

Dear Warhol,

I can't believe that another week has passed already. It seems like such a long time since I spoke to you all on the phone. I hope you have all been keeping safe, washing your hands a lot and of course doing the weekly slides!

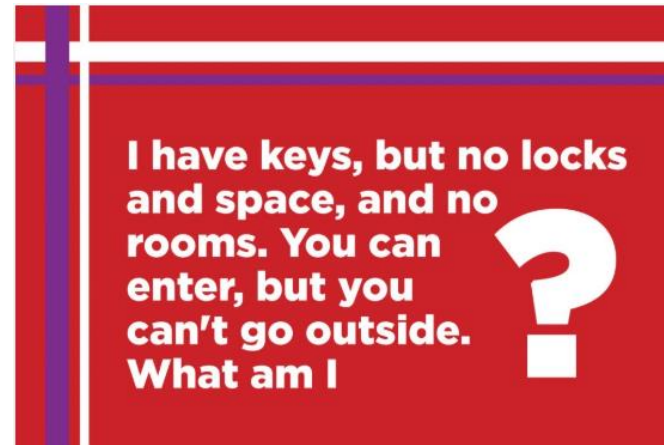
This week, as I am sure you know, King Athelstan opened to many more children and because of this, all the adults have been in a lot more and the school looks a bit different! Look at the picture of our classroom! I have seen Ms Sa and Ms Rowles this week whilst we have been in work but of course we kept two metres away! They are both well but like me, are missing you all a lot!



Ms Rowles has named her guinea pigs. One is called Honey and the other called Fluffy.

Ms Sa has been keeping fit and doing lots of exercise but I think it's important you know that she's also been eating chocolate!

Here is the riddle for this week:



I am missing you all so much! Keep safe. From Miss Disher xxxx



Welcome

Hey Dali,

This week had a very special day, as it was my parents' wedding anniversary. They have now been married 30 years! Although we could not celebrate it in the way we would normally have done, we did have a nice meal. My brother and I also waited for them to go to bed before we decorated the house.

This week has also been a little strange, as it was my first day back at school and teaching. I have been given a Year 6 bubble – called Echo. It was a little odd having a Class that was not you guys, but it was good to get back into the Classroom and teach!

I've also been running, trying to lower my time for my 7.5km run. My target at the moment is trying to get it under 40 minutes. I hope you are all well, staying safe and being kind to the people around you.

Hope to see you soon Mr Morris 😊

Welcome



This week I thought I'd add a zoomed in picture of an item. What do you think it is? I'll tell you next week.



Dear Dali and Warhol,

I hope you and your families are all safe and well and had a wonderful half term together enjoying the gorgeous sunshine! I spent lots of time outside; gardening, putting up a new fence and going for long walks with my children. It has been so good to explore my local area and find new places I never knew existed! My children especially enjoyed discovering the woods a short walk from our home! I have also been reading lots of new books - I am currently reading, *'The Monster Who Wasn't'* by TC Shelley. It's about a gang of gargoyles who find a special baby and have to protect him from the king of the ogres! Children in Year 5 or 6 might enjoy it if they like strange fantasy adventures.

It has been lovely meeting Year 6 and 1 pupils and their families this week as we have welcomed them back. I cannot wait to meet the rest of you soon when it is safe to do so. School does look and feel very different with the new smaller 'bubble' classes, a one way system and various markings around the school! The work on the KS2 playground has begun and I have enjoyed watching the diggers at work. It is going to look amazing when it is finished!

Well done to everyone busily working at home or school. I have been impressed with all the learning that I have seen so far - keep up the great work!

Remember to look after each other and carry on your random acts of kindness everyday. We will be together soon.

