

Homework for LONG AGO (3 weeks) and NATURE (3 weeks)

In light of feedback from Parent Questionnaires in recent years, we will continue to underline tasks that are more easily completed by children independently, but will also include some worksheets at the request of some families.

| 1 English (Communication, Reading and Writing) | 2 Creative Arts (Music, Art, Dance) | 3 Humanities (RE, Geography, History, Philosophy) | 4 Mathematics and Technology (Maths, DT, IT, Science) |
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| <p>Create a multiple-choice quiz about the Stone Age, Bronze Age or Iron Age</p> <p>Focus:</p> <ul style="list-style-type: none"> research Stone Age, Bronze Age or Iron Age or recall information learned in school pick out interesting information write answers that are true and false present quiz in a clear and interesting way | <p>Imagine that you are a Bronze Age or Iron Age child. You are walking across the land, singing to yourself. Create a marching song to the tune of a familiar rhyme such as 'Grand Old Duke of York' and create your own words to link with the march and the Bronze Age.</p> <p>Focus:</p> <ul style="list-style-type: none"> choose words that will fit the correct rhythm of your tune practise your song, singing with correct pitch | <p>Create a map for Stonehenge. Stonehenge was begun in the Stone Age and completed in the Bronze Age. Firstly, go to Google Maps (web link below) and type in 'Stonehenge'. Drag the little person onto Stonehenge so that it's on 'streetview' and explore!</p> <p>Focus:</p> <ul style="list-style-type: none"> 'walk' around Stonehenge on the computer show the stones from a bird's-eye view (above) show the compass points use a key if necessary | <p>Create your own sword, designing it first – this could be from the Bronze Age or the Iron Age.</p> <p>See back of sheet.</p> <p>Focus:</p> <ul style="list-style-type: none"> planning and designing cutting and shaping materials increasing stability e.g. layers of card decorating effectively |
| <p><u>Practise spelling the following words on their own and in simple sentences:</u></p> <p><u>accident, accidentally, actual, actually, address, answer, appear, arrive.</u></p> | <p><u>Recall the mark making skills used by Vincent Van Gogh (see reverse). Explore the different marks that he used to create your own piece of artwork.</u></p> <p>Focus:</p> <ul style="list-style-type: none"> explore techniques used by Vincent Van Gogh use techniques to create tones of shade experiment with different resources i.e. crayon, paint | <p>Think about the life of children during prehistoric times and create a list of what you know was the same and what was different about their lives and ours today.</p> <p>Focus:</p> <ul style="list-style-type: none"> what was different what was the same possibly think about homes, families, food | <p>Design an outfit for someone living in the Bronze Age.</p> <p>Focus:</p> <ul style="list-style-type: none"> recall knowledge from learning in school or use the video clip below think about the material that would have been used choose relevant colours for the outfit |
| <p><u>Language development</u> Create a vocabulary map as we have in school for the topic, Long Ago. Use the headings of <u>tools, homes, people</u> and any others as the start and add as many words as you know.</p> | | | |

NATURE (3 weeks)

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| <p>Write a short story about a nature adventure in a setting of your choice. For examples you could write about being in the woods or in a jungle!</p> <p>Focus:</p> <ul style="list-style-type: none"> full stops and capital letters capital letters for proper nouns (names) conjunctions – when, so, but etc adjectives – beautiful, frightening, blue, overgrown | <p>Listen to Grieg – Morning. Write a music review of the piece of music that could feature in our class floorbook.</p> <p>Focus:</p> <ul style="list-style-type: none"> listen carefully consider musical elements i.e. tempo, pitch, dynamics, instruments... describe these musical elements | <p>Consider the following:</p> <p><i>'Is it ever okay for people to remove items of History from their original place they are found?'</i></p> <p>Focus:</p> <ul style="list-style-type: none"> consider different viewpoints explain reasons | <p>Plant a seed and track how it grows over our new topic. You could draw pictures of it each week or write a few sentences to share with your classmates.</p> <p>Focus:</p> <ul style="list-style-type: none"> plant seed think carefully about what it needs to grow well (think back to your Science lessons in Purple Class!) track the growth through pictures or sentences |
| <p>Write some instructions to make a woodland creature.</p> <p>Focus:</p> <ul style="list-style-type: none"> short, simple steps consider diagrams include a 'Top Tip' consider the 'verbs' and 'adverbs' you will use to help your reader <p><i>Why not make your creature as well? See the Creative Arts section.</i></p> | <p>Make a woodland creature.</p> <p>Focus:</p> <ul style="list-style-type: none"> collect natural or recycled materials consider each step taken to create your woodland creature reflect as you work and make changes <p><i>Why not write the instructions for your creature as well? See the English section.</i></p> | <p>Go on a nature walk around your local area. Create a map of where you walk and add in a key to show key features that you saw on your walk.</p> <p>Focus:</p> <ul style="list-style-type: none"> recall the route you walked create a simple map create a key with your own or OS symbols | <p>Practise these mental maths facts:</p> <ul style="list-style-type: none"> counting in 2s, 5s and 10s 2, 5 and 10 times table number bonds to 20 and 100 doubles and halves to 20 (i.e. 10+10) |

