



**Year 5**

**Term 6 Week 1 – 1<sup>st</sup> June – 8<sup>th</sup> June**

**This week's topic: The Victorians**



**Dear Parents & Carers,**

We hope you enjoyed a wonderful half term break in these unusual times.

As we write this (pre-half-term) there is a lot of uncertainty about which children will be returning to school and when. We are both desperately keen to return to teaching your children as soon as it is safe for us all to do so. With events moving fast, we advise that you follow the updates the school is sending out on a regular basis for the most up-to-date information.

We hope your children enjoyed the most recent theme of the environment, and thank you once again to those of you who shared your children's work with us via the school's email. We absolutely love seeing what the children have been up to.

As the final half term of this school year begins, we advise settling back into your routine, with a combination of Maths, Writing, Reading and other fun activities.

As we mentioned before half term, one example of a routine we heard of went like this:

- (1) Quiet reading time
- (2) PE with Joe Wicks
- (3) Maths (White Rose)

Break time

- (4) English / Topic of the week (writing task)

Lunch time

- (5) Art, DT, ICT – something creative, ideally linked to theme of the week.

This week the theme is the Victorian era, which the children loved learning about at the start of Year 5.

For each day, we have set a combination of Maths and Writing/Topic tasks, and following this there are a host of ideas for history, geography, art, music and other lessons to keep your children busy! As we stress each week, we realise you might find some of these ideas great, and others not so helpful. You might find other resources online, which is great.

Please continue to send us pictures of the work your children are proud of and want us to see – you can email us via the school office (mark your email 'FAO Miss Joyce / Mr O'Donovan'). Thanks again for all the wonderful letters and emails we have already received.

Our best wishes to you all – and we look forward to speaking to the children again very soon!

**Miss Joyce and Mr O'Donovan**

In your pack each week we try to include:

- Open ended project ideas and research topics
- Writing activities to explore independently or together
- Daily Maths lesson
- Ideas for science experiments
- Games, Art and craft ideas
- Links to other learning resources
- A use for toilet roll tubes...



## **Extra Maths and English resources**

### **UPDATE ON WHITE ROSE MATHS**

We have the worksheets! We have included a link each day to the worksheets starting week 4 of the Summer Term.

If you would like to try something different or extra, below is a link to the Gary Hall website, which has additional activities for the children to consolidate their learning on decimals. We have also added the link for Nrich and Wild Maths for those parents asking for more of a maths challenge.

<https://garyhall.org.uk/maths-objectives/175/read-write-order-and-compare-numbers-with-up-to-3-decimal-places>

<https://garyhall.org.uk/maths-objectives/176/solve-problems-involving-number-up-to-3-decimal-places>

<https://nrich.maths.org/8113>

<https://wild.maths.org/> explore, imagine, experiment, create!

### **Test your knowledge**

You could also try one of these End of Block tests, available through the White Rose website:

<https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/>

You could start with the end of block test on fractions, which have kept us busy for a few weeks this year! You will find this on the above link in the summer term section.

### **AND REMEMBER TO KEEP UP YOUR FANTASTIC WORK ON SUMDOG!!**

**Reading:** There are many sites offering free audio books while schools are closed:

<https://stories.audible.com/start-listen> (includes Harry Potter and the Philosopher's Stone)

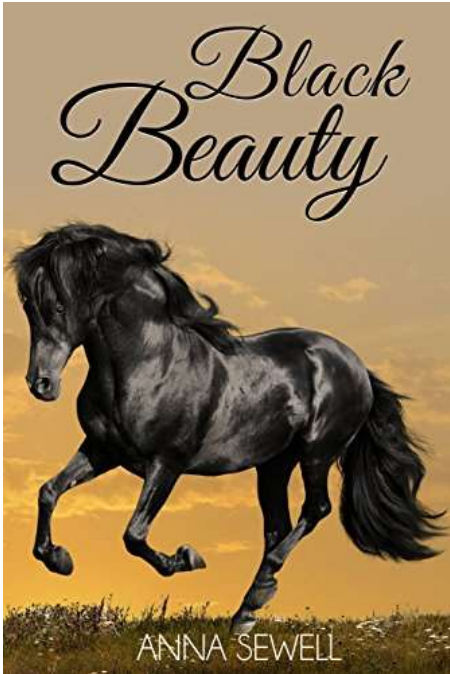
<https://www.harpercollinschildrensbooks.co.uk/listen-for-free/>