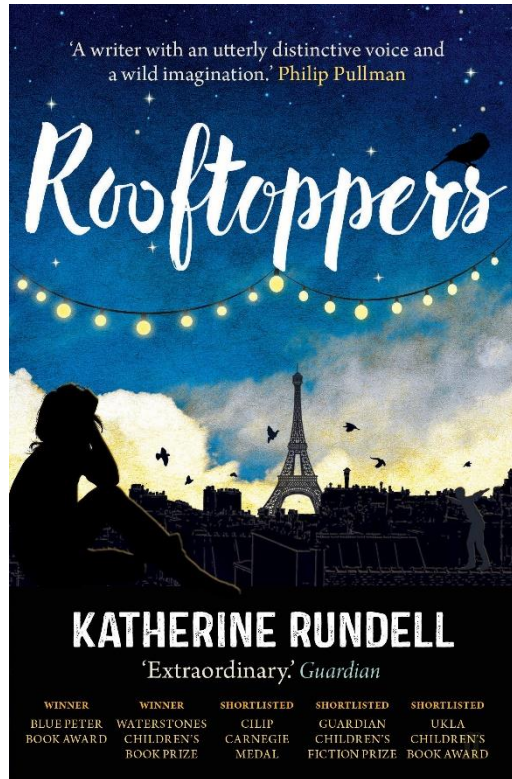
From Mrs Mastrocola



Reading Activity



This week we are going to be reading '**Roftoppers**' by Katherine Rundell.



On the morning of its first birthday, a baby was found floating in a cello case in the middle of the English Channel. It was the only living thing for miles. Just the baby, and some dining-room chairs, and the tip of a ship disappearing into the ocean. There had been music in the dining hall, and it was music so loud and so good that nobody had noticed the water flooding in over the carpet. The violins went on sawing for some time after the screaming had begun. Sometimes the shriek of a passenger would duet with a high C.

The baby was found wrapped for warmth in the musical score of a Beethoven symphony. It had drifted almost a mile from the ship, and was the last to be rescued. The man who lifted it into the rescue boat was a fellow passenger, and a scholar. It is a scholar's job to

notice things. He noticed that it was a girl, with hair the colour of lightning, and the smile of a shy person.

Think of night-time with a speaking voice. Or think how moonlight might talk, or think of ink, if ink had vocal chords. Give those things a narrow aristocratic face with hooked eyebrows, and long arms and legs, and that is what the baby saw as she was lifted out of her cello case and up into safety. His name was Charles Maxim, and he determined, as he held her in his large hands – at arm’s length, as he would a leaky flowerpot – that he would keep her.

The baby was almost certainly one year old. They knew this because of the red rosette pinned to her front, which read, ‘1!’

‘Or rather,’ said Charles Maxim, ‘the child is either one year old, or she has come first in a competition. I believe babies are rarely keen participants in competitive sport. Shall we therefore assume it is the former?’ The girl held on to his earlobe with a grubby finger and thumb. ‘Happy birthday, my child,’ he said.

Charles did not only give the baby a birthday. He also gave her a name. He chose Sophie, on that first day, on the grounds that nobody could possibly object to it. ‘Your day has been dramatic and extraordinary enough, child,’ he said. ‘It

might be best to have the most ordinary name available. You can be Mary, or Betty, or Sophie. Or, at a stretch, Mildred. Your choice.’ Sophie had smiled when he said ‘Sophie’, so Sophie it was. Then he fetched his coat, and folded her up in it, and took her home in a carriage. It rained a little, but it did not worry either of them. Charles did not generally notice the weather, and Sophie had already survived a lot of water that day.

Charles had never really known a child before. He told Sophie as much on the way home: ‘I do, I’m afraid, understand books far more readily than I understand people. Books are so easy to get along with.’ The carriage ride took four hours; Charles held Sophie on the very edge of his knee, and told her about himself, as though she were an acquaintance at a tea party. He was thirty-six years old, and six foot three. He spoke English to people and French to cats, and Latin to the birds. He had once nearly killed himself trying to read and ride a horse at the same time. ‘But I will be more careful,’ he said, ‘now that there is you, little cello child.’ Charles’s home was beautiful, but it was not safe; it was all staircases and slippery floorboards and sharp corners. ‘I’ll buy some smaller chairs,’ he said. ‘And we’ll have thick red carpets! Although – how does one go about acquiring carpets? I don’t suppose you know, Sophie?’

Unsurprisingly, Sophie did not answer. She was too young to talk; and she was asleep.

She woke when they drew up in a street smelling of trees and horse dung. Sophie loved the house at first sight. The bricks were painted the brightest white in London, and shone even in the dark. The basement was used to store the overflow of books and paintings and several brands of spiders; and the roof belonged to the birds. Charles lived in the space in between.

