

Dear Warhol and Dali,

What a strange way this is to introduce myself but, HELLO everyone! My name is Mrs Mastrocola and I am super excited as I am your new Deputy Headteacher! I hope everyone is safe and well and enjoying time with your family. I have been in school a few times since Easter and have been getting to know my way around! I have started to set up my desk and I can't wait until we are all together so I can meet you face to face!

Let me tell you a little about myself. I have been a teacher for nearly 15 years and before starting here I worked at another school in Kingston for 9 years, where I was the Assistant Headteacher, leading Key Stage 2 and teaching in a variety of year groups. I am married and have two children, one of whom is in reception. Outside of school I like to keep my mind and body healthy by enjoying the great outdoors, running, going to the theatre, watching films, reading books and playing board games.

Over lockdown, I have been keeping busy with my children, cooking, gardening and reading. We have really enjoyed showing our support to the NHS workers by taking part in the clap every Thursday and we are getting very good at zooming with our families and friends each week!

I am so excited to be your new Deputy Headteacher and can't wait to support everyone in their learning and help to make King Athelstan the best place it can be!

Stay safe!

From Mrs Mastrocola

Welcome

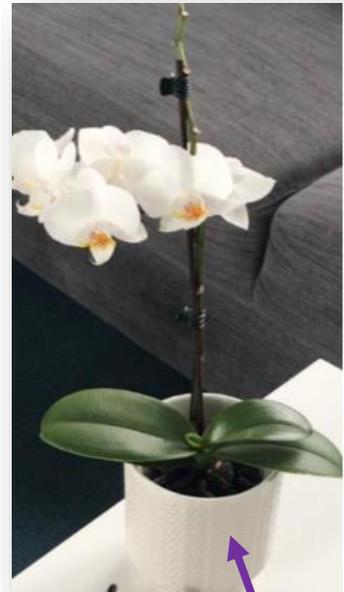


Dear Warhol,

I hope you've all had another lovely week at home and have been enjoying the nice weather. I did try planting some seeds for my butterfly dream but none of them have grown yet. I'm hoping they're waiting underneath the soil and will pop up soon! Did you make a butterfly dream too?



All of the teachers are still busy working from home, which is becoming a little more normal now. At the weekend, when I'm not working, I have been trying to teach my niece over Facetime, which has been very strange. Additionally, I have been attempting to teach Charlie the dog a new trick. He is trying to learn how to spin, although I do think he wonders why he now has to spin around every time he wants a treat! Nevertheless, he is improving each day.



I have continued to speak to Ms Sa and Ms Rowles nearly every day and talk to Mr Morris a lot about the work we send home. Ms Sa is still looking after 'Hope' very well!

I'm keeping my fingers crossed that we will all be together again soon! I can't wait for the day when I get to have you all in class, tell you what a great question you've asked, how much your handwriting has improved and undoubtedly have to tell you to tuck your chair in!

Keep safe and well. From Miss Disher xxxx

Welcome

Hope

Welcome

Hey Dali,

I hope that you are all doing well and I hope you've had fun in the sun this week too. This week, I went into school and saw a few of you. It was quite weird being at King Athelstan, but not having you all there. It was very quiet. I saw a few of the other teachers there too; they are finding it just as odd. I hope you enjoyed the latest chapter of 'Who Let The Gods Out'. I've been recording the next chapter of that too.

While at home, I've continued to go running as my one piece of exercise a day. I've also been helping out a lot more around the house: cooking for my family, cleaning, looking after Monty... all the fun things.

Also I have been speaking to some of the other teachers - doing a few video calls with Mr Barson, Mr Channing and Mr McLaughlin - catching up with them and seeing how they are doing. Lastly, this week I've been playing a little more guitar and learning a few new bits and bobs. I still have to take lots of breaks though. My fingers still haven't got used to playing so much, so often, they ache after a little while.

