

Dear Dali and Warhol,

Welcome

I miss you all so much! It's very strange in school without you. When I walk round it's sooooo quiet and nearly every classroom is empty! Surprisingly, I have been incredibly busy during the lockdown. Some days I am in school working and other days I am working at home. Right now, I am working at my dining room table where I can spread my work out. I usually have the patio doors open so the room is filled with fresh air. I have had lots of meetings online, which is really weird at first, but you get used to it very quickly. I have had to learn lots of new computing skills! In the evenings and during the Weekends, I have been tackling my VERY long list of DIY jobs! So far I have: painted my garden bench and bird table; done some decorating; cleaned out the pond filter (Yuck! It's full of bugs and sludge!) and done some gardening. I have also been reading a lot. Every Thursday night I join in the clapping for the NHS workers, along with all my neighbours. I have also spent time talking to my family and friends on the phone or on video chats.

My very favourite thing in the lockdown has been to carry on singing with the choir that I am in. We rehearse online every Monday night. Our choir leader, Jim, makes us work really hard and challenges us with very tricky new things. I am in the learning pit A LOT! We have to practise, record ourselves singing our part (I don't like doing that!) and email a recording to Jim. He puts all our voices together on his computer so that it sounds like we are all singing together, not on our own at home! My elderly cat is very confused about why I am at home more but she makes the most of it and goes to sleep on my lap while I am working.

I hope you are enjoying your home learning and spending time with your families. I can't wait to see you all again. Take care of yourselves. Miss Newton xx



Dear Warhol,

I hope you are all doing well and staying safe. I keep checking J2e and it has been lovely to see the work that you have been doing. Don't forget that your parents can send your work into the school too at admin@kingathelstan.rbksch.org to have it put on the website for everyone to see!

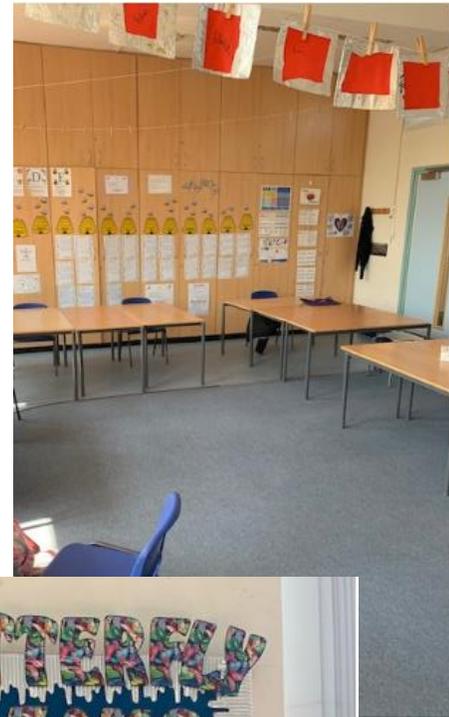
This week I went into school but it felt so strange without you all. Whilst I was there, I was reading through your butterfly dreams on the wall. It was nice to see how many of you have achieved yours already. Perhaps this week you could create a butterfly dream to achieve at home rather than at school? Maybe to learn to cook or to learn a new language? I might try to grow my own vegetables as my new skill. I'm not a great gardener so I'll keep you updated on how I do.

I miss you all a lot and really hope that I get to see you all again very soon!

In the meantime, keep reading, keep being kind, and continue to appreciate this time with your families.

From Miss Disher
XXXX

Welcome



Dear Dalí,

I hope that you are all doing ok and staying safe. I hope that you are getting out once a day and enjoying the nice weather when you can too. This week I've been doing a lot more cooking; I'm not good enough to wear a chef's hat yet though, but I'll keep practising. I'm still doing my running and walking Monty. My goal is to run 5km in less than 25 minutes. My record at the moment is 25:18, so I'm getting close. This week I used my exercise time to walk past my nana's house and wave to her through the window. It was good to see her but also weird that I couldn't talk to her - but I understand why.

The most annoying thing about social distancing is how long my hair is and that I cannot get a haircut!

The other thing that is really frustrating is that I haven't seen you all in such a long time, but don't worry I haven't forgot any of you. I hope to see you soon, make sure to be kind to the people you're at home with and stay safe 😊. P.s Check out my story time video I made for Year 5 on the school website!