At home, after a hot bath in front of the stove, Sophie looked very white and fragile. Charles had not known that a baby was so terrifyingly tiny a thing. She felt too small in his arms. He was almost relieved when there was a knock at the door; he laid Sophie down carefully on a chair, with a Shakespearean play as a booster seat, and went up the stairs two at a time.

When he returned, he was accompanied by a large grey-haired woman; *Hamlet* was slightly damp, and Sophie was looking embarrassed. Charles scooped her up, and set her down – hesitating first over an umbrella stand in a corner, and then the top of the stove – inside the sink. He smiled, and his eyebrows and eyes smiled too. ‘Please don’t worry,’ he said. ‘We all have accidents, Sophie.’ Then he bowed at the woman. ‘Let me introduce you. Sophie, this is Miss Eliot, from the National Childcare Agency. Miss Eliot, this is Sophie, from the ocean.’

The woman sighed – an official sort of sigh, it would have sounded, from Sophie’s place in the

sink – and frowned, and pulled clean clothes from a parcel.

‘Give her to e.’

Charles took the clothes from her. ‘I took this child from the sea, madam.’ Sophie watched, with large eyes. ‘She has nobody to keep her safe. Whether I like it or not, she is my responsibility.’

‘Not forever.’

‘I beg your pardon?’

‘The child is your *ward*. She is not your daughter.’ This was the sort of woman who spoke in italics. You would be willing to lay bets that her hobby was organising people. ‘This is a temporary arrangement.’

‘I beg to differ,’ said Charles. ‘But we can fight about that later. The child is cold.’ He handed the vest to Sophie, who sucked on it. He took it back and put it on for her. Then he hefted her in his arms, as though about to guess her weight at a fair, and looked at her closely. ‘You see? She seems a very intelligent baby.’ Sophie’s fingers, he saw, were long and thin, and clever.

‘And she has hair the colour of lightning. How could you possibly resist her?’

‘I’ll have to come round, to check on her, and I really don’t have the time to spare. *A man can’t do this kind of thing alone.*’

‘Certainly, please do come,’ said Charles – and he added, as if he couldn’t stop himself, ‘if you feel that you absolutely can’t stay away. I will

endeavour to be grateful. But this child is my responsibility. Do you understand?’

‘But it’s a *child!* You’re a *man!*’

‘Your powers of observation are formidable,’ said Charles. ‘You are a credit to your optician.’

‘But what are you going to *do* with her?’

Charles looked bewildered. ‘I am going to love her. That should be enough, if the poetry I’ve read is any- thing to go by.’ Charles handed Sophie a red apple; then took it back, and rubbed it on his sleeve until he could see his face in it. He said, ‘I am sure the secrets of childcare, dark and mysterious though they no doubt are, are not impenetrable.’

Charles set the baby on his knee, handed her the apple, and began to read out loud to her from *A Mid- summer Night’s Dream*.

It was not, perhaps, the perfect way to begin a new life, but it showed potential.

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.

- musical score
 - symphony
 - scholar
 - aristocratic
 - acquaintance
 - ward (not a hospital ward!)
 - formidable
- Can you think of a synonym for each word?

Try and identify all the times Charles is sarcastic within the chapter.

1. What sort of man do you think Charles Maxim is? Why? Support your answer with evidence from the text.

2. In the first sentence, the baby is referred to as 'it'. Why do you think this is?

3. On page 1 it says 'The violins went on sawing'. Why do you think the author has used the word 'sawing'?

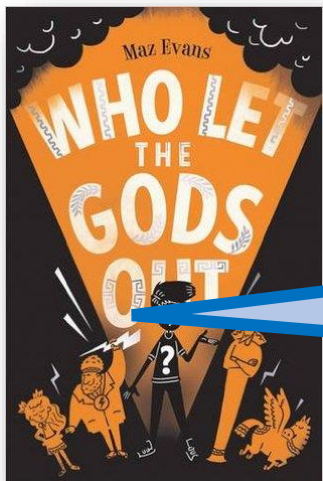
4. When Charles returned and Hamlet was wet, what do you think had happened? How do you know?