I hope you are staying safe and are being kind to those you are living with. Hope to see you all soon. Mr Morris 😊



Dear Year 5,
I hope you are all keeping safe. I have been trying to keep busy by trying out lots of new recipes and by creating fun junk modelling with Rosie and Charlie. We made junk modelling crazy golf, you can see some of it in the picture. We also have some new friends! We now have some pet guinea pigs! They haven't got any names yet but I'll let you know when we've decided. I can't wait to tell you about them!

I am missing you all lots and look forward to seeing you all!
From Miss Rowles.

XX



Welcome

Welcome

Dear Year 5,

A few days ago I went to school to support the kids who are still going, and it was strange to see it so empty! I miss you all so much!!

At home, I have been trying to keep busy with activities such as doing yoga, reading books, trying out new recipes (look at my Asian dumplings!) and spending time with my family, including our cat Lulu, who is loving having us all at home! Today, my daughter and I are going to try to learn a TikTok dance! Do you think I'll be able to do it? I have also joined a sewing group in my neighbourhood and we are busy making protective wear to donate to medical staff, care homes and vulnerable individuals. In the bottom photo I'm wearing a doctor's surgical cap that I sewed.

Aside from doing your home learning, I hope you're also having fun and taking the time to try some new things. Until we meet again, take good care of yourselves.

From Mrs. Umemoto (Mrs. U)



Lulu



Dumplings!



Reading Activity



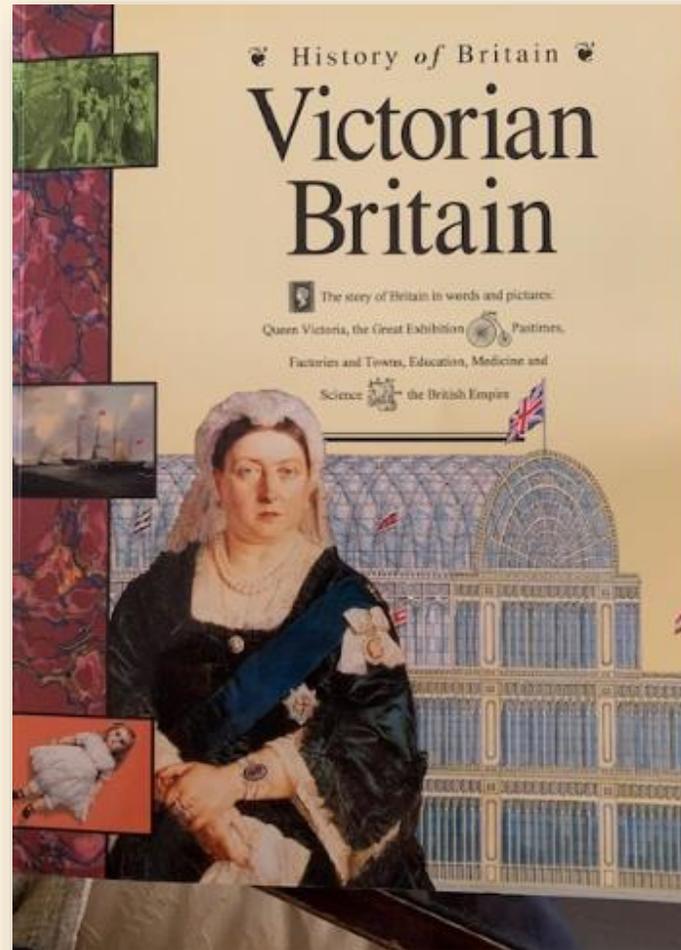
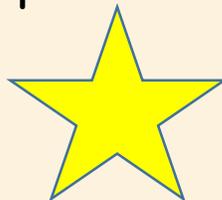
This week we will be reading a page from a non-fiction book about the Victorians.



You need to read it carefully as it will be the basis for your topic work this week.



As you read, why not write yourself a bank of questions that you would like answered?



Here's a link to all of the King Athelstan staff reading books!

<http://www.kingathelstan.kington.sch.uk/assets/Uploads/downloads/We-Love-Books.mp4>

Click Me



THE YOUNG PRINCESS

"The Country is very desolate everywhere; there are coals about, and the grass is quite blasted and black ... Everywhere, smoking and burning coal heaps, intermingled with wretched huts and carts and ragged children." Princess Victoria wrote this in her diary in August 1832, during a tour of the English Midlands.

