

Dear Warhol,

I hope you are all well? Unfortunately the weather has not been so good this week so I am sure you have all been spending more time inside like me. At least it has meant that I have not had to water the garden, which has been nice!

I have been in school again this week with the key worker bubble but as more and more children join it has meant that I have managed to see a few of you, which has been lovely. We have been making different things and working through some of the weekly slides together. I also bumped into some children from King Athelstan when I have been on my way to the shops over the last few weeks! I guess we're all getting out and about a bit more!

This week I will be phoning you all again and I can't wait to hear your voices again and hear what you have all been up to.

Answer to last week's riddle: **a keyboard!**



This week's challenge: **What 8 letter word can have a letter taken away and it still makes a word. Take another letter away and it still makes a word. Keep on doing that until you have one letter left. What is the word?**

I can't wait to speak to you all! Keep safe. From Miss Disher xxxx

Welcome

Hey Dali,

I hope you have all been keeping well this week. I have been at school again teaching my Year 6 bubble.

When I have not been at school I have been in the garden helping my dad; he wants to build a shed from scratch. We have only just started – these are the walls so far. I have also seen a few of my friends for the first time in about 12 weeks. We went for a social distancing walk in the local park.

Finally, I have been trying to keep up with my exercise, but the rain has stopped me a little bit. I hope you are doing your little bits of exercise too – it really keeps me feeling good about myself and helps give me energy.

I have received more pieces of work from you and its really good to see. The effort is great, but mainly I just like seeing what you are getting up to. I hope to see more this week.

Stay safe and be kind

Mr Morris ☺

The answer was a  
**PEACOCK  
FEATHER!**



# Welcome



This week what do you think this zoomed in item is? Find out next week



# Welcome

Dear Dali and Warhol,

It has been very different in school this week but so nice to see some familiar smiley faces! I can't wait until we can all be back together again. I hope you have been enjoying the home learning slides and the story time videos. I was a mystery reader last week...did you see my story called 'Look up'? Check it out here if you missed it! [https://youtu.be/EwPd\\_OqFQVU](https://youtu.be/EwPd_OqFQVU)

Now that we are allowed to see some friends and family outside, at a distance, I met up with one of my best friends, Emma. It rained but we still kept to the rules and stayed outside! It was strange not to be able to give her a hug, but it was so nice to see her! We talked about all of the holidays and fun adventures we have had in the past and what we are looking forward to doing when things go back to normal.

This month we would normally be celebrating international day in school with food from around the world and creative activities like traditional dancing, singing and crafts. Do you remember on international day last year we had a book bus visit?

You all enjoyed exploring the books and some of you bought one to take home! Make sure you check out the audio book slide for some books to read virtually. On my last welcome slide I said I was reading Lord of

the Rings. I have finished the first book and now I am reading

'The Two Towers' which is the next book in the trilogy. What are you reading at the moment?

Keep sending your amazing home learning pictures to the admin email. I love seeing what you have been up to! Missing you all, Love Mrs Ahearn. xxx



# Wellbeing Activity



Happy **International** (at home) Day!

Please dress up in a traditional costume or cook food your family loves, which represents your heritage. Have a think about and appreciate, all the magnificent multicultural backgrounds we have in our school.

Please take a photo and send it into school.



We can't all be together this year, but we can create a video of pictures to put on our website



#Kingathelstanfamily

[admin@kingathelstan.rbksch.org](mailto:admin@kingathelstan.rbksch.org)



# Wellbeing Activity

## Year 5:

Equal rights  
Equal writes

This is a very famous poem about taking pride in your culture and striving for equality.

Can you write a poem about your culture or heritage - and feel proud of who you are.



## Still I Rise



You may write me down in history  
With your bitter, twisted lies,  
You may tread me in the very dirt  
But still, like dust, I'll rise.  
Does my sassiness upset you?  
Why are you beset with gloom?  
'Cause I walk like I've got oil wells  
Pumping in my living room.

Did you want to see me broken?  
Bowed head and lowered eyes?  
Shoulders falling down like teardrops,  
Weakened by my soulful cries?  
Does my haughtiness offend you?  
Don't you take it awful hard  
'Cause I laugh like I've got gold mines  
Diggin' in my own backyard.

You may shoot me with your words,  
You may cut me with your eyes,  
You may kill me with your hatefulness,  
But still, like air, I'll rise.

Excerpt from *And Still I Rise* by Maya Angelou.  
Copyright © 1978 by Maya Angelou



In school, at this time of year,  
we are usually preparing for our  
**International day.**

It is a day where we celebrate  
everyone's unique culture within  
our **King Athelstan family.**

Sadly we are not able to do this  
at present, but we can still think  
about all the wonderful things  
that make us **different but  
equal.**



**Happy International  
(at home) Day!  
Be kind.  
Be proud.  
Be respectful to all.**

# Extra Home Learning KS2

Here are some extra websites and resources you can access if you would like your child to be doing more at home.

