


# Blue Class Homework for 'Castles and Tudors' (4 weeks) and 'On the Farm' (3 weeks)

Underlined tasks are more easily completed by children independently.

English (Communication, Reading and Writing)	Creative Arts (Music, Art, Dance)	Humanities (RE, Geography, History, Philosophy)	Mathematics and Technology (Maths, DT, Computing, Science)
<b>Learning Activities for 'Castles and Tudors' – for the first four weeks of this half term</b>			
<p>Write a short conversation between two characters from A Midsummer Night's Dream using correctly punctuated dialogue.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>new speaker, new line</li> <li>inverted commas around the words that are spoken</li> <li>capital letters for start of dialogue</li> <li>punctuation before the final inverted comma</li> <li>if dialogue tag first, comma before inverted comma</li> <li>better words for 'said'</li> </ul>	<p>Dance was a favourite activity in Tudor times. Create your own Tudor style dance. This might be nice to do with some friends.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>watch the example dance to get some ideas (see below)</li> <li>choose simple moves that can repeat (the music does get faster!)</li> <li>use the link to the music below to practise and perform your dance</li> </ul>	<p><u>Research about the Tudors using the DK Find Out website (link below). Then take the quiz to test your knowledge!</u></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>read each section (use the tabs at the bottom of the page to move on)</li> <li>make a note of important information</li> <li>take the quiz and reread any information to correct answers that were wrong</li> </ul>	<p>Practise these mental maths facts/skills:</p> <ul style="list-style-type: none"> <li>all times tables up to 12 x 12 and corresponding division facts</li> <li>number bonds to 1 i.e. 0.8 + 0.2</li> <li>rounding decimal numbers to the nearest 1 i.e. 8.3 → 8</li> <li>derive sums and differences for pairs of multiples of 10, 100 and 1,000</li> <li>recognise the following equivalences: 0.5 = ½, 0.25 = ¼, 0.75 = ¾</li> </ul>
<p>Practise spelling the following words on their own and in simple sentences:</p> <p><i>sentence, separate, special, straight, strength, suppose, surprise, therefore, though (although), thought, through, various, weight, woman, women</i></p> <p>It's a good idea to learn a couple a day or five a week and keep revisiting them to help memorise them over time.</p>	<p>Portraits have always been hugely important for monarchs. (see below) Traditionally monarchs would 'sit' for their portraits. Create a portrait of someone in your family.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>ask a family member to 'sit' for you – they will need to be still!</li> <li>draw their main features as you see them</li> <li>later add detail and colour, choosing your media</li> </ul>	<p>Perspective is really important for geographers. Watch the bird's eye view footage of Kenilworth Castle (link below) and then create your own map of the site.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>watch the video and pause at different points</li> <li>sketch the main shapes and features you see</li> <li>add detail and a key</li> </ul>	<p>Use your DT skills to design and make a model of a castle. You could even include a moving part, such as a drawbridge.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>gather ideas and create a clear, labelled design</li> <li>consider materials and ways to strengthen and join your model</li> <li>create step by step</li> <li>decorate and embellish</li> </ul>
<b>Learning Activities for 'On the Farm' – for the last three weeks of this half term</b>			
<p><b>TO SUPPORT LANGUAGE DEVELOPMENT AND SPEAKING AND LISTENING SKILLS:</b></p> <p>Think of a farm animal of interest and make up a riddle about it. Say it to an adult and see if they can guess what it is. Speak clearly, in full sentences, using the correct grammar and adding helpful detail.</p>	<p><u>Listen to and appraise 'Carnival of the Animals – Hens and Cockerels' by French composer Saint-Saëns (see link below).</u></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>listen carefully and explain what you notice about...             <ul style="list-style-type: none"> <li>the tempo</li> <li>the instruments used</li> <li>any changes in dynamics</li> </ul> </li> <li>What in the music suggests hens and cockerels?