

Home learning pack week commencing 13th July 2020

Hello Orange Class!

Hope you are all remaining safe and well. It would appear we have reached that time of year already where we would have been carrying out your transition into Year 6, therefore this is your final Year 5 home learning pack. Myself and Miss Heath have made you a little something special, which you will be able to access via the school website in due course so watch this space. Hopefully you will all collect your school reports this week and pop in your home learning packs. 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, stay safe and have an amazing summer holiday,

See you all as the new Year 6s come September,

Mrs Riley, Miss Heath and Mrs Fey

Work of the Week:

Well done to **Chloe** who is our work of the week champion this week. Not only has Chloe persevered with her mathematical understanding, she has also researched tools to support her learning and visited a farm to further develop her understanding of different species and life cycles. Well done, keep up the good work!



Session	Literacy	Maths
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<p>1</p>	<p>LO: To edit a poem based on the ideas of another author</p> <p>So now we have drafted our poem based on the concepts of 'The Ballad of Charlotte Dymond' applying the poetic devices taught thus far. It is now time to return to your draft and edit, keeping those concepts in mind. Practice reading aloud, does the language grip you as a reader? If not use a thesaurus to discover interesting language devices you haven't heard before, have you included year 5/6 spellings? How are your openers for each verse looking- wonder if you could squeeze in a fronted adverbial of time, place or manner? Have you included the following:</p> <ul style="list-style-type: none"> Metaphor Alliteration Personification Onomatopoeia Similes Verses Rhyme Repetition Rhyming couplets 	<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>LO: To make comparisons across texts</p> <p>So today I am introducing you to another narrative poem, known as 'Lockinvar' similar to 'The Ballad of Charlotte Dymond' it is also a narrative poem- have a read through, highlight any poetic devices you see, any words perhaps you do not understand and can research later.</p> <p>Main activity: Create a chart within your home learning books, describe the similarities and differences between our 2 narrative poems applying PEE to justify your ideas and give examples.</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 completing the maths activities however, if you would like to complete the additional pieces then please do so.</p> <p>If you scroll down the page it will ask you to select the week- it is Summer term Week 11 and if you would like extra week 12- select week and it will produce the Year 5 learning pack for this week for you to download.</p>
<p>3</p>	<p>LO: To analyse poetry</p> <p>Using and applying your understanding of the narrative poem 'Lockinvar' I would like you to read through the poem again and identify between 6-8 key themes/points throughout the poem- why are they significant? What does it inform us as a reader?</p> <p>Complete the attached template, explaining to narrative of 'Lockinvar' through imagery of a story board.</p>	<p>Continue as above</p>

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<p>4</p>	<p>LO: To make comparisons across texts</p> <p>Day 1- Review 'The Ballad of Charlotte Dymond'</p> <p>Now you have analysed both narrative poems I would like you over the next 2 sessions to complete the attached 'review' template for both 'The Ballad of Charlotte Dymond' and 'Lockinvar' Thinking about what you enjoyed about each one, what you would change, what you could say if sharing your experience with someone who hadn't read the poem.</p>	<p>Continue as above</p>
<p>5</p>	<p>LO: To make comparisons across texts Now you have analysed both narrative poems</p> <p>Day 2- Review 'Lockinvar'</p> <p>I would like you complete the attached 'review' template for both 'The Ballad of Charlotte Dymond' and 'Lockinvar'</p>	<p>Continue as above</p>
<p>Mon 20th</p>	<p>Write a story about this picture and give your story a name.</p>  <p>Think about the key year 5 skills: Modal verbs Fronted adverbials Varying punctuation Subordinate, relative and embedded clauses Year 5/6 spellings</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>
<p>Tues 21st</p>	<p>Write a story about this picture and give it a name.</p>  <p>Think about the key year 5 skills: Modal verbs Fronted adverbials Varying punctuation Subordinate, relative and embedded clauses Year 5/6 spellings</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 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 12 and if you would like extra week 13- select week and it will produce the Year 5 learning pack for this week for you to download.</p> <p>If Classroom secrets chose not to produce a pack for last 2 days of term select a previous week from week 1-8 to engage with.</p>

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Literacy:

The Ballad 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,
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,

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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

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

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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,

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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
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

Lochinvar by Sir Walter Scott

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O young Lochinvar is come out of the west,
Through all the wide Border his steed was the best;
And save his good broadsword he weapons had none.
He rode all unarmed and he rode all alone.
So faithful in love and so dauntless in war,
There never was knight like the young Lochinvar.