5. Why do you think Miss Eliot is so against Charles keeping Sophie himself?

6. Why did Charles give Sophie, what he considered, an ordinary name?

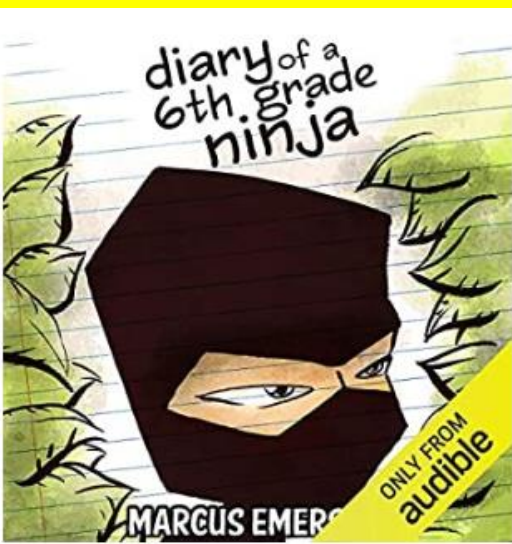
7. Write a small paragraph explaining if you think Charles was prepared for a baby. Give evidence from the text to support your point of view.

Audio Books For Free



Mr Morris has read the next chapter of who let the gods out, check it our here!

<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-8-6-20/>



This week, I have added a fictional book about a young man Chase Cooper, who has become a ninja!

He joined a new school, which is cousin goes to, He thought he was just another scrawny kid a the school, until a group of ninjas recruited me into their clan.

It was a world of trouble he wasn't prepared for, which is why he kept this diary (or "chronicle" as his dad would call it) - to warn other kids about the dangers of becoming a ninja.

https://stories.audible.com/pdp/B07XLV7FSM?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-3



Don't forget to look at the books on the Oxford Owl website. They have so many great books to choose from



https://www.oxfordowl.co.uk/for-home/find-a-book/library-page?view=image&query=&type=book&age_group=Age+9-11&level=&level_select=&book_type=&series=#

Daily Maths Video Lesson and Activity sheet

Watch these videos and pause them to answer the questions on the activity sheets. There is an answer sheet for you to check your work- don't look until you have had a go!

There's a lesson each day and we are starting from the first one, right at the bottom of the page.

If you have already been following these at home, then continue from where you left off.

Lesson 1 - Adding decimals within 1

0.37 + 0.24 =

Ones	Tenths	Hundredths
	0.3	0.07
	0.2	0.04

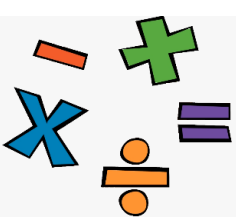
Get the Activity
Lesson 1 - Y5 Summer Block 1 WO1 Adding decimals within 1 2020

Get the Answers
Lesson 1 - Y5 Summer Block 1 ANS1 Adding decimals within 1 2020

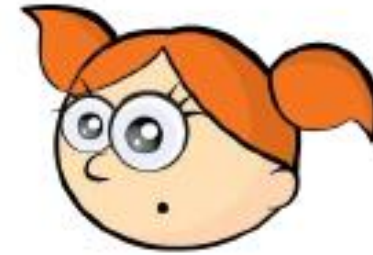
<https://whiterosemaths.com/homelearning/year-5/>

Select : Summer Term - week 1

Maths Activity



2 Louise is thinking of a number.



It is less than 50

It is a 2-digit number.

3 is a factor of this number.

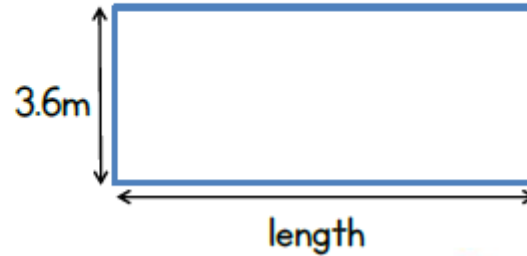
The sum of its digits is one third of the number.

What number is Louise thinking of?

Maths Activity



- 2 The perimeter of the rectangle is 33 metres.
Find the length of the rectangle.



- 2 Lollies are sold in two sizes, small and large.