<https://www.kingathelstan.kingston.sch.uk/covid-19-maths/>



## Recommended Work Books

**Collins**

<https://collins.co.uk/collections/primary-revision/cll2-mathematics>

**Mental Arithmetic**

The essential KS2 resource for fluency and confidence in mathematics



<https://www.schofieldandsons.co.uk/key-stage-2-mental-arithmetic/>



<https://www.twinkl.co.uk/resources/covid19-school-closures>



**OAK  
NATIONAL  
ACADEMY**

The Oak National Academy has virtual lessons to follow!

<https://classroom.thenational.academy/year-groups/>



Log on to Busy things for fun learning activities. Use your j2e login.

**LGfL**

<https://www.busythings.co.uk/play/>

# Who is your superhero?

Your grandad, step dad, uncle, brother or dad?

Show them you ❤️ them

Bake it

Shake it

Cake it



## Marvellous Muffins

### Ingredients

2 medium eggs  
125ml vegetable oil  
250ml semi-skimmed milk  
250g golden caster sugar  
400g self-raising flour  
1 tsp salt  
100g chocolate chips or dried fruit such as sultanas



### Method:

Heat oven to 200C/180C fan/gas 6.  
Line 2 muffin trays with paper muffin cases.  
In a large bowl beat 2 medium eggs lightly.  
Add 125ml vegetable oil and 250ml semi-skimmed milk and beat until just combined.  
Then add 250g golden caster sugar and whisk until you have a smooth batter.  
Sift in 400g self-raising flour and 1 tsp salt, mix until just smooth. Be careful not to over-mix the batter as this will make the muffins tough.  
Stir in 100g chocolate chips or sultanas.  
Fill muffin cases two-thirds full and bake for 20-25 mins, until risen, firm to the touch and a skewer inserted in the middle comes out clean.

Leave to cool, then *serve to your superhero!*



Create a Superhero Lucky Dip.  
Find a clean jar and fill it with superhero kindness for your special person.

Have a Spiderman web of hugs

You are as brave as Batman!



You are a 'Superman, Super brother!

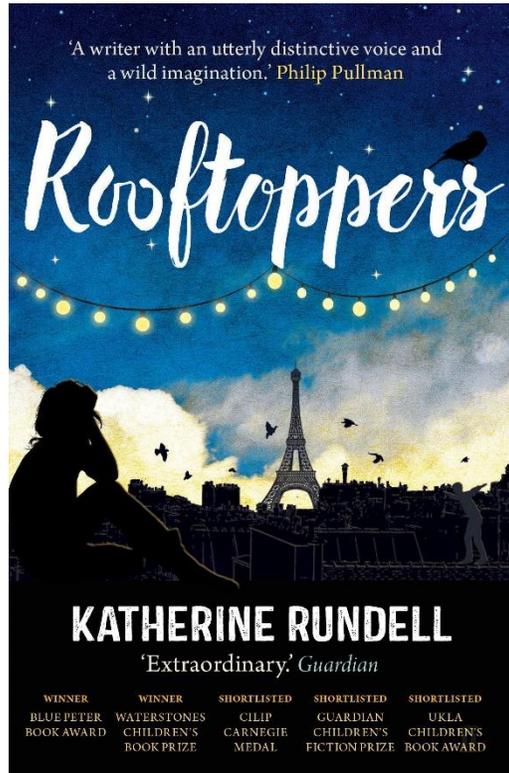
Thank you for helping me with my homework. You are as clever as Ironman!

You make me feel as strong and safe as Captain America

# Reading Activity



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



There was, in the offices of The national Childcare Agency in Westminster, a cabinet, and in the cabinet, a red file marked “Guardians: Character Assessment.” In the red file, there was a smaller blue file marked “Maxim, Charles.” It read, “C. P. Maxim is bookish, as one would expect of a scholar—also apparently generous, awkward, industrious. He is unusually tall, but doctors’ reports suggest he is otherwise healthy. He is stubbornly certain of his ability to care for a female ward.”

Perhaps such things are contagious, because Sophie grew up tall and generous and bookish and awkward. By the time she turned seven, she had legs as long and thin as golf umbrellas, and a collection of stubborn certainties.

For her seventh birthday, Charles baked a chocolate cake. It was not an absolute success, because it had sagged in the middle, but Sophie declared loyally that that was her favourite kind of cake. “Because,” she said, “the dip leaves room for more icing. I like my icing to be extravagant.”

“I am glad to hear it,” said Charles. “Although, the word is traditionally pronounced ‘extravagant,’ I believe. Happy probably seventh birthday, dear heart. How about a little birthday Shakespeare?”

Sophie had a habit of breaking plates, and so they had been eating their cake off the front cover of *A Midsummer Night’s Dream*. Now Charles wiped it on his sleeve and opened at the middle. “Will you read me some Titania?”

Sophie made a face. “I’d rather be Puck.” She tried a few lines, but it was slow going. She waited until Charles was looking away, then dropped the book on the floor and did a handstand on it.

Charles laughed. “Bravo!” He applauded against the table. “You look the stuff that elves are made of.”

Sophie fell over into the kitchen table, stood up, and tried again against the door.

“Wonderful! You’re getting better, almost perfect.”

“Only almost?” Sophie wobbled, and squinted at him upside down. Her eyeballs were starting to burn, but she stayed where she was. “Aren’t my legs straight?”