<https://www.storynory.com/>

<https://etc.usf.edu/lit2go/>

**Grammar:**

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p> <https://www.teachwire.net/news/7-of-the-best-online-grammar-games-for-ks2>

Day	Tasks	Done ?
Monday	<p><b>Maths: Summer Term Week 4, Lesson 1 – Area of rectangles</b></p> <p>Watch the video clip for Summer Term Week 4, lesson 1 :  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-5-Week-4.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-5-Week-4.pdf</a></p> <p>Find the matching worksheet here: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-Area-of-rectangles-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-1-Area-of-rectangles-2019.pdf</a></p> <p><b><u>Topic: Victorian writer- Anna Sewell</u></b></p> <p>The Victorian era stretched from 1837-1901. It was a time of remarkable change in the country – some bad, some good.</p> <p><b>Some useful websites and video clips are available here:</b>  <a href="https://www.history.org.uk/primary/resource/3871/victorian-britain-a-brief-history">https://www.history.org.uk/primary/resource/3871/victorian-britain-a-brief-history</a>  <a href="https://interestingengineering.com/here-are-some-of-the-most-important-victorian-era-inventions">https://interestingengineering.com/here-are-some-of-the-most-important-victorian-era-inventions</a>  <a href="https://www.english-heritage.org.uk/ingenious/victorian-ingenuity/">https://www.english-heritage.org.uk/ingenious/victorian-ingenuity/</a></p> <div data-bbox="284 880 735 1552">  </div> <p>As we know many of you are animal lovers, we thought that we would focus on the Victorian writer, Anna Sewell and her famous novel, <i>Black Beauty</i>.</p> <p>From its first publication in 1877, <i>Black Beauty</i> has been one of the best-loved animal stories ever written. The dramatic and heartwarming tale is told by the magnificent black horse himself, from his idyllic days on a country squire's estate to his harsh fate as a London cab horse and his merciful rescue by two kindly old ladies.</p> <p>Filled with vivid anecdotes about animal intelligence, the novel derives a special magic from the love of all creatures, great and small, apparent on every page. But the book's lasting impact comes from its descriptions of a human society struggling to find the goodness within itself and its plea for kindness to all creatures - a message so powerful that this favorite classic began a crusade for animal welfare that continues to this day.</p> <p>Anna Sewell was born in England in 1820. As a young girl, she witnessed great and frequent abuse of horses. A knee injury at 14 left her disabled, but she rode and drove horses very well, controlling them with voice alone, never a whip. She wrote <i>Black Beauty</i> in her 50s and died about a year after it was published in 1877. The book has had a tremendous impact in creating a new wave of humanist thinking towards animals.</p> <p>We have included Chapter 3 as a reading comprehension.</p> <p>You could read this excerpt (and more!) along with the audiobook here:</p>	

Use the glossary below to help you understand and complete the questions included.

## Appendix 1 Glossary from the Puffin edition

- bearing rein – a short rein that forces the horse to arch its neck also referred to as a check rein
- brake – an open, horse-drawn carriage with four wheels
- breeching – the strap of a harness that passes behind the haunches of a draught animal (e.g., a horse or mule used to pull a heavy load)
- broken-winded – having a respiratory problem that causes a horse to have shortness of breath
- brougham – a closed four-wheeled carriage where the driver sits out in front
- caparison – to dress a horse in an ornamental covering (in this instance a warhorse)
- chaise – a light, open-topped carriage, usually with two wheels and a collapsible hood
- chuck – to throw or toss (in this case the rein, used in conjunction with a whip)
- cob – a stocky horse suitable for carrying heavy loads
- colt – a male horse less than four years old
- crupper – a leather strap looped under the horse's tail and buckled to the saddle or harness to stop it slipping
- curb – a type of bit which includes a chain that passes below the horse's lower jaw
- drag – a type of brake used to hinder motion (in this case slowing the carriage as it travels down a steep hill)
- dray – a strong, low cart without sides used for haulage
- drover – a person who drives cattle or sheep
- farrier – a craftsman who shoes horses (and is knowledgeable about horse diseases and injuries)
- filly – a female horse under four years old
- gag-bit – a more severe form of bit that uses leverage and forces the horse to hold its head high
- halter – headgear used to guide a horse, to which a lead may be attached
- haunches – the horse's buttocks and thighs of the back legs
- headstall – the part of the halter or bridle which encircles the horse's head
- knackers – a slaughterhouse for horses (specifically work horses that are unfit to work any more)
- martingale – a piece of tack consisting of straps, used to stop a horse from raising his head above the level of the rider's hands
- ostler – a groom or stableman (found at an inn in olden days)
- phaeton – a fashionable carriage (light-weight and small for speed) with very large wheels
- purblind – partially blind
- roan – horse's coat where base colour is mixed with white hairs – e.g., a strawberry roan has a combination of chestnut and white hairs which produces an overall reddish effect
- shy – reaction of a startled horse; 'to shy' is to jump or start suddenly
- steeplechase – a race across country with obstacles such as hedges and ditches to jump
- traces – the side straps of a harness which connect the horse to the vehicle it is pulling