From Mr Morris

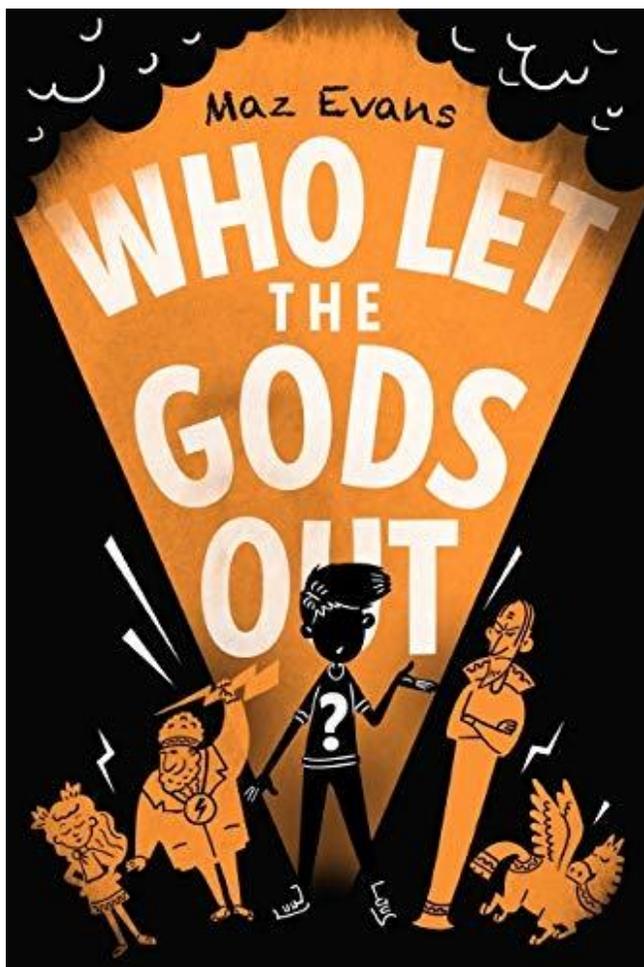
Welcome



Reading Activity



Read through chapter 2 and answer the questions at the end.

A small illustration at the top of the page shows a girl with a lightning bolt striking her head, symbolizing an idea or realization.

2. Home is Where the Farm is

At 4.30 p.m., when Elliot had arranged all the books in the history department into alphabetical order for Boil's detention, he finally made it outside into the darkening but still very welcome evening air. The crowds of proud parents eager to drive their children home had long since left, but no one had been there for Elliot earlier and no one was there for him now. No one ever was. With a quick backward glance, Elliot dived off the driveway, hopped over the school fence into the fields beyond and started the long walk home.

The stroll back to Home Farm was Elliot's

favourite part of his day. Or it was on dry days – when it was pouring with rain he didn't feel the love for the mile-long hike. But today was one of those mild early-winter evenings that made him content simply to wander through the fields as the stars assembled above.

He raised his head to feel the fresh air on his face, but his peace was interrupted by a gaggle of Brysmore girls walking in the opposite direction, pointing and staring at Elliot before retreating behind their hands in giggling fits.

Had Elliot listened to these, or any of the other silly girls at school, he would have known that he was considered one of the better-looking boys at Brysmore. But he didn't listen to what anyone said and he didn't care what anyone thought. He went through his school life – most of his life, in fact – on his own. There was a time when he'd enjoyed hanging out with his mates and might have been considered quite popular. But things had changed. Right now he didn't have time for friends. And besides, friends had parents. And parents asked too many questions.

Elliot arrived at Home Farm just as the stars started to rule the night sky. They were especially bright tonight and cast their dreamy glow over the ancient stone circle of Stonehenge, which was

just visible from his front gate. The mysterious stones looked magical in the glistening light and Elliot drank in his favourite view. He lifted the rope that held the rotting gate in place and dragged his tired feet up the path. He and Mum had laid those stones together and every wonky step reminded Elliot of them flinging mud at each other in fits of giggles as they worked.

The farm had been his family's home for generations. He could see the holes where fallen tiles made the roof look like a mouth missing some teeth, the dirty windows that blocked more light than they let in and the peeling red paint on a door that could barely keep out a draught, let alone a burglar. And Elliot loved every crumbling brick.

He put his key in the lock – a pointless exercise for a door that could be knocked in by a strong cough – but before he could push it open, a terrible screech erupted behind him.

