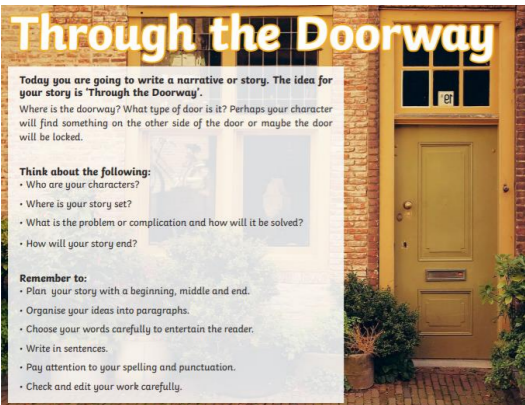

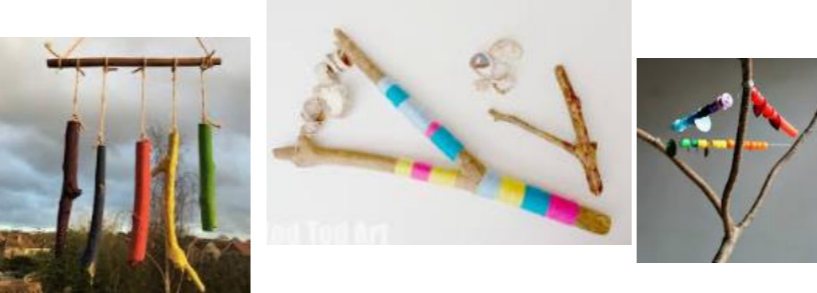



We've loved seeing all your work in the past few weeks. As we move in to the Whit mid-term holidays we've created more activities for you to enjoy.




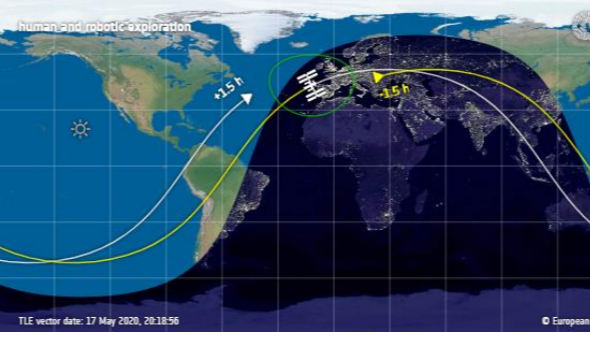


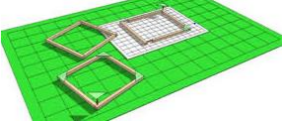
If you pick one a day, we are sure that you will keep busy each day.

Remember to pop a photo or a comment onto Teams and let us see what fun you have been having. Enjoy your break, **Miss Chafer, Miss Griffin and Miss Harris.**

Upper Key Stage 2 - Whit Holidays Activities- Week 1 - Non-screen activities you can do at home.