Victoria was born on 24 May 1819. She had a lonely and unhappy childhood. Her father died when she was only a few months old. Her uncle, King William IV, had no children, and Victoria would inherit the throne when he died. So her mother kept a close watch on her. Victoria rarely went out.

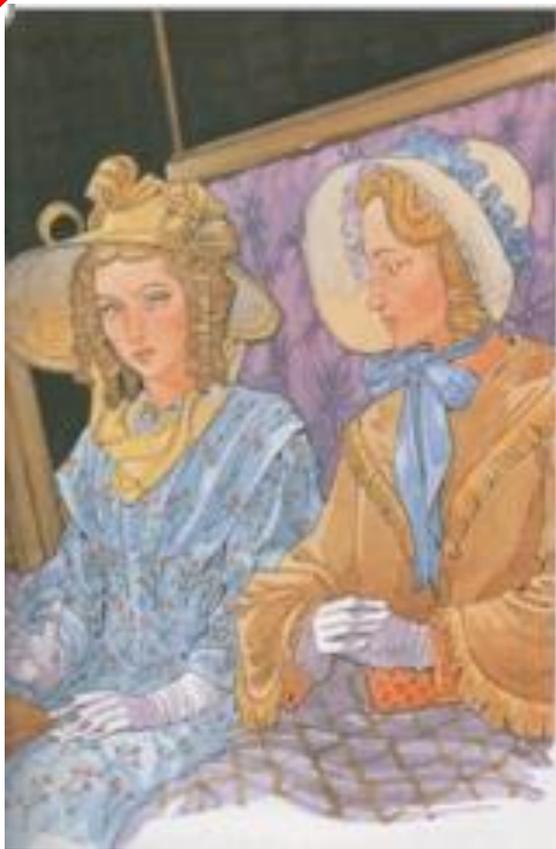
The young princess met few other children. Her only friend was her stern German governess, Baroness Lehzen. Victoria grew up to be stubborn and quick-tempered, but also dignified and truthful. When told she would be the next monarch, she replied, "I will be good".

Below is a painting of a young Victoria. As a small child she was considered to be 'dumpy' and 'clumsy' but was taught how to be more graceful as she grew up.



Above is a painting of Kensington Palace, where Victoria was born. Although the palace itself was incredibly grand, the décor inside was quite plain.





Above is a drawing of Victoria on her journey through the midlands in 1832. This was not a holiday but part of her education. Her other subjects included history, geography, Latin, French, religion, poetry, handwriting, drawing, the piano, singing and dancing.

Between 1832 and 1835, Victoria was sent on a series of coach journeys through Britain. Her mother believed that she should see the country she would one day be ruling. The princess travelled to North Wales, the Midlands, Yorkshire, the south coast and East Anglia. She stayed in hotels, or grand houses such as Chatsworth and Alton Towers (then a private house). Wherever she went, she was greeted with banners, speeches and concerts in her honour. She described what she saw in a diary.

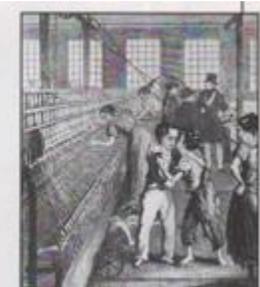
It was her first sight of the way poor people lived in Britain. She did not know that thousands of children, some as young as seven, had to work in mills and factories instead of going to school. Their jobs were in factories, down mines, or out in the city streets. The employers preferred child workers because they could pay them less than adults. A child might earn £10 (£500 at today's value) a year. When she became queen, Victoria was paid £385,000 a year.



Below are drawings of different jobs undertaken by children at the same time as Victoria's youth. These jobs included chimney sweeps. Small boys were ideal for this as they could easily up the chimney, although some chimneys were still hot when they were sent up and it was bad for them to inhale the soot.

Some children worked in coal mines for hours in the dark. They opened and shut traps to let wagons of coal through.