“Almost. Your left knee looks a little uncertain. Anyway, no human is perfect. Nobody since Shakespeare.”

Sophie thought about that later, in bed. “No human is perfect,” Charles had said, but he was wrong. Charles was perfect. Charles had hair the same colour as the banister, and eyes that had magic in them. He had inherited his house and all his clothes from his father. They had once been beautiful razzle-dazzle Savile Row one hundred percent silk, and were now fifty percent silk, fifty percent hole. Charles had no musical instruments, but he sang to her, and when Sophie was elsewhere, he sang to the birds, and to the wood lice that occasionally invaded the kitchen. His voice was pitch-perfect. It sounded like flying.

Sometimes the feeling of the sinking ship would come back to Sophie, in the middle of the night, and then she found that she needed desperately to climb things. Climbing was the only thing that made her feel safe. Charles allowed her to sleep on top of the wardrobe. He slept on the floor beneath her, just in case.

Sophie didn't entirely understand him. Charles ate little, and slept rarely, and he did not smile as often as other people. But he had kindness where other people had lungs, and politeness in his fingertips. If, when reading and walking at the same time, he bumped into a lamppost, he would apologise and check that the lamppost was unhurt.

One morning a week, Miss Eliot came to the house, “to sort out any problems.” (Sophie could have said, “What problems?” but she soon learned to stay silent.) Miss Eliot would look around the house, which was peeling at the corners, and at the spider webs in the empty larder, and she would shake her head.

“What do you eat?”

It was true that food was more interesting in their house than in the homes of Sophie's friends. Sometimes Charles forgot about meat for months at a time. Clean plates seemed to break whenever Sophie came near them, and so he served roast potato chips on atlases of the world, spread open at the map of Hungary. In fact he would have been happy to live on cookies, and tea, and whisky at bedtime. When Sophie had first learned to read, Charles had kept the whisky in a bottle labelled CAT'S URINE, so that Sophie would not touch it, but she had uncorked the bottle and sipped it, and then sniffed at the underside of the cat next door. They were not at all similar, though equally unpleasant.

"We have bread," said Sophie. "And fish in tins."

"You have what?" said Miss Eliot.

"I like fish in tins," said Sophie. "And we have ham."

"Do you? I've never seen a single slice of ham in this place."

"Every day! Or," Sophie added, because she was more honest than she found convenient, "definitely sometimes. And cheese. And apples. And I drink a whole pint of milk for breakfast."

"But how can Charles let you live like that? I don't think this can be good for a child. It's not right."

They managed, in fact, very well, but Miss Eliot never quite understood. When Miss Eliot said "right," Sophie thought, she meant "neat." Sophie and Charles did not live neatly, but neatness, Sophie thought, was not necessary for happiness.

“The thing is, Miss Eliot,” said Sophie, “the thing is, I don’t have the sort of face that ever looks neat. Charles says I have untidy eyes. Because of the fleck, you see.” Sophie’s skin was too pale, and it showed blotches in the cold, and her hair had never, in her memory, been without knots. Sophie did not mind, though, because in her memory of her mother she saw the same sort of hair and skin—and her mother, she felt sure, was beautiful.

Her mother, she was sure, had smelled of cool air and soot, and had worn trousers with patches at the ankle. The trousers, in fact, were perhaps the beginning of the troubles. When Sophie was nearing eight years old, she asked Charles for a pair of trousers.

“Trousers? Is that not rather unusual for women?”

“No,” said Sophie. “I don’t think so. My mother wears them.”

“Wore them, Sophie, my child.”

“Wears them. Black ones. But I’d like mine to be red.”

“Um. You wouldn’t prefer a skirt?” He looked worried.

Sophie made a face. “No, I really do want trousers. Please.”

There were no trousers in the shops that would fit her, only the grey shorts that boys wore to school. And, “Good heavens!” said Charles. “You look like a math lesson.” So Charles sewed four pairs himself in brightly coloured cotton and gave them to her wrapped in newspaper. One of them had one leg longer than the other. Sophie loved them. Miss Eliot was shocked. “Girls,” she said, “don’t wear trousers.” But Sophie insisted that they did.

“My mother wears trousers. I know she does. She dances in them, when she plays her cello.”

“She can’t have,” said Miss Eliot. It was always the same. “Women do not play the cello, Sophie. And you were much too young to remember. You must try to be more honest, Sophie.”

“But she did. The trousers were black, and greyish at the knee. And she wore black shoes. I remember.”

“You are imagining things, my dear.” Miss Eliot’s voice was like a window slamming shut.

“But I promise, I’m not.”

“Sophie—”

“I’m not!” Sophie did not add, “You potato-faced old hag!” but she did very much want to. The problem was that a person could not grow up with Charles without becoming polite to her very bones. To be impolite felt, to Sophie, like wearing dirty underwear, but it was difficult to be polite when people talked about her mother. They were so very certain that she was making it up, and she was so very certain that they were wrong.

“Toenail eyes!” whispered Sophie. “Buzzard! I do remember.” She felt a little better.