</li> </ul>	<p>Where does your food actually come from? Take a trip to a supermarket to investigate.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>find foods that have different origins and note down where they come from (the fruit and vegetable section is a good place to start)</li> <li>back at home, calculate how far your food has travelled and find each country/county on a map (you can find a distance calculator online)</li> </ul>	<p><u>Continue to explore perimeter and area by spending time on this 'Area Builder' interactive tool. Try the games too. Start on Level 1. <a href="https://phet.colorado.edu/sims/html/area-builder/latest/area-builder_en.html">https://phet.colorado.edu/sims/html/area-builder/latest/area-builder_en.html</a></u></p> 
<p>Write a short story with the title 'The horse, the pig, the owl and the old tractor'.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>beginning, middle, end</li> <li>problem</li> <li>exciting solution</li> <li>use paragraphs to organise ideas</li> <li>cohesion within paragraphs</li> <li>good word choices</li> <li>subordinating conjunctions to write complex sentences</li> <li>use <u>some</u> dialogue</li> <li>time adverbials to move on events</li> </ul>	<p>Create your own 'farm' artwork in the style of John Brunson (see example on reverse). He is great at showing ploughed fields.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>plan your artwork</li> <li>draw the main sections of the piece and use flowing bands</li> <li>add details such as farm buildings and possibly animals</li> <li>use your own choice of media to add colour</li> </ul>	<p>Consider this quotation from Mahatma Gandhi and give your own viewpoint.</p> <p><i>"There's enough on this planet for everyone's needs but not for everyone's greed."</i></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>think about what the quotation means</li> <li>explain your thoughts and ideas</li> <li>Can you think of a solution?</li> </ul>	<p>In DT, we will explore sewing skills. Apply your sewing skills to create some animal finger puppets.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>gather suitable materials (ASK FIRST)</li> <li>create some designs based on the materials you have</li> <li>cut fabric carefully, using a template if needed</li> <li>sew using stitches you know e.g. running, back, cross stitch</li> <li>embellish</li> </ul>
<p>Helpful websites (with adult supervision):</p> <p><a href="https://www.dfindout.com/uk/search/tudors/">https://www.dfindout.com/uk/search/tudors/</a> - DK Find Out and Quiz</p> <p><a href="https://www.youtube.com/watch?v=LxBMCrrzN4s">https://www.youtube.com/watch?v=LxBMCrrzN4s</a> – Example Tudor dance <a href="https://www.youtube.com/watch?v=EY40PNHFCK">https://www.youtube.com/watch?v=EY40PNHFCK</a> – Tudor music</p> <p><a href="https://www.youtube.com/watch?v=x6zuOj6-Y1g">https://www.youtube.com/watch?v=x6zuOj6-Y1g</a> – Kenilworth Castle from above</p> <p><a href="https://www.youtube.com/watch?v=Ed7Ovt4cWE">https://www.youtube.com/watch?v=Ed7Ovt4cWE</a> – Carnival of the Animals – Hens and Cockerels</p>			

Look at the activities above. The activities are divided into four columns. You need to choose one activity to complete each week. You must choose at least one activity in each column. After that, the choice is yours.

**Reading for this half term:** daily please for at least 10 minutes and make sure you talk about the book with someone.

- To help you organise your homework, it is a good idea to do a little every day. You can spend as long as you wish, but around one hour per week should be enough for most activities.
- If you have a brother or sister at Blackwell, you could work together on an activity.
- It is helpful if grown ups help you, but please do the work yourself.
- The work should be filed in your homework book. Examples of good homework will be displayed in the hall.

## EXPECTATIONS

- Please complete written work in **pencil** and file into your homework book. Some work may require a photograph.
  - Present work in a way that is clear and easy for people to read
- Homework sheets will be sent home at the start of a topic and one piece must be handed in each TUESDAY
  - Activity sheets will be available from class teachers on Fridays if children request them during the week**
    - Feedback from the teacher will be provided in the workbook

Portraits of Monarchs



John Brunson example