Helpful websites (with parental supervision):

<https://www.google.co.uk/maps/> [Google Maps for Stonehenge map]

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-discovering-wool-in-the-bronze-age/z6fxpg8> [Clothes in Bronze Age]

<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z874kqt> [Bronze Age facts]

<https://www.theschoolrun.com/homework-help/the-iron-age> [Iron Age facts]

<https://www.youtube.com/watch?v=JgbVfWRkHk>- Grieg - Morning from Peer Gynt

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.

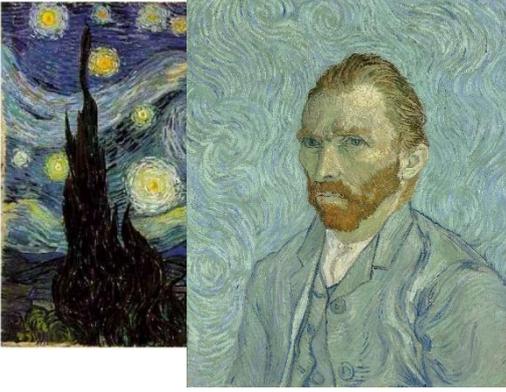
- To help you organise your homework, it is a good idea to do a little every day. You can spend as long as you wish, but around one hour per week should be enough for most activities.
- If you have a brother or sister at Blackwell, you could work together on an activity.
- It is helpful if grown ups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

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

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 should be handed in each MONDAY
- Activity sheets will be available from class teachers and need to be requested by the child at the start of the week
 - Feedback from the teacher will be provided in the workbook

VINCENT VAN GOGH



You can make your sword however you like – but here is an idea:

Make this



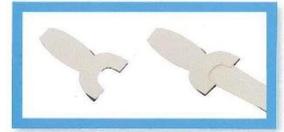
The brown paint underneath the gold spray paint will give your sword a bronze effect.

Tough, gleaming bronze could be used to make weapons, such as swords. The heated bronze was beaten to make the blade's sharp edge. Have a go at making your own sword from thick card.

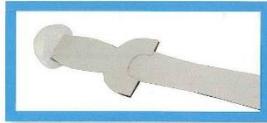
! Ask an adult to help you cut the card and use the spray paint.



1 Cut out two blade shapes from thick card or mount board. Glue them together.



2 Cut out two hilt shapes as shown. Glue them on either side of the blade as shown.



3 Cut a slit in half a polystyrene ball. Push the hilt into the slit.



4 Glue two or three layers of small pieces of tissue paper over the whole sword. Leave to dry.



5 Paint the whole sword with brown paint. Leave to dry.



6 Lightly spray the sword with gold spray paint. Leave to dry.

OS Map Symbols

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|----------------------------------------------|-------------------------------|-------------------------------|-------------------------------|-----------------------------------|----------------------------------|-------------------------------------------------------|
| | | | | | | |
| Railway Station | Level Crossing | Motorway | Trunk or main road | Footpath | Bridleway | National Trail/Long Distance Route/Recreational Route |
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| Camp site/Caravan site | Viewpoint | Picnic site | Access information point | Building of historic interest | Recreation/leisure/sports centre | Museum |
| | | | | | | |
| Site of battle | Castle/fort | Cadw/Welsh Historic Monuments | Historic Scotland | English Heritage | National Park boundary | Nature reserve |
| | | | | | | |
| Access land in woodland area | Access land boundary and tint | Cycle trail | Information centre | Telephone | Parking | Garden/arboretum |
| | | | | Sch | PO | PC |
| Place of worship with spire, minaret or dome | Place of worship | Place of worship | Youth hostel | School | Post office | Public convenience |
| | | | | | FB | W Spr |
| Bus or coach station | Cliff | Wind pump/wind generator | Electricity transmission line | Quarry | Footbridge | Well/spring |
| | | | | | | |
| Non-coniferous trees | Coniferous trees | Marsh, reeds or silttings | Orchard | Bracken, heath or rough grassland | Scrub | Contours |
| | | | | | | |
| Scree | Sand & shingle | Mud | | | | |