'Coo-ee! Have you got a mo, poppet?'

There were so many irritating words in that sentence, but none as irritating as their speaker. Elliot slapped on a fake grin and turned around.

'Hello, Mrs Porshley-Plum,' he called in his least sincere voice.

'Hello, pickle!' Patricia Porshley-Plum shrieked



in return, using one of the countless stupid nicknames she used in place of anyone's real name. 'Have you got a seccy?'

'I'll have to be quick – I need to—'

'Gre-eat!' squealed Patricia as she approached the house, tottering slightly as the heels on her shoes struggled with both the uneven path and the ample backside they were supporting. 'Shall we go in for a cuppa?'

'I'd love to,' Elliot lied as he shut the door behind him, 'but Mum's got another stomach bug.'

'Oh no, sugarplum!' Mrs Porshley-Plum pouted dramatically, her dark-pink lipstick making her mouth look like a monkey's bottom. 'Perhaps I should come in and see her?'

'It's catching,' said Elliot quickly, running out of imaginary illnesses to keep his mother safe from this annoying neighbour. 'And squishy. And smelly. Seriously. Stay away.'

'I see,' said Patricia, her narrow eyes scanning every millimetre of her young neighbour, as if she could spot the lie on his shirt. Patricia's mouth always smiled, but her eyes never did. She straightened her tweed jacket over her generous hips. 'Well, when she's feeling better, we must have That Chat,' she added with a ridiculous wink.

Patricia had been trying to have That Chat with Elliot's mum, Josie, for a while. At Nan's funeral the previous year, she had whispered to Josie at the graveside about her new property-development business and how the farm was sitting on a valuable piece of land.

When the doctor came to Grandad's bedside six months later, Mrs Porshley-Plum popped round the next day and made an offer for the farm to 'get him into a decent nursing home'.

The morning that Elliot and Josie laid Grandad to rest, Patricia Porshley-Plum called to say that if they fancied moving on, now the two of them were completely alone in the world, she'd happily take the farm off their hands for a quick sale.

'Patricia Horse's-Bum will never get her hands on this family's home!' Josie had raged that night. 'She can keep her plastic houses for her plastic people! This is a real family home for a real family and if she thinks she can flash her cash and move us out then she can stick her cheque book right up her ...'

Elliot smiled at the memory of his mum's rude suggestion. But she was right. This was their home and Elliot needed to protect it. He just didn't have a clue how.

'I'd better go and see to Mum – lovely to see



you, Mrs Horse's . . . Mrs Porshley-Plum,' he said.
'And you, sweet-cheeks,' trilled Patricia. 'Get Mumsy to call me – aaargh!'

Maybe it was the wonky paving stones, the ridiculous heels or because her nose was stuck so far in the air she couldn't see where she was going, but Patricia Porshley-Plum crashed down on the path like a newborn foal on roller skates, spilling herself and the contents of her handbag all over it.

'Let me help you,' Elliot offered. 'I'll get these for you.' He picked up the mysterious items that fill a lady's handbag and replaced nearly all of them. 'Here you go,' he said, giving the overflowing bag back to the world's most irritating neighbour.

'Thank you. I'll see you soon,' said Patricia, her eyes smiling even less than usual as she turned and staggered down the rest of the path, finally leaving Elliot to make it into his house.

Once his front door had closed on the world, Elliot took a moment to rest against it. Home. At last.

He dropped his school bag next to the pile of post on the mat, and picked up the letters. All were reminders about unpaid bills. As if he needed reminding.

'Mum?' he called softly in case she was enjoy-

ing a nap. 'I'm home.'

He peered round the door into the cosy lounge, but Mum wasn't in her usual battered armchair by the fireplace. Elliot checked the kitchen, Mum's bedroom and tentatively knocked on all the bathroom doors, but there was no reply to his gentle calls.

With a dark fear rising through his veins, Elliot started to look more frantically, flinging open doors and running through rooms.

'Mum!' he shouted. 'Mum – where are you?'

He desperately searched every corner of the farmhouse, even looking under the beds. Racing past the kitchen for a third time, Elliot's stomach tightened into a familiar knot. The back door was ajar. His heart plummeted.

It had happened again. Mum had disappeared.