Another option was to be a child factory worker. They would have to work long hours, often up to 16 hours a day. There were many dangerous machines and lots of children lost fingers or even died.



Reading Activity

Reading Activity



The words below are from the text. Create your own dictionary by writing a definition for each one. If you're not sure you'll need to look it up.

- desolate
 - intermingled
 - inherit
 - stern
 - governess
 - dignified
 - monarch
- Can you think of a synonym for each word?

1. Why would Victoria not have known that some children had to work in mills and factories?
2. If the working conditions for children were so bad, why do you think children continued to work?

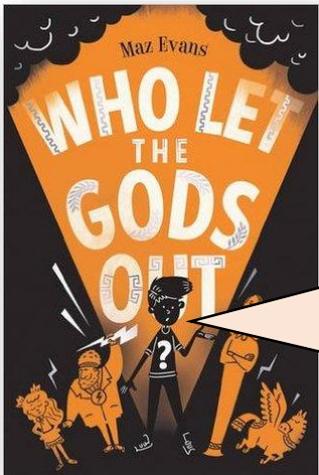
What elements of Victoria's childhood meant that her childhood was difficult?

Which of these things could have happened to any child and which ones were only an issue because she was rich?

Compare the subjects Victoria studied with your own? How are they the same or different? Why would they be the same/different? What sort of adult was she expected to grow up to be? How would her lessons help with this?

On her journeys through the country, Victoria saw poor people for the first time. Predict some other things she might have seen.

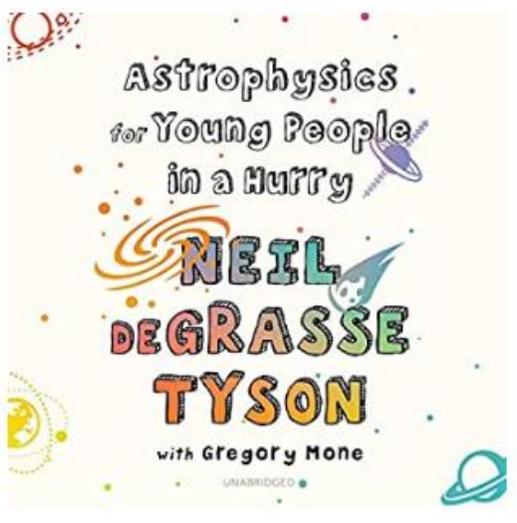
Audio Books For Free



Check out Mr Morris reading chapters 3 and 4 of Who let the God's out on this link!

<http://www.kinga.thelstan.kingston.sch.uk/covid-19-home-learning/story-time-videos/>

This week's audiobooks are based on our previous learning from other topics. It thought it might be fun to go back over them and look our old topics in a different way



Astrophysics for young people in a hurry
By – Neil DeGrasse Tyson.

A link back to our space topic. This book is by one of the most intelligent physicists in the world! Hope you enjoy

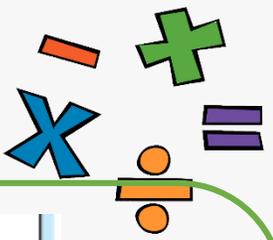
https://stories.audible.com/pdp/198259151X?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-10



Dragon Planet
By – Dan Wells

This book reminded me a lot of Beowulf, the cover alone looks really exciting.

https://stories.audible.com/pdp/B07X7J8YJ3?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-19



How many house points did each child in Grey House receive?

Usha	Sally	Tom
Anne	Sanjay	Jeremy
Sue	Bob	Pete

Primary National Strategy

- ◆ At the end of the year the 9 children in Grey House all received some house points.
- ◆ The children's house points are consecutive numbers.
- ◆ The total house points for Grey House was 144 points.
- ◆ Each line of three children received the same total of points.
- ◆ No two children had the same number of house points.
- ◆ All children's house points were two-digit numbers.
- ◆ Jeremy had the least house points and sits in the same line as the girl who received more house points than anyone else.
- ◆ Jeremy did not have the same points as Sanjay.



How many rectangles can you find inside the red marked area of this house?