Sanjay buys two small lollies for 92p

Jenny buys 5 small lollies and 3 large lollies and pays with a £10 note.

Jenny receives £4.16 change.

How much does one large lolly cost?



- 2 Here is a number card



A quarter of the card is 14

Find $\frac{2}{7}$ of the card.

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	0.3	0.07
	0.2	0.04

+

06:29

Get the Activity

Lesson 1 - Y5 Summer Block 1 WO1 Adding decimals within 1 2020

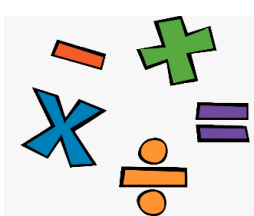
Get the Answers

Lesson 1 - Y5 Summer Block 1 ANS1 Adding decimals within 1 2020

<https://whiterosemaths.com/homelearning/year-5/>

Select : Summer Term - week 1

Maths Activity



2 Louise is thinking of a number

From the first clue we know it must be 10 or above as it must have 2 digits.

If three is a factor then it must be divisible by 3. That leaves 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48.

Now we need to use our fraction knowledge to work out which number is three times the value of the digits added together.

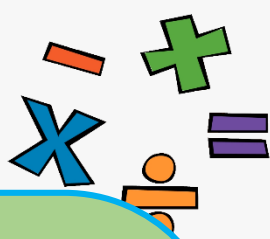
Eg. 12 $1+2 = 3$ 3 is NOT $\frac{1}{3}$ of 12

Do this for all the numbers until you find which one is a third of the number.

Answer: 27

$2 + 7 = 9$ 9 is $\frac{1}{3}$ of 27 because $3 \times 9 = 27$

Activity



The perimeter is the distance all the way around the edge of the shape. We know one side is 3.6m long. As there are 2 sides the same we need to add two of these together. $3.6\text{m} + 3.6\text{m} = 7.2\text{m}$.

We also know the total perimeter is 33m so we must take 7.2m away from the total. $33\text{m} - 7.2\text{m} = 25.8\text{m}$

That means the two longest sides together = 25.8m. Now we must divide by 2 to find the length of one side.

Answer: Length of side = 25.8 divided by 2 = 12.9m

First we must work out the price of a small lolly. As Sanjay gets 2 small lollies for 92p, we must divide 92p by 2. That means each small lolly is 46p.

Then we must work out how much Jenny spent on small lollies. If she buys 5 then we must do $46\text{p} \times 5$. Jenny spent £2.30 on small lollies.

Now we must find how much Jenny spent in total. We must do $\text{£}10.00 - \text{£}4.16$ as this is how much change she had. Jenny spent a total of £5.84. If we take £2.30 from £5.84 we can find out how much she spent on large lollies. $\text{£}5.84 - \text{£}2.30 = \text{£}3.54$.

Lastly, we must find the value of 1 large lolly. If she bought 3 large lollies and the large lollies cost £3.54 in total then we must divide £3.54 by 3.

Answer: 1 large lolly costs £1.18

If $\frac{1}{4}$ of the card is 14 then 4 lots of 14 would be 1 whole. Therefore 1 whole = $14 \times 4 = 56$.

To find $\frac{2}{7}$ of this number we must first find $\frac{1}{7}$. To do this we divide 56 by 7 which = 8.

As we need $\frac{2}{7}$, we now multiply 8 by 2.

Answer: 16

Writing Activity 8



This week I'd like to focus on the setting within Wonderland, mainly focussing on the Queen of Heart's castle.

Your focus this week is to do a setting description of her very impressive castle, but also describing the surrounding area and sky.