Reading Activity

Reading Activity



1. What does the word 'gaggle' tell you about the girls were behaving? (Page 10)
2. Why doesn't Elliot want any friends? (Page 10)
3. Do you think there were lots of stars or just a few? Which word in the text tells you this? (Page 10)
4. Find and copy a word which means 'genuine'. (Page 11)
5. Why is Mrs Porshley-Plum so interested in Elliot and his family?. (Page 12)
6. What is said on page 14 that implies Mrs Porshley-Plum thinks highly of herself? (Page 14)
7. How do you know Elliot is worried about his mother? (Page 15)

Find all of the fronted adverbials in this chapter.

Make a prediction on what you think might have happened to Elliot's mother.

For each page from 10 to 15, think of one word to describe how you think Elliot would be feeling. Try not to use the same word twice. Think about how the people and things happening around him would change his mood.

Choose one paragraph to rewrite and improve by using synonyms, adding in descriptions or using different sentence openers.

Audio Books For Free

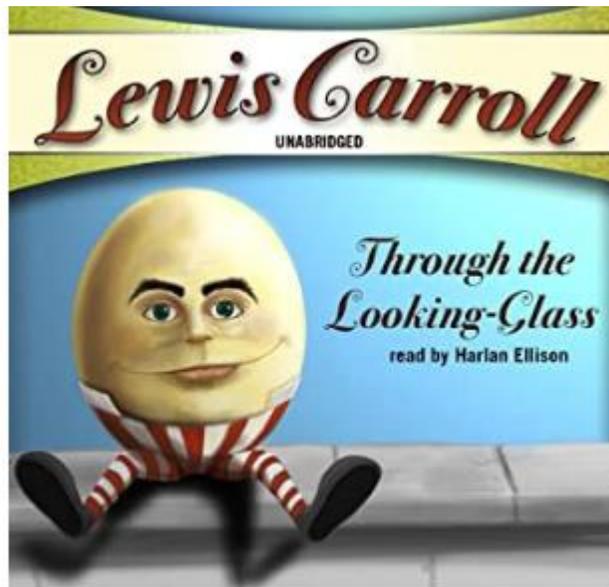
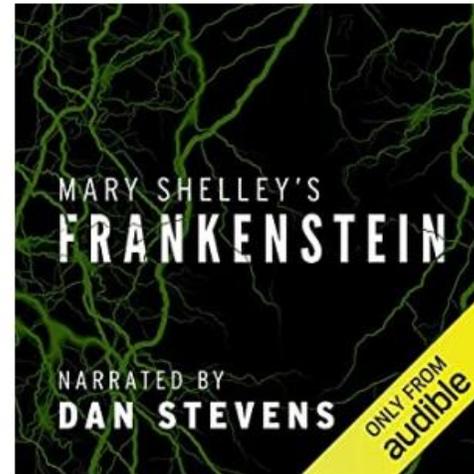


(You may need to open in Google Chrome.)

As we are now in the summer term we will start looking at new books. Feel free to continue listening to the books we showed you last week, especially Alice in Wonderland as that is one of our summer term books.

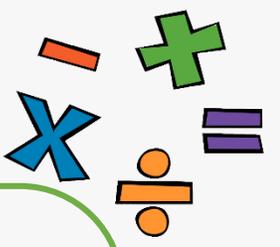
https://stories.audible.com/pdp/B00FQRCM9O?ref=adbl_ent_anon_sc_pdp_pc_0

Frankenstein is another Summer Term book, as it links to our topic of my other self. I'm sure you all know about Frankenstein's monster from Halloween, but this story goes into how it was made...



https://stories.audible.com/pdp/B002V8L2WE?ref=adbl_ent_anon_sc_pdp_pc_2

If you have finished listening to the first Alice In Wonderland, how about trying the sequel where Alice returns for more fantastical adventures



Use the numbers 1, 2, 4, 5 and 7 and the operations \times , $+$, $-$ and \div to make some calculations. For example: $5 + 7 = 12$ or $14 = 7 \times 2$.

1. How many different calculations can be found using $+$ only?
2. How many ways are there of rearranging $7 = 5 + 2$?
3. How many different equations can be found using all 5 cards?
4. Investigate equations using other sets of 5 numbers.

This pattern always appears to give prime numbers.

$$1 \times 1 - 1 + 17 = 17 \text{ which is a prime}$$

$$2 \times 2 - 2 + 17 = 19 \text{ which is a prime}$$

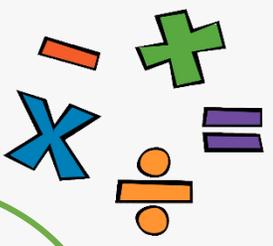
$$3 \times 3 - 3 + 17 = 23 \text{ which is a prime}$$

Continue this pattern. Will it always give prime numbers?