<p><b>Writing</b></p> <p>Use the writing stimulus sheet below to write your own narrative titled 'Through the Doorway'.</p> 	<p><b>Spelling</b></p> <p>Can you unscramble 10 of the Y5/6 spelling words?</p> <ol style="list-style-type: none"> <li>1. Ccammooteda</li> <li>2. Eburis</li> <li>3. Tionompcteti</li> <li>4. Pedvlo</li> <li>5. Pqeu</li> <li>6. Geiforn</li> <li>7. Mentgveron</li> <li>8. Ydenitit</li> <li>9. Ueueq</li> <li>10. Lmbsyo</li> </ol>	<p><b>Wild Challenge</b></p> <p>Random Act of Wildness</p> <p>Can you explore the wild and engage yourselves in some of these acts?</p> <ul style="list-style-type: none"> <li>- Look up at the clouds, what shapes can you see?</li> <li>- Find a creepy crawly, be gentle and watch the way it moves.</li> <li>- Thread a daisy chain.</li> <li>- Lunch in the wild.</li> <li>- Listen for wild sounds. Use a blindfold to focus - what can you hear?</li> <li>- Create a work of art using leaves, pine cones, feathers etc.</li> </ul> <p>If you would like to sign up for more wild activities follow the link to the Wildlife Trust <a href="#">here</a>.</p>	<p><b>Maths</b></p> <p>Step outside or look out of your window and observe cars and other traffic on a nearby road.</p> <p>Choose your own question to investigate. For example, what is the most common colour car?</p> <p>Gather the information as a tally chart and then have a go at representing it in different ways. For example, as a bar graph or as a line graph.</p>	<p><b>History</b></p> <p>History in a bag!</p> <p>Think about children learning about social distancing a hundred years from now.</p> <p>What would you put in a bag to let them know what it was like and to tell them about aspects of your life in 2020?</p> <p>Could you create your own history bag that you could share with others in the future?</p> <p>Once creating your own piece of history, upload a picture of it onto Microsoft Teams.</p>	<p><b>Geography</b></p> <p>During the Coronavirus lockdown, studies have shown that the air is 'cleaner'. Why do you think this is?</p> <p>We want you to have a think about the impact of human activity on the Earth, and how this can lead to climate change.</p> <p>Create a poster to engage people's thinking around this topic area.</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>- What can be done to reduce the amount of carbon dioxide released into the air, which is warming up our world.</li> <li>- What is global warming?</li> <li>- Why are 'clean' energy resources special?</li> <li>- What is the advantage of using wind farms to generate power?</li> </ul>
<p><b>Science discussions</b></p>  <p>Would you like to travel to Space in the future? Why? Why not?</p> <p>If travelling to another solar system meant adventure but you would not return home again for a very long time would you still go?</p> <p>Would you agree to help colonize a planet if you knew you couldn't come back to earth?</p>	<p><b>Word game</b></p> <p>Countdown!</p> <p>Ask a family member to choose 4 vowels ( i,e, o,a u) and 6 constants (any other letters in the alphabet).</p> <p>How many words can you make with those letters? What is the longest word you can make? Can you challenge your family?</p> <p>Take it in turns to choose the letters.</p>	<p><b>Perspective</b></p> <p>Consider your time during lockdown. How have you felt? What have you enjoyed? Write down 5 positive things about your time during lockdown. Ask your family members to do the same. Share your findings with your family. Were any of your thoughts the same? How do you think other people's thoughts and feelings could differ during lockdown?</p>	<p><b>Music from nature</b></p> <p>Listen to the wind as it rustles the leaves, Watch and listen to raindrops as they fall outside. Be inspired by these natural sounds and create some marvellous music. Use junk modelling or recycled objects such as spoons to make wind chimes. Use Natural materials such as leaves, sticks, shells or seeds for quieter sounds. Fill bottles or tubs with sand, stones or beans to recreate the sound of rain. How will you make a soft sound? What about a thunderous sound?</p> 	<p><b>Science</b></p> <p>We want you to really enjoy this fantastic competition brought to you by fun science. There are some fantastic prizes up for grabs. The competition asks you to design a hat to represent an idea in science through a hat! It could be a topic you have studied already like fossils, light, electricity or something else that interests you. You can find the details of the competition here: <a href="https://fun-science.org.uk/science-hat-competition/">https://fun-science.org.uk/science-hat-competition/</a></p> <p>When you have finished we would love to see a photograph of your creation.</p> 	

Upper Key Stage 2- Whit Holidays Activities - Week 1- Activities involving technology