Sophie did remember her mother, in fact, clear and sharp. She did not remember a father, but she remembered a swirl of hair, and two thin cloth-covered legs kicking to the beat of wonderful music, and that wouldn’t have been possible if the legs had been covered in skirt.

Sophie was also sure she remembered, very clearly, seeing her mother clinging to a floating door in the middle of the channel.

Everybody said, “A baby is too young to remember.” They said, “You are remembering what you wish were true.” She grew sick of hearing it. But Sophie remembered seeing her mother wave for help. She had heard her mother whistle. Whistles are very distinctive. No matter what the police said, then, she knew her mother had not gone down inside the ship. Sophie was stubbornly certain.

Sophie whispered to herself in the dark every night: “My mother is still alive, and she is going to come for me one day.”

“She’ll come for me,” said Sophie to Charles.

Charles would shake his head. “That is almost impossible, dear heart.”

“Almost impossible means still possible.” Sophie tried to stand up straight and sound adult; people believed you more easily if you were taller. “You always say, ‘Never ignore a possible.’”

“But, my child, it is so profoundly improbable that it’s not worth building a life on. It would be like trying to build a house on the back of a dragonfly.”

“She’ll come for me,” said Sophie to Miss Eliot.

Miss Eliot was more blunt. “Your mother is dead. No women survived,” she said. “You mustn’t allow yourself to get carried away.”

Sometimes it seemed difficult for the adults in Sophie’s life to tell between “carried away” and “absolutely correct but unbelievably.” Sophie felt herself flushing. “She will come,” she said. “Or I’ll go to her.”

“No, Sophie. That is not how the world works.” Miss Eliot was sure that Sophie was mistaken, but then Miss Eliot was also sure that cross-stitch was vital, and Charles was impossible, which just showed that adults weren’t always right.

One day Sophie found some red paint and wrote the name of the ship, the Queen Mary, and the date of the storm on the white wall of the house, just in case her mother passed by.

Charles’s face, when he found her, was too complicated for her to look at. But he helped her reach the high parts and wash the brushes afterward.

“A case,” he said to Miss Eliot, “of the just in cases.”

“But she’s—”

“She is only doing as I have told her.”

“You told her to vandalize your own house?”

“No. I have told her not to ignore life’s possibilities.”

# 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.

- industrious
  - inherited
  - larder
  - hag
- 
- Can you think of a synonym for each word?

Go through the chapter and make a list of all the things Miss Eliot disapproves of.

1. Is Sophie fond of Charles? How can you tell?
2. Do you think Charles and Sophie are house proud? What makes you think that? Can you find some evidence?
3. Do you think Sophie's honesty helps the situation or not? Why?
4. Why would Miss Eliot be shocked that Sophie had trousers instead of a skirt?
5. Who do you think Miss Eliot might blame for the trousers? Why?
6. If Charles has always told Sophie to never ignore a possible, why do you think he is he so keen for her to forget about looking/waiting for her mother? There may be more than one reason so think carefully.

# Audio Books For Free



audiobook



This week's story time is Mr Morris reading the next part of 'Who Let the Gods Out' by Maz Evans.

<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-15-6-20/>

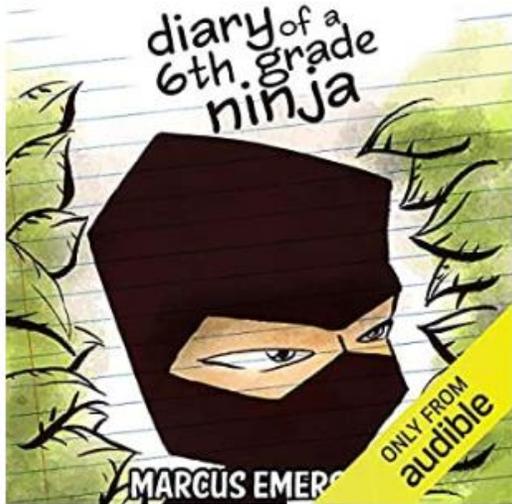
Click here to get started



One of this week's mystery readers is Mrs Paris! She reads 'Mog and Bunny' by Judith Kerr. Who will the other mystery reader be? Check out the story time page this week to find out!

<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-15-6-20/>

Click here to get started

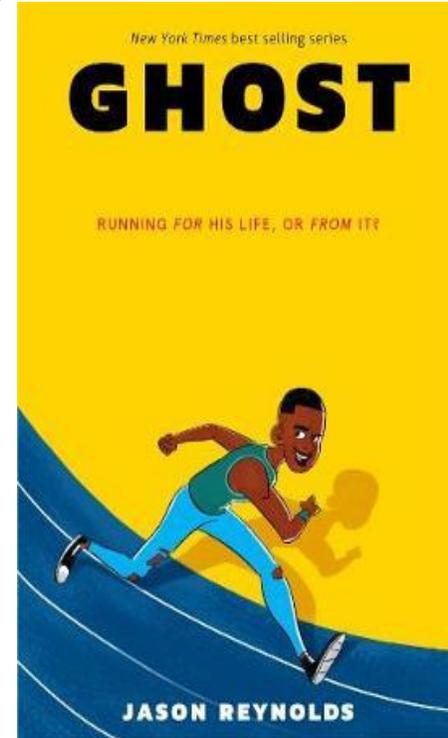


This week, I have added a fictional book about a young man Chase Cooper, who has become a ninja!