He stayed not for brake and he stopped not for stone,
He swam the Eske River where ford there was none,
But ere he alighted at Netherby gate
The bride had consented, the gallant came late:
For a laggard in love and a dastard in war
Was to wed the fair Ellen of brave Lochinvar.

So boldly he entered the Netherby Hall,
Among bridesmen, and kinsmen, and brothers, and all:
Then spoke the bride's father, his hand on his sword,--
For the poor craven bridegroom said never a word,--
'Oh! come ye in peace here, or come ye in war,
Or to dance at our bridal, young Lord Lochinvar?'--

'I long wooed your daughter, my suit you denied;
Love swells like the Solway, but ebbs like its tide--
And now am I come, with this lost love of mine,
To lead but one measure, drink one cup of wine.
There are maidens in Scotland more lovely by far,
That would gladly be bride to the young Lochinvar.'

The bride kissed the goblet; the knight took it up,
He quaffed off the wine, and he threw down the cup,

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She looked down to blush, and she looked up to sigh,
With a smile on her lips and a tear in her eye.
He took her soft hand ere her mother could bar,--
'Now tread we a measure!' said young Lochinvar.

So stately his form, and so lovely her face,
That never a hall such a galliard did grace;
While her mother did fret, and her father did fume,
And the bridegroom stood dangling his bonnet and plume;
And the bride -- maidens whispered "Twere better by far
To have matched our fair cousin with young Lochinvar.'

One touch to her hand and one word in her ear,
When they reached the hall-door, and the charger stood near;
So light to the croupe the fair lady he swung,
So light to the saddle before her he sprung!
'She is won! we are gone, over bank, bush, and scaur;
They'll have fleet steeds that follow,' quoth young Lochinvar.

There was mounting 'mong Graemes of the Netherby clan;
Fosters, Fenwicks, and Musgraves, they rode and they ran:
There was racing and chasing on Cannobie Lee,
But the lost bride of Netherby ne'er did they see.
So daring in love and so dauntless in war,
Have ye e'er heard of gallant like young Lochinvar?

Literacy Wednesday:

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Literacy Thursday/Friday:

Review Sheet

Write your opinions about:

<p><u>Storyteller</u></p>	<p><u>Story told</u></p>
<p><u>Brief summary of storytelling experience:</u></p>	
<p><u>What I liked...</u></p>	<p><u>What I didn't like...</u></p>
<p><u>Would you recommend him to a friend?</u></p>	<p><u>Score out of 10</u></p>

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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?

Science:

LO: Describe the changes as humans develop to old age.

Who can remember the parts of a plant?

Who can remember how a plant germinates?

This week we will be looking at the life cycle of a human.

What type of class is a human and why, explain your reasoning?

What do you think the life cycle of a human is? Why?

What evidence are you using to help you?

Talk through the life stages of the human life cycle

What stage in the life cycle are all of you?

What stage are Miss Armiger and I on the life cycle?

If a woman is 90, What stage of the life cycle is she?

Activity- for the children to produce a life cycle and explain the stages of the human life cycle

Picture of the human life cycle with all 6 stages and then underneath to write a paragraph on each stage that they have drawn.

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Extension- for the children to investigate which animal has the longest and shortest gestation period and then record in their books.

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 5 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 5 and complete the multiple choice questions as well as the associated independent task.

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_ChapterSequencing_Ch5/A_Horde_of_Ravens_Sequencing_ch5.pdf

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_SPaG_Ch5/A_Horde_of_Ravens_SPaG_ch5.pdf

https://static.purplemash.com/mashcontent/applications/serialmash/a_horde_of_ravens_OpenEnded_Ch5/A_Horde_of_Ravens_OpenEndedQ_ch5.pdf

Spelling:

Well done this week to **Oscar** who found **291** Words from our spelling list, keep up the good work!

We will continue to learn the 10 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

1.individual

2.interfere

3.interrupt

4.language

5.leisure

6.lightning

7.marvellous

8.mischievous

9.muscle

10.necessary

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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?

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?