

## **St Scholastica Home Learning – Summer Term – Week 7 (8<sup>th</sup> – 12<sup>th</sup> June 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](https://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 7 – 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/zncscw/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/>

**Daily Lessons** (Please use Summer Term - Week 7):

**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** – Build your own game!

Last week we looked at what makes a great computer game.

Gameplay and characters were two key components.

This week, I have attached 5 possible games to create.

Please attempt 1 of the games and see if you can follow the instructions to build your own.

Building the games requires Scratch (online or offline), which can be downloaded and used for free here - <https://scratch.mit.edu/>

Please note that if you use the online version, you will need to enter an email address.

Good luck and happy gaming!

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### **Science** – Life cycles in humans and animals

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. This week we are looking at the life cycles in humans and animals.

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

Year 5 – Life cycles in humans and animals

<https://www.bbc.co.uk/bitesize/articles/zjppf4j>

Year 6 – Life cycles in humans and animals

<https://www.bbc.co.uk/bitesize/articles/z7ww7nb>

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

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**RE – Pentecost – Symbols of Pentecost**

What was it that the Holy Spirit gave to the disciples?

Search Bible Gateway (online) to read:

Acts: 2 1-13

&

John 20: 19-23.

- 1.) What are the main differences between the 2 accounts of the Holy Spirit coming?
- 2.) Why do you think the symbols of wind and fire are used? ·

Note:

Fire links to the strength and force of the Holy Spirit and how it can lead people. It can also be linked to the Burning Bush on Mt Sinai in the story of Moses.

Wind is linked to the Holy Spirit bringing/breathing new life.

- 3.) What can be learnt from how the disciples reacted?

Note:

They weren't sure at first but then they responded to what Jesus asked (the coming of the Holy Spirit is known as the birthday of the church).

Activity:

Draw an image to represent fire and wind as symbols of power. It can be literal or abstract.

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**Foundation Subjects**

**French – Greetings**

Could you start and hold a short conversation in French?

How to greet people is one of the most important skills in learning a new language.

Use the attached worksheets to help you create 2 conversations.

Bonne chance!

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### **Art & Design – Tudor clothing and jewellery**

Make detailed observational sketches of Tudor costumes and jewellery. Consider the fabrics and materials used and make detailed sketches using pencils to pick out rich detail.

**Take notice of the key** differences between the clothing of the rich and the poor in Tudor times! Could you do an example of each to show the contrast?

Activity:

The children should look up Tudor costume and jewellery online and draw in their art books.

It would be great to see an image of a rich Tudor next to a poor Tudor, highlighting the key differences between them.

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### **History – The Wives of Henry VIII**

Henry VIII was famous for many reasons, but it always seems to stick in people’s minds that he had six wives!

Attached is some information about each wife, as well as a blank sheet to fill in about each one if you prefer.

There is more interesting information on this link also:

<https://www.bbc.co.uk/teach/what-did-king-henry-viii-really-want-from-a-wife/zh9s2sg>

Activity:

- Mild – Choose 1 of the wives of Henry VIII and complete the attached sheets, finding information about them.
- Medium – Choose more than 1 of the wives to research.
- Spicy – Create a double page spread\*, giving information about all 6 wives, including pictures. It could be your own drawings or pictures from the internet.

\*You could present this using PowerPoint or another computing resources if you prefer.