# Black Beauty

TEXT

By Anna Sewell



## 2. Ginger's story continued

Ginger is an older horse than Black Beauty who has just arrived having had a happy foal-hood with his mother. Ginger is telling him what life can be like.

I was now beginning to grow handsome; my coat had grown fine and soft, and was bright black. I had one white foot and a pretty white star on my forehead. I was thought very handsome; my master would not sell me till I was four years old; he said lads ought not to work like men, and colts ought not to work like horses till they were quite grown up.

When I was four years old Squire Gordon came to look at me. He examined my eyes, my mouth, and my legs; he felt them all down; and then I had to walk and trot and gallop before him. He seemed to like me, and said, "When he has been well broken in he will do very well." My master said he would break me in himself, as he should not like me to be frightened or hurt, and he lost no time about it, for the next day he began.

Every one may not know what breaking in is, therefore I will describe it. It means to teach a horse to wear a saddle and bridle, and to carry on his back a man, woman or child; to go just the way they wish, and to go quietly. Besides this he has to learn to wear a collar, a crupper, and a breeching, and to stand still while they are put on; then to have a cart or a chaise fixed behind, so that he cannot walk or trot without dragging it after him; and he must go fast or slow, just as his driver wishes. He must never start at what he sees, nor speak to other horses, nor bite, nor kick, nor have any will of his own; but always do his master's will, even though he may be very tired or hungry; but the worst of all is, when his harness is once on, he may neither jump for joy nor lie down for weariness. So you see this breaking in is a great thing.

I had of course long been used to a halter and a headstall, and to be led about in the fields and

lanes quietly, but now I was to have a bit and bridle; my master gave me some oats as usual, and after a good deal of coaxing he got the bit into my mouth, and the bridle fixed, but it was a nasty thing! Those who have never had a bit in their mouths cannot think how bad it feels; a great piece of cold hard steel as thick as a man's finger to be pushed into one's mouth, between one's teeth, and over one's tongue, with the ends coming out at the corner of your mouth, and held fast there by straps over your head, under your throat, round your nose, and under your chin; so that no way in the world can you get rid of the nasty hard thing; it is very bad! yes, very bad! at least I thought so; but I knew my mother always wore one when she went out, and all horses did when they were grown up; and so, what with the nice oats, and what with my master's pats, kind words, and gentle ways, I got to wear my bit and bridle.

Next came the saddle, but that was not half so bad; my master put it on my back very gently, while old Daniel held my head; he then made the girths fast under my body, patting and talking to me all the time; then I had a few oats, then a little leading about; and this he did every day till I began to look for the oats and the saddle. At length, one morning, my master got on my back and rode me round the meadow on the soft grass. It certainly did feel queer; but I must say I felt rather proud to carry my master, and as he continued to ride me a little every day I soon became accustomed to it.

The next unpleasant business was putting on the iron shoes; that too was very hard at first. My master went with me to the smith's forge, to see that I was not hurt or got any fright. The



blacksmith took my feet in his hand, one after the other, and cut away some of the hoof. It did not pain me, so I stood still on three legs till he had done them all. Then he took a piece of iron the shape of my foot, and clapped it on, and drove some nails through the shoe quite into my hoof, so that the shoe was firmly on. My feet felt very stiff and heavy, but in time I got used to it.