TOP TIP

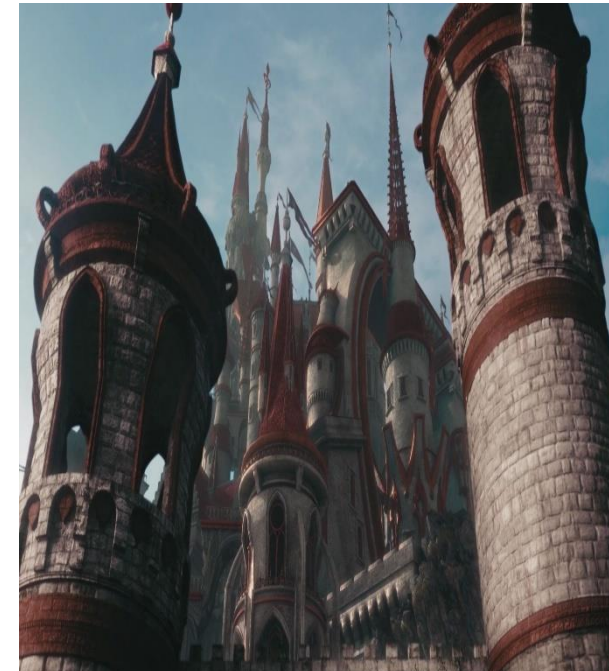
You can be creative with your description, but I have a few tips for you if you wish to be guided in the a certain way.

I recommended starting at the top and working your way down, describing as you go.

Firstly describe the sky. Then the tops of the turrets. Next he main parts of the castle and finally the surrounding part of the castle and land.

When describing be sure too use all of your literary devices to make the image of the castle as clear as possible. Be sure to use:

- ♥ Similes
- ♥ Alliteration and personification
- ♥ Noun phrases
- ♥ Adverbs
- Varied openers
- ♥ **POWERFUL AND PRECISE VOCABULARY**



Writing Activity 8



Word bank slide

Colours: ruby, maroon, deep red, blood red, crimson, scarlet, cherry, burgundy, pearlescent, white, snowy, snow-white, pure, clean.

Specific vocabulary: slate, turret, marble, brick, tower oak, balcony, spires

Sky: gloomy, dreary, foreboding, ominous, intimidating, dark, shadowy, evil, rumbling, thundering.

Castle description: slate roof, pointed turrets, waving flags, towering towers, colossal, oak doors, piercing spires, overwhelming, daunting, suspicious, staggering, dwarfing, looming, overhanging, impressive, enormous, excessive, giant, intimidating,.

Ground: barren, lifeless, dead, sorry, dull, dry, cracked, fractured, parched.

Video of the outside of the castle: <https://www.youtube.com/watch?v=kCSA4Ycz0Q8>

Topic Activity



This week we will be considering what it was like to be a child in a Victorian school. By the end of the Victorian Era, it was expected that all children would go to school although some ended up in special reformatory schools for children who has committed crimes such as theft.

Regardless of which school you were in there were some very strict rules and some even worse punishments. Look at the rules to the side and evaluate which rules you think were fair and which rules you think they should have removed from their list. You must have a reason for each decision.

If you get rid of a rule you **MUST** replace it with another one of your own. You may need to do a bit of research on Victorian schools to help you.

You might also like to watch some videos of a Victorian style school.

https://www.youtube.com/watch?v=FOmrCi-mh_k

<https://www.youtube.com/watch?v=CGSmilO-ah4>



Schools in the Past Class Rules



1. Students must stand up to answer questions and wait for permission to speak.
2. Students must call teachers "Sir" or "Miss" or "Mrs".
3. Students must stand when an adult enters the room.
4. Students must use the right hand at all times for writing.
5. Girls will learn needlework and boys will learn technical drawing.
6. Students must not put their hands up unless told they can do so.
7. Students must not ask questions.
8. Talking and fidgeting will be punished.
9. Children who are truant (late), behave badly or do poor work will be caned.



Science Activity



This week we will look at the changes and if they are reversible or irreversible.

Reversible: - if we can undo what we have done; for example if we mess up our hair, can we put it back the way we want? – Yes

Irreversible: - we cannot undo something that has been done; for example if we crack an egg, we cannot put that egg back together.

Your task: to carry out some tests and decide whether they are reversible or irreversible

I have added a table below, which you can use to display your results. I have also given you a few ideas for you to carry out, but you should also try and think of your own simple tests too.

Every test you do, you should ask yourself one question. Can I get it back to exactly the same way it was before?