He joined a new school, which is cousin goes to, He thought he was just another scrawny kid at 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](https://stories.audible.com/pdp/B07XLV7FSM?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-3)



Ghost: which follows seventh-grader Castle "Ghost" Cranshaw as he joins a track team and struggles to deal with his past and his present.



<https://www.youtube.com/watch?v=zzCBbaRkpr8>

## 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 with the same number of decimal places

	Tens	Ones	Tenths	Hundredths
7.75			7	5
2.46			4	6
+				

**Get the Activity**

Lesson 1 - Y5 Summer Block 1 W05 Adding decimals with the same number of decimal places 2020

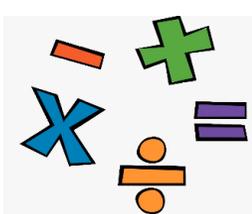
**Get the Answers**

Lesson 1 - Y5 Summer Block 1 ANS5 Adding decimals with the same number of decimal places 2020

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

Select : Summer Term - week 2

# Maths Activity



3

Sarah has some cookies in a jar.

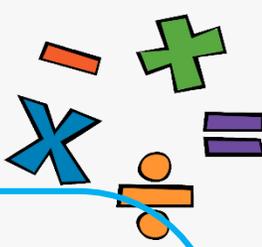


In January she eats  $\frac{5}{8}$  of the cookies.

There are 12 cookies left in the jar.

How many were in the jar at the start?

# Maths Activity

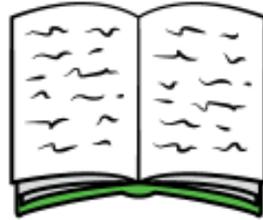


1 Here is part of a multiplication grid.

×	4	5	6	7	8	9
4		20				
5	20					
6						
7						
8						
9						

Shade in any other squares that have the same answer as the shaded square.

3 Geoff is reading a book.



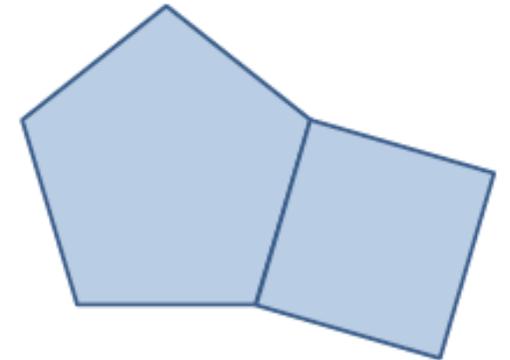
On Monday he reads  $\frac{1}{3}$  of the book.

On Tuesday he reads  $\frac{3}{10}$  of the remaining pages.

He has 35 pages left to read.

How many pages are in the book?

1 This shape is made of a regular pentagon and a square.



The area of the square is  $8\text{cm}^2$ .

Find the perimeter of the shape.

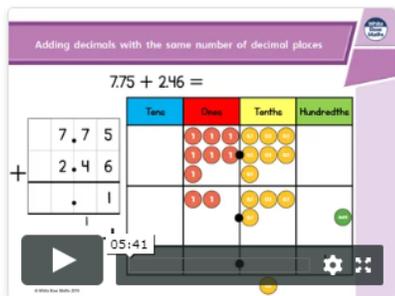
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### Lesson 1 - Adding decimals with the same number of decimal places



#### Get the Activity

Lesson 1 - Y5 Summer Block 1 W05 Adding decimals with the same number of decimal places 2020

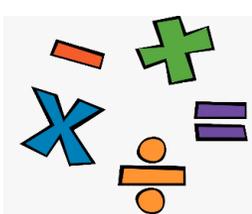
#### Get the Answers

Lesson 1 - Y5 Summer Block 1 ANS5 Adding decimals with the same number of decimal places 2020

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

Select : Summer Term - week 2

# Maths Activity



### 3 Sarah has some cookies in a jar.

Sarah has a jar of cookies. If she eats  $\frac{5}{8}$  of the cookies, that means there are  $\frac{3}{8}$  of the cookies left.

That means that  $\frac{3}{8}$  of the cookies is 12.

To find  $\frac{1}{8}$  of the cookies we divide 12 by 3 as 12 was  $\frac{3}{8}$ .

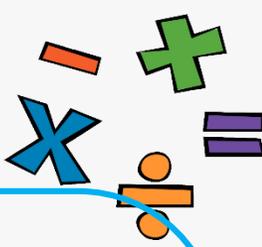
12 divided by 3 = 4. Therefore  $\frac{1}{8} = 4$

To make up the whole we would need 8 of the  $\frac{1}{8}$ .

Answer:  $8 \times 4 = 32$       32 cookies

How many were in the jar at the start?

# Maths Activity



1 Here is part of a multiplication grid.

×	4	5	6	7	8	9
4		20				
5	20					
6						
7						
8						
9						

If  $4 \times 9 = 36$  then you are looking for any other calculations = 36. The same calculation may appear more than once.