<p><u>History</u> <b>Competition time!</b></p>	<p><u>Spanish</u></p>	<p><u>Computing</u></p>	<p><u>Geography</u></p>	<p><u>PE</u></p>	<p><u>Science</u></p>	<p><u>DT</u></p>
 <p>The Historical Association are running a fantastic new competition and we would love to see your entries. Simply choose a time period in history that you have studied in school or you have an interest in. It would be good if you completed some extra research on this time period and made notes collecting details and vocabulary. After this, write a fictional story based in that historical setting. You can type or handwrite your entry and send it back to your teacher. Mr Johnson would like some great examples for the history board in school and he will also choose entries to send off to The Historical Association to be in with a chance to win their big prize. You can find writing tips and last year's winner below.</p>	 <p>We hope you've all been enjoying learning more Spanish on Duolingo and Rockalingua over the last few weeks</p> <p>BBC Bitesize has loads of videos and links to help you recap on your Spanish language skills. They also add a new Spanish lesson to watch online every day.</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zxsvr82">https://www.bbc.co.uk/bitesize/subjects/zxsvr82</a></p>	 <p>We know that you all really enjoy using your coding skills in school. Now you can up-level these skills and learn how to code like a pro. Go to Code Club at <a href="https://projects.raspberrypi.org/en/codeclub">https://projects.raspberrypi.org/en/codeclub</a></p> <p>Register for free and enjoy all the resources. Maybe it will inspire you to become a game designer of the future!</p>	 <p>We have previously looked at how latitude and longitude can help us to locate objects and places around the globe accurately. The International Space station (ISS) orbits Earth about every 90 minutes, so that means in a 24-hour period, the Space Station orbits our planet approximately 16 times!</p> <p>We want you to track the ISS each day of the week to see where it is in the world. You can find the location of the space station on this <a href="#">spot the station NASA tracker</a></p> <ol style="list-style-type: none"> <li>1) Click on the website to find the location</li> <li>2) Look at the bottom left of the map to find the Latitude and Longitude coordinates</li> <li>3) Use the google maps found below the tracker and zoom out to find what country the ISS is flying over</li> <li>4) Complete the tracker grid with all of the details (found below)</li> </ol>	 <p>It's important during this time to stay as active and healthy as you can. Physical exercise is great for mental health too.</p> <p>This website from the Youth Sport Trust is filled with amazing ideas to get you on your feet and moving. Try a new one each day and if you find one you really enjoy don't forget to tell us about it on Teams so everyone can enjoy.</p> <p><a href="https://www.youthsporttrust.org/pe-home-learning">https://www.youthsporttrust.org/pe-home-learning</a></p>	 <p>Life is so different aboard the International Space Station. Research life aboard the ISS using the links below and then create your own fact sheet poster to inform someone else about the Space Station.</p> <p><a href="https://www.nasa.gov/audience/forstudents/k-4/more_to_explore/International-Space-Station.html">https://www.nasa.gov/audience/forstudents/k-4/more_to_explore/International-Space-Station.html</a></p> <p><a href="https://kidskonnnect.com/science/international-space-station/">https://kidskonnnect.com/science/international-space-station/</a></p> <p><a href="https://www.esa.int/kids/en/learn/Life_in_Space/Space_Station/The_International_Space_Station">https://www.esa.int/kids/en/learn/Life_in_Space/Space_Station/The_International_Space_Station</a></p>	 <p>When we designed our rainforest shelters we learnt about how to strengthen joins and structures. Use this knowledge to complete this fun DT challenge (Read the DT challenge below)</p>

## HISTORY IN A BAG!



**Think about children learning about social distancing a hundred years from now.**

What would you put in a bag to let them know what it was like and to tell them about aspects of your life in 2020?

Now what evidence can you use? What happens if the internet breaks? *Don't use internet-based evidence.*

**Here's some things to think about.**

Who are you? Do you have any certificates or identity badges?

Your house- what does it look like, what is in each room, how do you use each room?

Where do you live, could you include a map?

Who do you live with? (Include pets).

What are your hobbies/interests?

Who are your friends, how do you communicate with them during social distancing and generally?

What is your school like- what do you do in school during social distancing and also what is school usually like?

What are you able to do at the moment, how does this compare with your normal life?

How would your 'history in a bag' compare to someone else's in your house, remember it has to show what your life is like and who **you** are.

Could you ask an older relative or family friend to make a bag and you can share your bags with each other on a video-messaging app?

History task: Read through the winning entry from last year's history writing competition to get inspiration.

### In Hiding

By Amelie Knowland

6/3

1562

I no longer know what date it is. I have been hiding in this small, suffocating hole for what seems like years. When Queen Elizabeth ascended to the throne in all her oppressive glory she pushed Catholics to almost the brink of extinction in England. The few priests that remained had to go scuttling away into sympathetic protestant houses.