Create a bank of ideas of all the different words and phrases a question might use when asking you to add.

addition





Statement	True or False	Comments
The sum of three even numbers and one odd number is always an even number.		
The sum of three odd numbers and one even number is always an even number.		
The sum of six odd numbers is always an even number.		
The difference between two even numbers is always an even number.		
The difference between an even number and an odd number is always an odd number.		
The difference between two odd numbers is always an even number.		
If you treble any odd number the answer is always an even number.		
If you quadruple any even number the answer is always an even number.		
If you quintuple any even number between 20 and 30 then the answer is sometimes odd.		
If you add three odd numbers you will always make a prime number.		
If you add three consecutive odd numbers you will sometimes make an even number.		
The squares of all even numbers are even, and the squares of all odd numbers are odd.		

See if you can decide if each statement is true or false. How do you know? Can you prove it?

Can you create your own table of statements for someone else in your house to figure out?

https://stories.audible.com/pdp/B015D78LOU?ref=adbl_ent_anon_sc_pdp_pc_0 (copy into chrome)

Writing Activity 3



If we were at school, we would start our new topic all about Victorians. There were many authors around during the Victorian Times, however we will be focussing on, for the meantime, Lewis Carroll. He is a very famous author, most famous for his story, **Alice in Wonderland**. For those of you who have not read or seen this story there are a few links to videos to the right.

<https://www.youtube.com/watch?v=9POCgSRVvf0>

<https://www.youtube.com/watch?v=gftRJdhEVS>

Our first writing task will be a setting description. We will describe the scene where Alice finds the hole she ends up falling down. You will write this in the first person, as Alice. When writing be sure to focus on:

<https://www.youtube.com/watch?v=Q93VrYOXSe8>

- Describing the tree stump, grass and flowers surrounding the hole
- Seeing an unusual rabbit acting like a human
- The hole itself - it being unusual, deep and peculiar
- Being drawn to the hole
- The hole being quite magical and fascinating

Remember to include

- Powerful adjectives and verbs
- Adverbs
- A variety of openers
- Alliteration, similes and noun phrases



Alice in Wonderland

Art Activity



Original Illustrations
By John Tenniel
(1820-1914)

As part of our year 5 topic, 'Adventures of my other Self', we will be looking at re-creating, through drawing some of the original pictures from Alice in Wonderland.

We will be looking at the characters illustrated by John Tenniel.

Before we start looking and focussing on these pieces of work, I would like you to become familiar with the process of **hatching** when drawing. Please watch the following video about 'hatching' and 'cross-hatching': <https://www.youtube.com/watch?v=huD94n20iBY> .

Have a go at practicing some of these techniques this week at home.



Play free games and quizzes, find art activities and explore the Tate collection with the link below.

<https://www.tate.org.uk/kids>

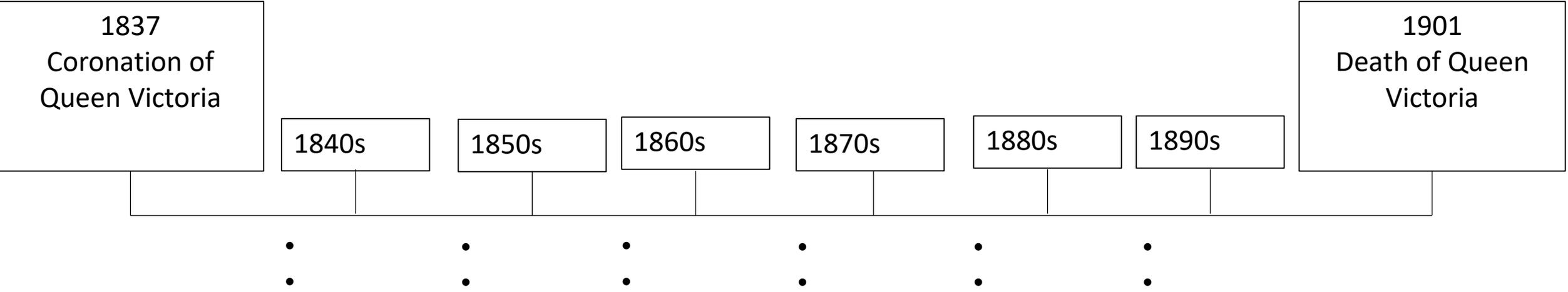
Topic Activity



Just like in our English topic, our Theme topic will also look at Victorians. The ruler of England at the time was Queen Victoria – this is why this period of time is called the Victorian Era, which lasted over 60 years. There were huge changes during this time in a variety of different areas from, medicine to technology, from transport to jobs, all resulting in Great Britain becoming very powerful.

