**St Scholastica Home Learning – Summer Term – Week 6 (18th – 22nd May 2020)**

Hello

I hope you have all had a fun and safe week with the children.

Below is an overview of what to expect in terms of planning for the upcoming week. I am aiming to use a mixture of the BBC and White Rose Maths resources that have been made available, whilst also starting our new topic – ‘Off With Her Head!’ (The Tudors) – for some of the other subjects.

**Timetable:**

Although you are free to choose your own timetable and complete as many of the activities as you feel necessary, below is a suggested timetable that you may wish to follow that broadly follows what we were doing at school. Please note that English includes writing, spelling, punctuation and grammar and reading.

**Monday** – English, Maths & PE

**Tuesday** – English, Maths & RE

**Wednesday** – Science, Maths, French & Art or D&T

**Thursday** – English, Maths & Computing

**Friday** – English, Maths & History or Geography

For **PE**, please use either:

Real PE

The website address is: [home.jasmineactive.com](http://home.jasmineactive.com/)
Parent email: parent@stjosephsc-21.com
Password: stjosephsc-

or

The PE Hub

<https://pehubportal.co.uk/>

I also placed an interactive Powerpoint from Wiltshire Sport on Class Dojo previously with activities for KS2 and KS3 children (if there are any older siblings looking to join in). As this is a large file (8mb), I won’t attach it to this email but if anyone would like this, please let me know and I can send it individually. This Powerpoint is aimed at the children using it themselves, rather than being directed.

**Core Subjects**

**English** – BBC Bitesize have created daily plans for each week that schools are off. They are split by year group, meaning year 5 and 6 will have different activities. These plans cover elements of writing, spelling, punctuation and grammar, as well as reading lessons. They are fully resourced, with accompanying videos for each lesson. The videos and resources should hopefully allow the children to be more independent with their learning, although any support you can give them is great.

Please use the following links and select the relevant year group:

Daily Lessons (Week 6 – Click on a new English lesson each day):

Year 5 - <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Year 6 - <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-lessons/1>

Please ask the children to record as much of their work in their writing books as possible, rather than printing out sheets unnecessarily (i.e. If it is to fill in a word to complete a sentence, it would be better for the children to write out the sentences so they have at least put pencil/pen to paper each day).

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**Maths** – In class, we would have been using the White Rose Maths resources, so we will continue to use these resources at home also.

Each lesson comes with video tutorials but no longer has a worksheet attached.

Each year group (5 & 6) now has their own set of maths sheets for each day with answers, in a zip file.

The maths sheets in these zip files have a range of questions at different levels, gradually getting more challenging. These are sufficient for each day but I have also attached the additional sheets from Classroom Secrets (entitled ‘Week 6 - Extra Maths’) for you to use if your child would prefer. You may wish to use this to make the challenge level lower or higher as needed.

For further information regarding what is coming up in maths, a full explanation of the 12 week White Rose plan is available here [-https://whiterosemaths.com/homelearning/](http://-https/whiterosemaths.com/homelearning/)

**Daily Lessons** (Please use Summer Term - Week 6):

**Year 5** - https://whiterosemaths.com/homelearning/year-5/

In the first instance, please use the standard sheets provided but if you prefer, extra Year 5 worksheets are attached (Varied Fluency – ‘VF’ and Reasoning & Problem Solving – ‘RPS’). Please have a go at some of the Varied Fluency questions first, before trying Reasoning & Problem Solving if you choose to use these.

* Page 2 – Developing – Please use if your child has found the lesson challenging and is still not secure.
* Page 3 – Expected – Please use if your child has generally understood the concept.
* Page 4 – Greater Depth – Please use if your child has a strong understanding of the concept and requires a further challenge.
* Page 5 – Answers – Please mark together or give to the children to mark their own. It is really important that they see how they have achieved each day.

Please note, don’t work through the different levels one by one. If your child has completed the ‘Expected’ worksheet for Varied Fluency (VF), move on to the ‘Expected’ worksheet for Reasoning & Problem Solving (RPS).

**Year 6** - https://whiterosemaths.com/homelearning/year-6/

In the first instance, please use the standard sheets provided but if you prefer, extra Year 6 worksheets are attached (Varied Fluency – ‘VF’ and Reasoning & Problem Solving – ‘RPS’). Please have a go at some of the Varied Fluency questions first, before trying Reasoning & Problem Solving if you choose to use these.