The book has been broken up into thirds and then tenths.

If he read  $\frac{3}{10}$  of the remaining pages that means he had not read  $\frac{7}{10}$  of the remaining pages. That means  $\frac{7}{10}$  of the remaining pages is 35 pages. That means that  $\frac{1}{10}$  of the remaining pages is 5 and therefore  $\frac{10}{10}$  of the remaining pages is 50 pages.

If Geoff originally read  $\frac{1}{3}$  of the book, that means the remaining pages were  $\frac{2}{3}$ . Now we know  $\frac{2}{3}$  of the book is 50 pages. If we know  $\frac{2}{3}$  we can work out  $\frac{1}{3}$  because it must be half. So we halve 50 to find  $\frac{1}{3}$ .  $\frac{1}{3} = 25$ .

Now we add them together to find the total.

**Answer:  $50 + 25 = 75$  pages**

The area of the square is  $81\text{cm}^2$ . That means each side of the square is 9. We can see that the sides of the pentagon are the same length as the sides of the square and because it is a regular pentagon then each side must also be 9. Now we just add the sides together to find the perimeter. Remember you do now include the sides where they touch as this is not the edge of the shape.

**Answer: 63cm**

# Writing Activity 9



Our Summer topic is 'My Other Self' and so far we have looked at Alice in Wonderland. However for the next few weeks we will be looking at another text – Frankenstein. I am sure you all know what Frankenstein's monster look like, as he's seen a lot in movies and at Halloween. I have attached pictures for you to look at.

I have also attached a few videos to tell you all about the story of Dr. Frankenstein and his monster

**Bedtime Stories – The stories of Frankenstein**  
[https://www.youtube.com/watch?v=4M4OqT6dx\\_g](https://www.youtube.com/watch?v=4M4OqT6dx_g)

**Frankenstein in (7mins)**  
[https://www.youtube.com/watch?v=bo3Ci6\\_5NHs](https://www.youtube.com/watch?v=bo3Ci6_5NHs)



# Writing Activity 9



From the videos, it is clear that Victor Frankenstein created his monster with body parts and Science. The final piece of the puzzle was electricity. Victor had to wait for an lightning storm to strike and use its electricity to power the monster he had made. He used a lightning rod to channel the lightning to his monster. Just like the photo here

Our writing task this week is to focus on describing the storm that hits laboratory. Click the link for a storm video it will help describe the weather.

Weather Video

<https://www.youtube.com/watch?v=IQktUychLS8>

Remember to describe:

- The rain, wind
- The lightning and thunder
- The night sky



# Writing Activity 9



Remember this storm is violent, so use your best verbs and vocabulary to get that across to the reader. Feel free to use the word bank below to help you

Rain verbs: pelted, blasted, bombarded, showered, attacked, plastered, smashed, thrashed

Thunder verbs: cracked, fractured, darted, bolted, lasered, arrowed, struck, ignited,

Adverbs: instantly, constantly, powerfully, shockingly, petrifyingly, spookily, unnaturally

Similes: the rain was like bullets, instantaneous like a blink, as dark as ink, jagged like a serrated knife, it sounded like the rumble of a giant's stomach

Personification: Angry clouds, ominous sky, punishing rain drops, pounding thunder

Adjectives: chilling, eerie, aggressive foreboding, menacing, threatening shadowy, terrifying, colossal, powerful, deafening, ear-splitting, angry, evil, inky.

# Topic Activity



Pablo Fanque – The greatest Victorian showman

<https://www.bbc.co.uk/teach/class-clips-video/ks2-pablo-fanque-the-greatest-victorian-showman/zhcf6v4>



“Roll up, roll up, welcome to the greatest circus in the world!”

This man is Pablo Fanque and during the Victorian era he owned a Circus in the UK. He managed to learn all sorts of circus tricks, train horses to do amazing things and was famous up and down the country for his exciting and energetic shows.

Not only was he exceptionally talented at his job, he also made a lot of money doing so, which he used to help others less fortunate than himself.

Watch the video linked on the right, learn about him and do some of your own research. Why was he so loved? What was he particularly good at? Why was his circus different to others at the time?

When you're done, try to complete one of the following 2 tasks:

1. Create a poster, similar to the ones in the BBC video, to advertise his show.
2. Create a documentary (video) about Pablo Fanque, with as much information as you can.

# Science Activity



This week in Science, we will revisit mixtures and solutions. If you remember correctly, a mixture, solution is a liquid (solvent) and a substance (solute) have been mixed together to make a solution.

We have looked at different ways of separating them EG: filtering the tea from the water. This week we will look at a different way of separating them. This week it will be EVAPORATION!

Evaporation: This is when a liquid turns into a gas. Just like when you boil a kettle. Water goes in and we apply heat – what comes out is steam

## Your task

- **You will need three different containers (their shape does not matter, but try to have them all the same shape and size)**
  - **100ml or so in each container (if you cannot measure it accurately, do not worry just fill it a quarter of the way)**
- **Three different substances, one in each of the containers. Aim for about 2 teaspoons in each. Perhaps try: sugar salt and flour, but feel free to use any three substances**

Once you have prepared your three containers, place them in a warm dry area (the warmer the better). This is when the evaporation will take place. The water will slowly heat up and turn into gas.

