _____ delicious.

(go / goes)

Steven and Dan _____ swimming every Thursday.

(take / takes)

My Dad _____ my sister to school.

(was / were)

The cakes _____ delicious.

(go / goes)

Steven and Dan _____ swimming every Thursday.

(take / takes)

My Dad _____ my sister to school.

Additional suggested learning:

History

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

Success Criteria: Can I talk about society in Tudor England?

I know that there was a huge difference in the life of the rich and poor

I know what the Tudors wore

I know some of the roles in Tudor society

Main activity:

This project is being set for the next 2 weeks, how you chose to present your findings is up to you. You could create a Tudor encyclopaedia, a power point, Tudor passport or a video presentation. I would like you to research the different social classes during the period of the Tudors- how did the poorer members of society live? Think clothing, housing, jobs, sanitary/ basic needs, food, disease and illness- how did they cure certain illnesses (I wonder who will find the most gruesome remedy) vs that of the wealthy members of society and those at court. Make comparisons what is similar/different. Link your previous learning of the inequalities between the treatment of men and women. What changes would you have made if you were influential during the Tudor period?

Music:

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LO: To create and perform a piece of music

Based on your learning this half term regarding hymns and our learning of Christianity and how God and Jesus are depicted through music. You should have now decided what you appreciate and what you would change within biblical music pieces. It is now your turn to bring these ideas together and create your own hymn. Think about the notes you learnt (although a long time ago) when we were in Orange Class, have a go and writing your own piece of music applying some of the notes and cords previously taught to create a basic melody, use your hands to clap through.

Science:

LO: Describe the life process of reproduction in some plants and animals.

In this lesson you will be looking at the life cycle of some plants.

Who can name some plants that they may have in their garden?

Who can name the parts of a flower? **Research draw and label the different parts of a plant.**

Activity 1:- For the children to draw the life cycle of a flowering plant

Activity 2: Then for the children to write paragraphs under these subheadings.

Can you explain the life cycle of a flowering plant?

Can you explain the parts of the parts that help with reproduction?

How does a plant germinate?

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 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.

Activity 1:

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_ChapterSequencing_Ch4/A_Horde_of_Ravens_Sequencing_ch4.pdf

Activity 2:

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_SPaG_Ch4/A_Horde_of_Ravens_SPaG_ch4.pdf

Activity 3:

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https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_OpenEnded_Ch4/A_Horde_of_Ravens_OpenEndedQ_ch4.pdf

Spelling:

Well done this week to **Oscar** who found **462** 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. correspond
2. relevant
3. determined
4. disastrous
5. lightning

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?