* Page 2 – Developing – Please use if your child has found the lesson challenging and is still not secure.
* Page 3 – Expected – Please use if your child has generally understood the concept.
* Page 4 – Greater Depth – Please use if your child has a strong understanding of the concept and requires a further challenge.
* Page 5 – Answers – Please mark together or give to the children to mark their own. It is really important that they see how they have achieved each day.

Please note, don’t work through the different levels one by one. If your child has completed the ‘Expected’ worksheet for Varied Fluency (VF), move on to the ‘Expected’ worksheet for Reasoning & Problem Solving (RPS).

Many of the lessons use online tasks, but I am also sending worksheets. Rather than having to print out everything and use up additional paper and ink, please ask the children to put their work in their maths books as often as possible. This will keep them in a good routine and they can send pictures of what they have done to me if they like. All activities come with answers also.

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**Computing** – What makes a good computer game?

The children have been very enthusiastically telling me about all the computer games they play at home. They clearly love creating new worlds and exploring them with their friends.

The following activities introduce them to the building blocks of creating game.

Ask them to create their own character in their topic books and then have a go at code-breaking online!

Year 5 - https://www.bbc.co.uk/bitesize/articles/zk7f382

Year 6 - https://www.bbc.co.uk/bitesize/articles/z6n7xyc

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**Science** – Magnets

Our new topic is history based and does not have a direct science link so we will be looking at a variety of different areas of science in the coming weeks, starting with magnets.

Please ask the children to utilise the BBC Bitesize science lessons on the links below:

Year 5 – Magnets – What are magnets and how do they work?

<https://www.bbc.co.uk/bitesize/articles/zftckmn>

Year 6 – Magnets – Magnetic Forces

<https://www.bbc.co.uk/bitesize/articles/zfrxhbk>

Ask the children to record their information in their topic books where possible (rather than printing out sheets).

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**RE** – Pentecost – Recall key facts and describe how the disciples felt

Ask children to identify the person who most inspires them; explore the qualities of that person and recognise what makes them inspirational; ask children to identify the ways in which their inspirational person changes them – what do they do differently because of that person? Are their ambitions different? Have they learned to do something that they didn’t or couldn’t do before?

Who or what inspired Jesus’ disciples? Let’s recap the story so far. What has happened?

<https://www.youtube.com/watch?v=UcFw8pLBSIo>

Jesus inspired his disciples when he was alive, but who or what inspired them to carry on with Jesus’ work when he went back to heaven? Can children identify that it was the Holy Spirit who came to the disciples and helped them to continue with Jesus’ work? What is this festival called? Pentecost.

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

Think about how Pentecost changed the disciples. How were the disciples feeling before the Holy Spirit came? How did they feel after the Holy Spirit came?

**Task:**

Children to write a short diary entry paragraph from a disciple’s point of view. How did they feel before the Holy Spirit came? How did they feel after the Holy Spirit came down upon them?

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**Foundation Subjects**

**French –** Months of the Year

Do you know the names of the months in French?

Challenge yourself by writing down what you think the 12 months might be called in your topic book (Clue – They all start with the same letter as English months).

Next, read the first page of the attachment and use the phonetic guide to help you pronounce them correctly.

Finally, play the dice game to perfect your knowledge of French months of the year!

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**Art & Design** – Hans Holbein

Look at portraits by Hans Holbein (use Google), including those of Anne Boleyn, Henry VIII and Thomas Cromwell.

* Discuss their features: posture, colour and other interesting details.
* Discuss the significance of particular symbols or colours used.
* What do the symbols make you think about the person in the picture?

Activity (You can choose to do 1, 2 or 3 steps – It is up to you!):

1. Choose one of the Hans Holbein pictures and recreate it in your topic book or on other paper. Around the outside of the picture, write speech bubbles to say what you think about the person from the picture you have drawn.
2. Choose some objects that represent you from around your house and ask somebody to take a phot of you posing with these items. If you are able to, print the picture and stick it in your book, using speech bubbles to explain why you chose particular objects to be in your picture with you. If you cannot print, just explain what is in your picture and why you chose those objects.
3. Once you have your photo and explanations, draw your own Tudor style posed portrait in your topic book or on other paper.

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**History – Create a Tudor timeline**

Use a range of source materials to sequence a Tudor timeline from the Battle of Bosworth (1485) to the death of Elizabeth I (1603), explaining where the Tudors fit in our history.

Use portraits you find (you can draw them!) to create a family tree for the Tudor dynasty.

Aim to find out each monarch’s, birth and death dates, length of reign and key events, writing a key fact about each one.