In the reading text, it says that children would be paid around £10.00 a year, which would be the same as £500 today.

Use this information to work out what Queen Victoria would get paid today, if at the time she got paid £385,000 a year.

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

Writing Activity 4

This week we will continue to write about Alice in Wonderland, picking up right where we left off last week. Previously, we described the hole, which Alice fell down. This week we will describe the action scene of her descent into Wonderland.

If you are still not familiar with the story, I encourage you to read the story or at least try and track down the movie. Be sure to watch the links I have added too. I know this is the same video from last week, but this week we will focus on the falling part of it.

<https://www.youtube.com/watch?v=Aaeilj1CeIE&t=41s>



When writing you will need to focus on:

- How Alice is feeling - almost like that part of a rollercoaster tips over the edge - sick - stomach dropping
- Her hair and dress flapping in the wind, as she's falling
- What weird and wonderful things she falls past while she is tumbling
- End it with her reaching the bottom unharmed and feeling confused/relieved

While writing about the four points above, be sure to include:

- Powerful adjectives
- Precise verbs - especially for how she is falling
- Feelings - as she is falling and landing
- Adverbs - to add extra detail to the description
- Similes and alliteration.



Alice in Wonderland

Art Activity



Begin to sketch a character from Alice in Wonderland.

Choose one of the characters on this sheet to draw using close observation. If you would prefer to choose a different character from the original illustrations, you can research your own images. (John Tenniel Alice in Wonderland illustrations.) If you have a printer you might want to print your chosen picture out or zoom in on these pictures when drawing.

Think about size and proportion when drawing. Draw lightly until you have put in the main shapes and outlines. Make sure the sizes look right before you start adding detail. When you are happy with your lines you can go over them with heavier lines.

Look at your own work and think about how you could improve it. This is a really important skill when drawing.

Don't rush your picture! You can start it off and keep adding to it throughout the week whenever you feel like it. You can have more than one try and we will continue working on these next week too when you will add the shading.

Keep looking back to the picture you are copying. Check for example the head does not look too big (or too small) and that the arms and legs are long enough?

Draw what you see, not what you think it should look like.
Enjoy having a go!



Topic Activity



The Victorians are my favourite era in history. I especially love learning and teaching about Queen Victoria herself! This week, have a read through the text from your reading activity and do some of your own wider research on Queen Victoria's upbringing.

Write a diary entry as the young Victoria. Show what you have learnt through the things you say. Use some of the sentence openers to guide you or come up with some yourself.

Dear Diary,

Today I spent the day with my governess...

I had to take part in many lessons such as ...

Then we went on a journey to...

When we were there, I was shocked to find out...

It made me feel...

Think about the things Victoria would have seen on her travels. Consider ideas such as child labour and lack of education for poor children. Research how these experiences might have influenced her when she was Queen and include this in your diary.

Eg. ' Today I saw... , which really shocked me. When I am Queen, I will make sure...'



Creative Activity



As Alice in Wonderland is such a creative and imaginative tale, I thought it would be a good idea to base our creative task on it this week too.

The villain in the story is the Queen of Hearts, who is based on a playing card. I have attached some pictures of what she looks like. As you can see, different artists have given the Queen of Hearts different looks. However, all of them have the common look of including hearts in the design.

Your task is to imagine her as one of the other card suits: Diamonds, Spades or Clubs and come up with a design for her. I have attached the playing card version of the queen of: Diamonds, Spade and Clubs to give you a rough idea.

Once you have finished, make sure to label the different parts of your Queen, for example: crown with diamonds in it, staff with clubs sign on the top or dressed all in black to show she is the Queen of Spades.

Queen of Hearts



Queens of Diamond, Spades and Clubs



Music Activity



Use the following link: <https://www.classicsforkids.com/games.html>

On this website you will find a range of musical games to try. You could:

- Learn musical terms by correctly guessing the letters (Top Tip: E is the most common letter, start there!)
- **Revise your ability to read notes on the staff.**
- Play match the rhythm where you click your mouse at the same time as a given rhythm.
- **Learn about famous composers using the composer's timeline.**
- Compose your own music - remember don't have too many big jumps in pitch up or down, this will make your melody sound disjointed. Keep it simple.
- Remind yourself of the sections of an Orchestra and the instruments within them.
- **Explore the composer map to find out where famous composers throughout history have hailed from.**

All of the activities have a 'Beginner' and 'Advanced' mode. Try the beginner mode first and when you feel comfortable move on to the advanced mode.





