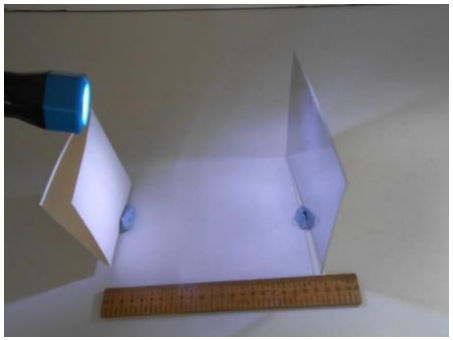
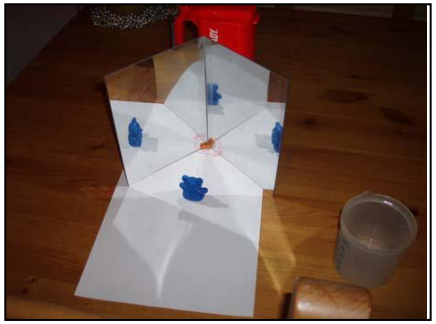
Who was William Shakespeare? Find out 10 key facts about his life and record as you wish eg bullet point list, spider diagram, power point etc ***Extra challenge* record 5 famous quotes from any of his plays eg** *'To be, or not to be: that is the question:'* and say which play each quote is from, and name the character that spoke it. eg 'To be, or not to be…' Play: Hamlet (Act 3, Scene 1) Character: Hamlet	**How many of Shakespeare's plays are based on real events or people?** Choose just one of the characters and write a very short biography on them. Who were they? What did they do? Why do you think Shakespeare chose them to base a play around?	Visit https://www.bbc.co.uk/cbbc/curations/shakespeare for a range of fun videos and activities to celebrate 'Shakespeare Day' with CBBC _____ Watch a Shakespeare play! There are various websites that will allow you to watch real performances of different Shakespeare plays. You may want to begin with https://www.bbc.co.uk/programmes/articles/7jr5JlyMLXV3dq9TSDYZwv/shakespeare-resources where you will find a wide range of plays to access. There is even a CBBC version of 'A Midsummer Night's Dream' which is well worth a view! https://www.shakespearesglobe.com/watch is another good link, as you can stream a performance of a Shakespeare play from the famous Globe Theatre, in London (you may want to watch and discuss some of the content of the play with an adult).

Visit https://kids.kiddle.co/Globe_Theatre to find out about the theatre that hosted Shakespeare's plays.	Make a 3D model of the Globe Theatre Use https://www.papertoys.com/globe.htm or use the template that I have posted on class story, June 1st 2020	**Light – Why learn about it?** Why it is so important to know about light. For example, you could begin by imagining Earth without light that has been created by humans. How would this affect our lives? Use satellite picture of Earth at night time to show where in the world people rely most on created light. http://geology.com/articles/satellite-photo-earth-at-night.shtml
Visit https://www.wartgames.com/themes/shakespeare/globetheatre.html for a wide range of activities and video links related to Shakespeare, his plays and the history of the Globe Theatre.	Choose a character or scene from your choice of Shakespeare play and **draw or paint that scene or character** eg '*Romeo and Juliet'* balcony scene, the 3 witches from '*Macbeth',* Puck and Bottom from '*A Midsummer Night's Dream'* or the soliloquy from *'Hamlet'*.	**Modelling – How do we see things?** Make the inside of a shoe box as dark as possible. Now devise a viewing hole in one end that will let through hardly any light. Invent some form of slit into the box so you can vary the amount of light that can travel inside when opened. Once you have explored viewing objects in their boxes with varying amounts of light, cut out arrows to show the direction and journey of the light. **Recording** Draw variety of objects that have been illuminated with different light sources. In each drawing you must use arrows and words to explain how a person was able to see the object.

Learn more about 'Light' by visiting the bbcbitesize website and selecting 'Primary', then 'Science' (from a menu of subjects). There are 3 short lessons on 'Light', then if you click on 18 class clips you will find 2 video clips I would like you to watch: 'Light and shadow' and 'Light travels in straight lines'	To be able to plan a fair-test; recognising and controlling variables.	**Fair-test investigation – Which material is best at reflecting light?** One way to test this is to place two pieces of card vertically on pieces of blue tac. Shine the torch on one of the cards so that the light will be reflected on to the other card. Keep moving the card apart until you can no longer see the light reflected on the second card. You can measure this distance. Repeat this, but each time connect a different material to the first card.  **Recording** Children could record their findings in a bar chart. **Pattern-seeking – How can we increase the number of reflections?**  Hinge two mirrors together using some Blue tac. Place the object in front of the mirrors. The children can start by having a whole 180 degrees angle between the two mirrors. They must then continue by decreasing the angle by 10 degrees each time. Hinge two mirrors together using some Blue tac. Place the object in front of the mirrors. The children can start by having a whole 180 degrees angle between the two mirrors. They must then continue by decreasing the angle by 10 degrees each time. **Recording** The children can record the number of reflections seen, within a table.

Design a costume for a famous Shakespearean character. Maybe you will choose the warrior 'Banquo' from 'Macbeth' or costumes for the three witches? What might the fairies of a 'Midsummer Night's Dream' wear? Could you create a colour theme for several of the characters' costumes? Consider changing the era in which the play was originally set? What would 21st century Macbeth look like? How would three modern-day witches be dressed? Let your imagination run wild!	Carry out some research on famous Shakespearean quotes that have become commonly-used 'sayings' ie they are still used today. You will be surprised at how many there are- you probably never even imagined they were created by a 16th century playwright eg 'Honesty is the best policy'	For extended maths activities and investigations, visit https://nrich.maths.org/primary and look at the 7-11 year olds 'at home ' section. There you will find a section called 'Maths to take your time over' where there are a range of maths investigations including 'Consecutive numbers'. Give them a go!
Choose a famous scene from a Shakespeare play, maybe the three witches' predictions in 'Macbeth', the balcony scene from 'Romeo and Juliet' or Lady Macbeth's vision of a dagger in 'Macbeth'. See if you can **rewrite** the dialogue used in the scene, in **modern** English, so *'Romeo, Romeo, wherefore art thou, Romeo?'* will become…	*…'Romeo, where are you, I can't seem to find you anywhere?'* The challenge is to make sure you keep the **meaning** of the words, even though you have changed the **style**.	In Term 6, we are focusing on the use of art and architecture to express faith in Islam. This is where you can be creative! Visit https://www.twinkl.com/search?term=islamic+patterns to download a range of information on the origins of Islamic art as well as some wonderful activities to allow you to design or colour your own Islamic geometric patterns. **These include:** • Islamic Art Powerpoint • Early Islamic Civilisation Geometric Patterns Lesson • How to draw an Islamic Geometric Repeating Pattern; step-by-step instructions • and there is even an Islamic Geometric Repeating Pattern template If the link does not work, just search 'Islamic patterns' on Twinkl.com and the resources will be there to select from.