The final part of this week's Science is to write a prediction:

How long do you think it will take for the water to evaporate?

Do you think the different substances will affect the rate of evaporation?

**If your water does evaporate, please do not throw it away, we will need it for next week's Science!**



# Physical Activity



## Basketball - Shooting

- Last week you looked at the 'triple threat position' and passing (chest and bounce pass).
- This week you are looking at shooting. It is best to complete this activity outdoors.
- You can use a basketball, football or tennis ball.
- For this activity it is unlikely you will have a basketball hoop to shoot into so just shoot the ball to a partner who will need to catch the ball.
- Be creative, your partner could hold a box or strong bag so you have a target to shoot the ball into.

### Key points

- Eyes focussed on the target.
- Palm facing up.
- Extend elbow and follow through in direction of target.

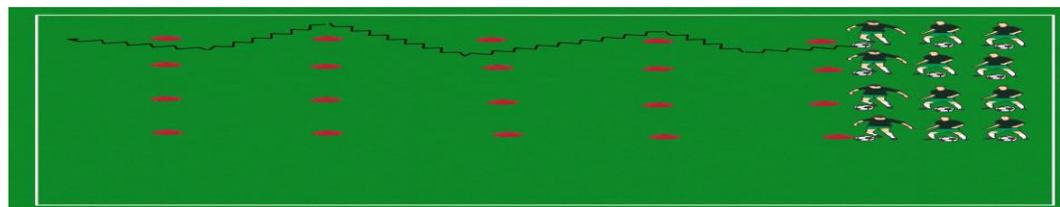


## Super Slalom Run

- You can complete this activity indoors or outdoors.
- How many slalom runs can you complete in 60 seconds?
- Layout 5 objects (you can use socks or jumpers to mark this out). You need to run in and out of the objects then back to start to complete 1 slalom run.

### Challenge

- Dribble a ball in and out of the objects.
- How many slalom runs can you complete whilst dribbling the ball? Try and complete as many as you can in 60 seconds.



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



# Music Activity



## Learning songs and techniques for singing

Just three of the seven songs you can learn:



**1. Skull and crossbones**  
A sailor's hornpipe with a little bit of pirate rap!



**2. Jim's blues**  
Jim bemoans his lack of adventure by singing the blues



**3. Little bit of rum**  
A comic song in waltz-time for the pirates

This week, have a go at learning some new songs while exploring the classic tale of 'Treasure Island' by Robert Louis Stevenson:

<https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-index/z79jwty>

*There are seven songs to learn and vocal coach David Grant is here to teach them - one song per content page. The styles range from rock 'n' roll to rap, blues to waltz...there's a Latin flavour and lots of opportunity for percussion and plenty of adventure!*

Or go to:  
<https://www.bbc.co.uk/teach/ks2-music/zfv96v4>  
and click on a link to a topic you have done or are doing - perhaps you can have a Zoom party with classmates singing some of these?



**Viking Saga Songs**  
Age 7 - 11. Songs and activities linking to the History topic 'The Vikings'.



**Heroes of Troy**  
Age 7 - 11. Songs, tutorials and music activities linking to the History topic 'Ancient Greece'.

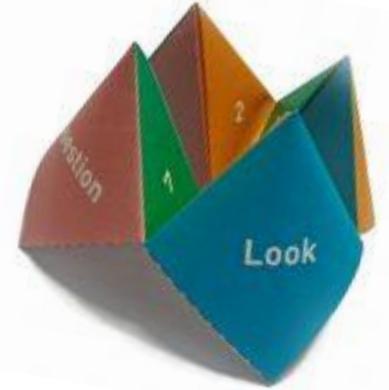


**Rocking Romans!**  
Age 7 - 11. Eight song videos exploring all aspects of Roman life.

# CHATTERBOX



## Creative Activity



Your creative task this week, is to make your very own chatterboxes or sometimes they are called a fortune teller

I have attached a link to a video on how to create one.

How to make a chatterbox/fortune teller.  
You can use any kind of paper you want.

<https://www.youtube.com/watch?v=OGVkIVWJ0i8>

Also feel free to add some questions, jokes or riddles to your chatterbox/fortune teller

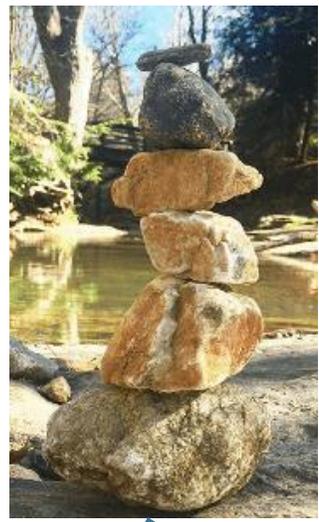
All you need:

- A piece of paper
- Scissors
- Pen/pencil (extra colouring pens/pencils if you wish)

# Nature Art

# Art Activity

After the heavy rain last week, I noticed that lots of leaves, twigs and petals had fallen from trees. When out for a walk, have a go at using these to create art. You could take photos of your patterns and sculptures, or just leave them there for people to enjoy as they pass by! Or you could gather some bits together to take home and use in pictures - either by copying or using in the pictures themselves. Have a look at some examples:



You could take some leaves, twigs, etc, home to incorporate into pictures - why not make a card for someone you haven't seen in a while?