Your task: use the timeline below, or create your own, and research key things that happened in those decades. There will be many to choose from. Perhaps pick two or three for each one. Pick ones that you think are interesting.

Feel free to search 'Victorian times living' on Google images and see what it was like in those times. Notice the black and white photos – what does that tell you about the technology?



Creative Activity

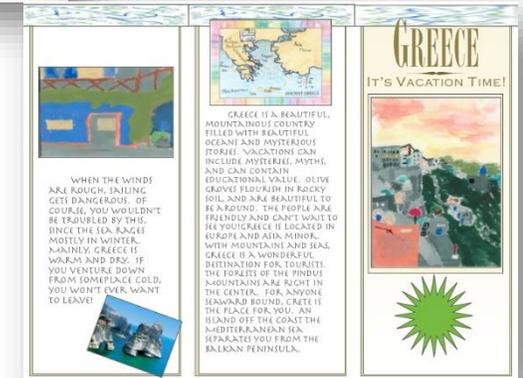
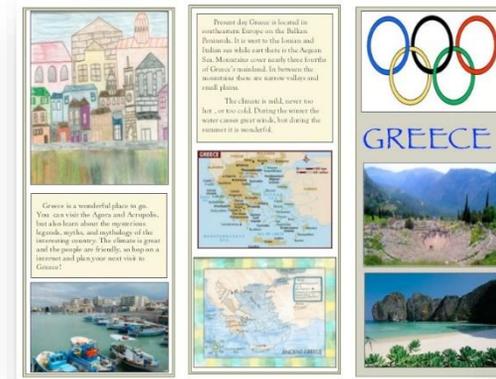
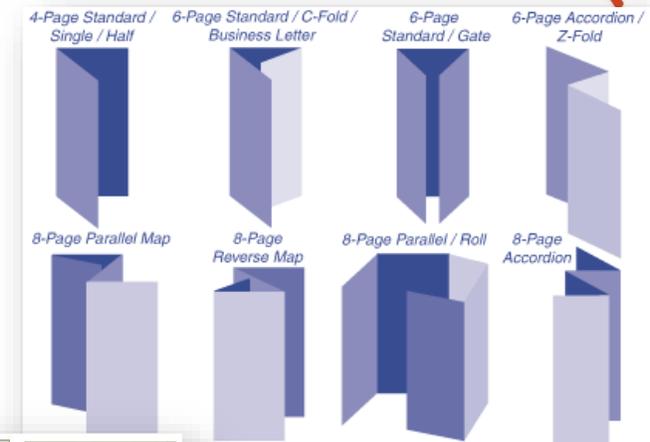


For your creative activity this week, we will revisit last term's learning one last time. Your last writing task was about gathering research about Greece. You will now use what research you have and create a brochure.

You can make this on a computer, if you are able to, or a handmade one with paper.

Make sure to create a brochure that is eye-catching and attractive, you want people to notice it if they walk past it. Last week, you gathered research on: food, culture, tourist attractions and history. Make sure you write these titles in big colour letters so they stand out at the top of your brochure pages. Also, leave enough space to inform the reader about each of the sections. Be sure to include some pictures too. Again, if you can print pictures off using a computer, try it, but also hand drawn pictures work just as well, maybe even better! I've put a pictures of how they could look, but be as creative and imaginative as you like; there's no wrong answer. The pictures show just a few suggestions on how to make a brochure.

Lastly, it would be great if you can send a picture of your brochure to the school admin email; they will then send it us. We'd love to see some of them!