<u>Your test</u>	<u>Is it reversible?</u>	<u>Is it irreversible?</u>	<u>Why do I think this?</u>
Putting washing up liquid in water	No	Yes	I cannot get the washing up liquid back in the bottle the way it was
Putting a stone in water	Yes		I can take the stone out of water and it will be exactly same before it went in.
Melting ice (you carry this one out)			
(think of you own test)			

Squiggle colouring

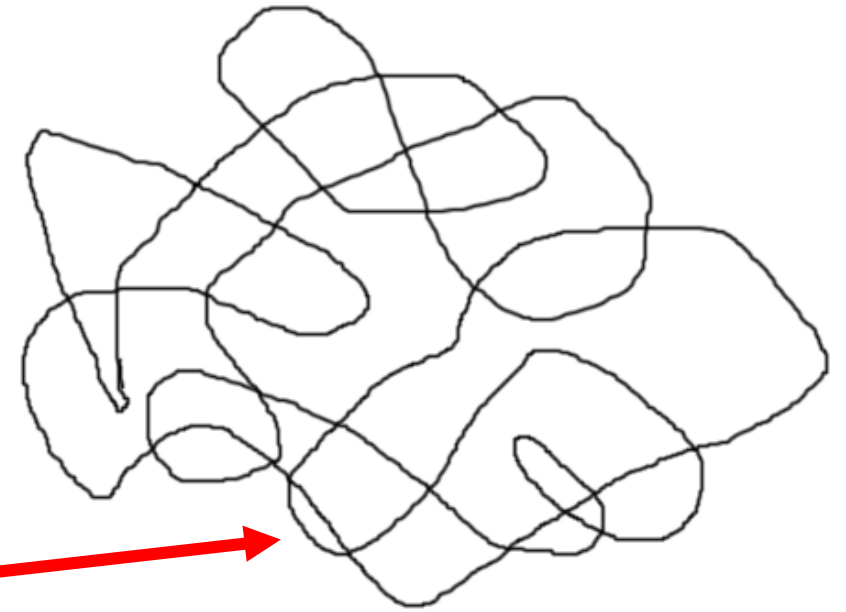
Creative Activity



Your creative task this week, is actually something I used to do when I was your age – SQUIGGLE COLOURING.

How to do it

- First of all, all you need is a piece of paper and a pencil (plain paper works best but you can use any piece of paper really)
 - Now draw a squiggle a little bit like the one here.
- Be sure to cross over your drawn lines lots of times and link the start of the squiggle with the end of the squiggle to make sure there are no loose ends
- Now all you have to do is colour all the different sections. You do not have to use colours if you do not want to. You can use pencil and shade in the different sections with different shades



Be as creative as you wish. You can even create a squiggle on the computer, using paint, and then use the fill tool colour the sections



Physical Activity



Basketball - Dribbling

- This week we are looking at the 'triple threat position' in basketball.
- You can use a basketball, football or tennis ball for this activity.

What is the 'triple threat' position?

- This is a ready position (or stance) that enables a player to perform three actions: pass, dribble or shoot.

Challenge

- A sibling or parent/carer will call out red, yellow or green
- Red = stop in 'triple threat position'.
- Yellow = walking and dribbling the ball.
- Green = running and dribbling the ball.

Remember

- Feet shoulder-width apart.
- Bent knees.
- Ball held by waist.
- Head up.



Basketball - Passing

- You are looking at two passes in basketball.
- You will need to work with a sibling or parent/carer.

Bounce Pass

- Ball should bounce once.
- Push the ball into the ground so it bounces into partners waist.
- Elbows tucked in and pointing down.
- Push forwards and extend arms downwards.

Chest Pass

- Ball passed chest to chest without bouncing.
- Push forward and extend arms out.



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



A TO Z OF COPING SKILLS

A Ask for help	B	C	D
E	F Find a friend to talk to	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V Voice your feelings	W	X
	Y	Z Zones of regulation	

Wellbeing Activity

Year 5: Create an A-Z Coping Skills Poster.

On a large piece of paper create a colourful A-Z grid. Fill in as many different coping strategies as you can. A few have been filled in on this poster to start you off. If you are struggling to think of a word beginning with a certain letter you can use some of these words:

Count
Exercise
Go
Laugh
Quietly

You can Cope
There is Hope
Negative thoughts...Nope!

Hello everyone,
I have a coping skills poster in the Nurture room - I use it all the time.



Mrs Ramkissoon