Leave your creations for other passers-by to see and enjoy - put a smile on their faces!

<https://artfulparent.com/nature-art-for-kids/>

\*Remember not to pick anything living from trees and bushes in public places - If you have a garden, ask permission from an adult at home before picking anything!



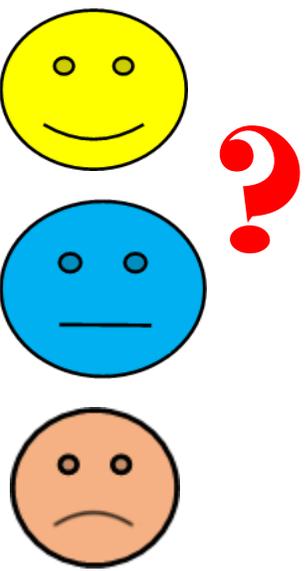
# French Activity



Bonjour!

Do you like sport? Does your family like it? You are going to find out by doing a French survey (un sondage français). Can you find someone for each category? Ask the questions in French using tu instead of je or j' (Eg: Tu adores le rugby, c'est passionnant?) And see if they can answer oui or non.

- J'adore le rugby, c'est passionnant. Nom: .....
- J'aime le ski c'est genial. Nom: .....
- Je n'aime pas la natation, c'est fatigant. Nom: .....
- Je déteste le tir à l'arc, c'est difficile. Nom: .....
- Je n'aime pas la danse, c'est ennuyeux. Nom: .....
- Je déteste le football, c'est nul. Nom: .....
- J' aime la gymnastique mais (but) c'est difficile.  
Nom: .....



<b>Feelings</b>	
C'est génial	It's great
C'est intéressant	It' interesting
C'est passionnant	It's exciting
C'est difficile	It's difficult
C'est fatigant	It's tiring
C'est dangereux	It's dangerous
C'est ennuyeux	It's boring
C'est nul	It's rubbish

More games

Listen and click on the picture: [http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/wjec\\_02/eng/templates/multipleChoiceImageAndAudio-Vocab/p-free-time1.html](http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/wjec_02/eng/templates/multipleChoiceImageAndAudio-Vocab/p-free-time1.html)

Look and match the words and the pictures: <https://learningapps.org/watch?v=p6ssbedma17>

# Thinkers Project

Knowing	Understanding	Applying	Analysing	Creating	Evaluating
Learn by heart the poem Jabberwocky by Lewis Carroll.	Create an Alice in Wonderland quiz for your classmates to answer.	Write a poem about famous inventions in Victorian times.	Collect pictures of Victorian artefacts. Describe what you think each was used for and give reasons for your ideas.	Write a diary entry as if you were an ice cube changing from a solid, to a liquid to a gas.	Write a speech explaining and justifying why Queen Victoria was the most influential monarch.
Create a pictorial timeline showing key events throughout the Victorian times.	Compare and contrast the Victorian methods for addition and subtraction with modern ways.	Use knowledge of the money used in Victorian times to create and solve word problems.	Create a line graph to show how life expectancy changed throughout Victorian times. Why do you think it changed?	Create a board game based on one of your English texts e.g. Roof toppers, Wizard of Oz. Or another book we have read earlier in the year.	Research how Victorian children were taught. Justify and explain your opinion on the benefits and disadvantages of being taught maths in that era.
Draw a detailed map of the countries ruled by England in Victorian times.	Create a map of a parallel universe you would like to find yourself in.	Draw and annotate a picture of yourself in another dimension. What would you look like? How would you be different to how you are now?	Make a questionnaire to find out what your classmates know about the Victorians. Choose two questions that people didn't know to share with your teacher.	Create a costume for the Cheshire Cat, Queen of Hearts or the Mad Hatter in Alice In Wonderland.	Look at art/illustrations relating to Alice and Wonderland and give your opinion on a piece of work you like, and a piece you dislike.
Find out what musical instruments the Victorians used.	Draw a picture of a musical instrument used in the Victorian times and label what materials it was made from and the reasons why.	Create and perform a new national anthem.	Compare modern music to music from Victorian times. Create a table to show the reasons for these differences. (Think about what influences musicians.)	Create a poem, set to music, about a key Victorian Briton you know about.	Watch the film The Wizard of Oz. How are music and songs used to create the atmosphere?
With a friend or group of friends, act out jobs Victorian children would do. Create a freeze frame and take a photograph.	Work with a friend to create a poster about materials and their properties.	Research substances that have unusual properties and debate in a group whether they are a solid, liquid or gas e.g. fire.	Create a play about Victorian times to perform to your friends and family.	Watch the Disney version of Alice in Wonderland and write a review.	Work with friends or family to create a television or radio advert that promotes a time-travel-holiday back to the Victorian times/Wonderland/Oz.