I remember a time when my Alb was pure white but now it is discoloured with the dirt and dust of this damp and musty hole that I have been living in for what seems like years. I feel I may never see the sun or the moon again. My mind drifts to a time when Mary 1<sup>st</sup> was still on the throne when she had let us practice our faith properly instead of using the false faith that Elizabeth uses.

*4 days later*

My stomach gurgles I feel horrible. I haven't eaten in 3 days as the servants were starting to get suspicious of their master sneaking down to the corner of the attic and squeezing something in between the floorboards so I get a few crumbs at least. Luckily I do not worry for I am faithful to the Lord so he will provide.

I hear a thumping noise as someone walks into the attic I tense and my heart thumps like a storm. I Exhale when I see the masters boots. He won't turn me in yet I am sure of it. Slowly the weak floorboards are lifted and he peers down into the small and dark hole. He holds his candle and I can see his small weasel like face. "You have to leave" he said "it's not safe for me or my family anymore! I sigh inwardly. I hate to beg but I fear for my life so I plead "I will pray for you if you do indeed have the wrong faith but if not then you will have done a kind deed and the Lord will accept you into his kingdom with open arms." He groans and mutters a small prayer. "You can stay but you should change out of your Alb and amice. If the guards come looking and find you they would instantly know you're the priest." "Thank you" I say "I will not forget this." As soon as I said this I suddenly realised how tired I was. The master noticed my drooping eyes and murmured "you should get some rest" then as he was heading up to sort out the floorboards he said "You're going to need it." I wondered what he meant but by then my senses were already dulling and my eyes were drooping. Slowly I succumbed to the darkness that is sleep.

*I'm standing in a busy crowd that is jostling and turning. I look around and see an executioners block and next to it is the executioner standing straight as a poker and looking like death incarnate. Then I realise I am in the tower of London and there is going to be an execution here. I sigh. I normally try to avoid these things as it like entertainment to the people. I decide to leave so I turn round but when I do I notice something I hadn't noticed before was that there were guards everywhere blocking the way out. Then suddenly a guard walks up to me and grabs me by the arms. He grunts "You are put to death for false faith!"*

Read through these tips from The Historical Association to help you to create a great piece of historical fiction.



Historical Association  
The voice for history

# The Historical Association Historical Fiction Prize



Use a specific event, period or individual as a focus. It is often helpful if it is linked to a topic or period that the class are studying. The examples used, however, show that it is not always essential to use popular teaching topics. Be careful to ensure that the topic is age appropriate. A visit such as to a museum or an historic building can help create ideas.



It is often better if the chosen theme reflects some big themes such as loss and celebration, life and death, winning and losing, kindness and cruelty or fighting injustice.



Use historical description, terminology and vocabulary to build up the sense of period hopefully bringing a three dimensional feel for the topic – through describing the setting, colours, smells, sounds, noises, food and so on.



Why not look for a more unusual setting rather than opting for World War II or the Tudors. Could you make an ancient civilisation come to life?



Remember the techniques of good story-writing – building a strong central character, creating empathy with the reader, using descriptive adjectives. One's aim should be for the reader always to want to know what happens next.



Humour is often useful, as is adding dilemmas, different viewpoints or tension. It can all help add colour.

[www.history.org.uk](http://www.history.org.uk)

**Geography Task: Latitude and Longitude - Track the International Space Station**

<u>Date</u>	<u>Time</u>	<u>Latitude</u>	<u>Longitude</u>	<u>Country</u>
e.g. 25/05/20	2.35pm	49,5 N	50,4 E	Kazakhstan

**Design Technology Task: Structures**

**Activity 12:  
Strong shapes**

You will need: Toothpicks, jelly sweets (midget gems work well!)

Make a variety of shapes, such as a square or a triangle, from the sweets and toothpicks by placing one sweet in each of the corners. Press the sides and corners of each of the shapes. Which shape is the strongest?

Which shape do you think would be best to use to construct a building?

# Through the Doorway

Today you are going to write a narrative or story. The idea for your story is 'Through the Doorway'.

Where is the doorway? What type of door is it? Perhaps your character will find something on the other side of the door or maybe the door will be locked.

## Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

## Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