Physical Activity



Burpees Challenge

- For this activity all you need is a small space on the floor.
- How many burpees can you complete in 60 seconds?

Technique

- Make sure you extend your legs back once you have lowered yourself to the ground.

Reminder

- You will be familiar with burpees as we do these in our PE lessons and in Wake Up, Shake Up.

Challenge

- Do this with a sibling or parent/carer.
- Who can do the most amount of burpees? Remember the correct technique!

Gymnastics Activity 2 - Movement

- Last week you created a sequence using balances. This week you are going to create a sequence with linking moves.
- Create 6 linking moves (jumps, twists, forward rolls, backward rolls)
- Create a sequence which has a start, linking moves and a finish.

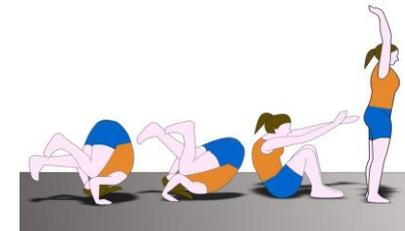
Key Words

Tension

Extension

Control

Feedback



Ask your sibling or parent/carer for feedback?

Use their feedback to develop your skills.



Science Activity



This week we will continue to look at properties and their materials – focussing on dissolving and solubility.

List of substances to test in the water:

– Salt – dirt/soil/mud/ – Sugar – Pepper – A item of your choice

If you do not have any/all of the items I have listed above, do not panic, try your own items around your home.

Your task is to get a glass of warm water and test if other items dissolve in the water and if they are soluble. Place your substances in the glass of water and give it a stir and see what happens to it. Also make an observational note on what you notice.

- Does it dissolve completely?
- Does it change the colour of the water?
- Are there any lumps or bits left over?
- What else did you notice?

Definitions

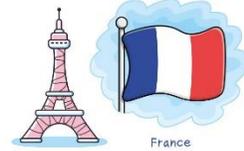
Dissolving: Where a solid is added to a liquid and the solid breaks down. This results in the solid becoming apart of the liquid and the solid no longer being separate from the liquid.

Solubility: A solid that has the ability to be broken down and dissolve in a liquid



Year 5 Les sports

French Activity



Here are some famous sportspeople from French-speaking countries. Make an ID card for each one showing their name, age, sport, country and top sporting achievements.

For an extra challenge:

- Turn them into Top Trumps cards (can you add any extra French-speaking sportspeople?)
- Design a quiz about your favourite.



Mbappé



Taoufik Makhloufi



Wayne Gretzky



Amélie Mauresmo



Sarah Hoefflin

**A compliment you pay
makes you happy all day 😊**

Make a 'compliment pot'

Find a large (washed) yogurt/cream pot with a plastic lid.

Decorate your pot using positive words written on strips of colour paper (or you can just colour in your positive words using felt tips). Add pictures of your favourite footballers, pop singers, super heroes etc.

Glue/sellotape your words to the pot – Well done you have created a **positive pot!**

Now find anything you have in your house that you are allowed to write on (it needs to fit in the pot) I used lollipop sticks, bits of cut up birthday card, flat stones from my garden, cereal box card, sweet paper wrappers, post it notes, fabric, pieces of coloured card...

Now write a compliment on each item and place them in the pot.

Ask your family to pick from the 'lucky dip.'

Smile, have fun, feel positive

Wellbeing Activity

Hi Year 5 Positive Peeps!
Hope you are enjoying the sunshine
Missing you all 😊



**You give
great hugs...I
could do with
one now x**

*You are
helpful
and
kind*



**You are an amazing artist, can
we do some art together? 😊**



Feel positive