Music Activity



Brit Pop

Last term, we began to look at the 'Brit Pop' movement of the 90's and, in particular, the rivalry between the bands Blur and Oasis. Listen to the songs that I have posted below:

Oasis 'Wonderwall': <https://www.youtube.com/watch?v=bx1Bh8ZvH84>



Blur 'Tender': https://www.youtube.com/watch?v=P_OK_H8F2g0



When you have listened to both songs, I would like you to have a go at doing one or more of the activities below:

- Draw a cover for both songs (this should be the size of a CD - ask your parents!). Think about the message of each song and how you can portray this.
- Write a newspaper article reporting the release of both songs. Describe both pieces of music (you can use the musical elements listed below to help), who the music will appeal to and when it will be released.
- Choose a track to write an in-depth review about and describe what you like/don't like and your reasons why: 'I didn't like.....because.....' 'This song appealed to be because....'

Tempo (fast/slow), rhythm (long/short), dynamics (loud/quiet), texture (how many layers), structure (how the music is structured),
Timbre (instruments used)



Physical Activity



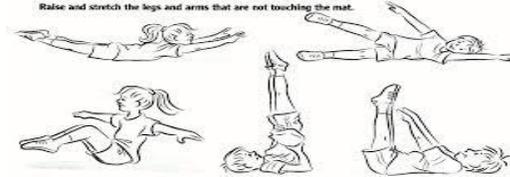
Gymnastics Activity - Balances

Wake Up, Shake Up

Time the activities: Each activity is **20 seconds**. You **must** rest for **10 seconds** between each activity. You will need a stopwatch or timer (or you can use an ordinary watch or phone)

- 1) Star jumps
- 2) High knees
- 3) Squats
- 4) Mountain Climbers
- 5) Plank
- 6) Lunges

You should be familiar with all of these activities. If you are unsure how to perform these activities then please check the technique with your parent/carer or use the internet if you have access.



Create 6 individual balances.

- Create a sequence using jumps, twists and turns to link the balances.
- Hold each balance for a **minimum of 4 seconds**.

Reminders:

Hold the balance with full extension and body tension.

Your sequence should contain a start and finish.

Questions:

How can I improve my sequence?

What is tension? What is extension?

Challenge :

Teach your siblings or parent/carer your sequence?

Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!
Mr McLaughlin



Science Activity



Just like in our other topics, in Science we will also be looking at new things. Our Summer topic for Science is – materials and their properties.

This lesson we will be looking at the new vocabulary linked to this topic. You will write down what you think and what you already know about the vocabulary and then do some research on the ones you are unsure of. Once you are more confident with the vocabulary you will try and find examples around where you live. Look at the graph below for an idea on how to set it out. Try your best, but do not worry about filling the whole table out. If you are unsure what to put in the what I think column you can leave that one.

New vocabulary	What I think	My research	My example
Hardness	How hard something is		A table leg
Transparent	Looking through something		Windows
Opaque		When light is not allowed through and the light is reflected or absorbed, preventing you to see through the object	

You can see that I have started the table for you. You need to complete it and then add the following words to the vocabulary column.

- Conductivity
- Soluble
- Mixture
- Solution
- Dissolving

Using the new vocabulary above fill in the remaining columns too.



Here is a game to remember the sports we've been learning. You can hear the words being spoken out loud if you choose 'flashcards'.

<https://quizlet.com/501686380/tu-aimes-les-sports-flash-cards/>

Once you've practised the vocabulary, can you work out the secret sentences below? Ask someone in your family to join in and act out more secret sentences for each other.

L'athlétisme - athletics
La voile - sailing
Le football - football
La gymnastique - gymnastics
La natation - swimming
La boxe - boxing
L'escrime - fencing
Le rugby - rugby
Le tir à l'arc - archery
Le cyclisme - cycling





Be a Shakespeare



Be an Emily Dickinson



Be a Stormzy

Wellbeing Activity

Hello **Fantastic** Year 5!

Try to be kind

Try to be helpful

Try to be patient

If you try try try, then you can can can!



'Present a Performance'

Boost your confidence and make your family smile!

Compose and perform a rap or poem to describe the changes you are managing in your life at the moment.

Here is one to get you thinking...

No more school, that's the rules, don't be fools
Stay away, shut today, no can play.
Hanging with my brother, helping my mother, no kind a bother
Dad gets cooking, Mama (over his shoulder) looking,
I'm doing my book -ing ...yeah right!

I'm the X box king, doing my thing, wearing my bling.
Watching the news, giving me the blues, Boris got no clues.
Link in with my teacher, good to see ya, liking this feature!
Not so alone, don't need my phone, no need to moan...now chill!