And now having got so far, my master went on to break me to harness; there were more new things to wear. First, a stiff heavy collar just on my neck, and a bridle with great side-pieces against my eyes called blinkers, and blinkers indeed they were, for I could not see on either side, but only straight in front of me; next, there was a small saddle with a nasty stiff strap that went right under my tail; that was the crupper. I hated the crupper; to have my long tail doubled up and poked through that strap was almost as bad as the bit. I never felt more like kicking, but of course I could not kick such a good master, and so in time I got used to everything, and could do my work as well as my mother.

I must not forget to mention one part of my training, which I have always considered a very great advantage. My master sent me for a fortnight to a neighbouring farmer's, who had a meadow which was skirted on one side by the railway. Here were some sheep and cows, and I was turned in among them.

I shall never forget the first train that ran by. I was feeding quietly near the pales which separated the meadow from the railway, when I heard a strange sound at a distance, and before I knew whence it came – with a rush and a clatter, and a puffing out of smoke – a long black train of something flew by, and was gone almost before I could draw my breath. I turned and galloped to the further side of the meadow as fast as I could go, and there I stood snorting with astonishment and fear. In the course of the day many other

trains went by, some more slowly; these drew up at the station close by, and sometimes made an awful shriek and groan before they stopped. I thought it very dreadful, but the cows went on eating very quietly, and hardly raised their heads as the black frightful thing came puffing and grinding past.

For the first few days I could not feed in peace; but as I found that this terrible creature never came into the field, or did me any harm, I began to disregard it, and very soon I cared as little about the passing of a train as the cows and sheep did.

Since then I have seen many horses much alarmed and restive at the sight or sound of a steam engine; but thanks to my good master's care, I am as fearless at railway stations as in my own stable.

Now if any one wants to break in a young horse well, that is the way.

My master often drove me in double harness with my mother, because she was steady and could teach me how to go better than a strange horse. She told me the better I behaved the better I should be treated, and that it was wisest always to do my best to please my master; "but," said she, "there are a great many kinds of men; there are good thoughtful men like our master, that any horse may be proud to serve; and there are bad, cruel men, who never ought to have a horse or dog to call their own. Besides, there are a great many foolish men, vain, ignorant, and careless, who never trouble themselves to think; these spoil more horses than all, just for want of sense; they don't mean it, but they do it for all that. I hope you will fall into good hands; but a horse never knows who may buy him, or who may drive him; it is all a chance for us; but still I say, do your best wherever it is, and keep up your good name."

## My Breaking In

Write a list of the good things that Black Beauty experiences in this passage and the things that you think may not be so good.

Good things	Bad things

Do you agree with Black Beauty that "breaking in is a great thing"? Great in this context means 'significant' or 'huge' rather than 'fantastic'.

Justify your answer with reasons using quotes from the passage. Put the quotes inside speech marks.

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On the second page of the extract Black Beauty describes a period of time in a field. Explain why he went there and what it achieved. Again use quotes to justify what you say.

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### Extension:

## Bearing reins

In the novel, Anna Sewell shows the cruelty of bearing reins. They make the horse's head stand up tall, but are extremely uncomfortable for the horse.

Research the use of the bearing rein and then create a text poster for people in Victorian London that explains the cruelties of using a bearing rein and encourages them not to use them. This is an exercise in being brief (not writing too much). Sometimes fewer words make more impact. You have two boxes, one for notes and one for the 'poster'. There is plenty of room for notes, but try to keep your poster to less than thirty words.

This could be a main slogan and a short sentence.



Tuesday

## Maths: Summer Term Week 4, Lesson 2 – Equivalent Fractions

Watch the video clip for Summer Term Week 4, lesson 2:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-5-Week-4.pdf>

Find the matching worksheet here: <https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-2-Equivalent-fractions-2019.pdf>

### Topic: Black Beauty Part 2



# Black Beauty

TEXT

By Anna Sewell



## 2. Ginger's story continued

Ginger is an older horse than Black Beauty who has just arrived having had a happy foal-hood with his mother. Ginger is telling him what life can be like.

The next time that Ginger and I were together in the paddock she told me about her first place.

"After my breaking in," she said, "I was bought by a dealer to match another chestnut horse. For some weeks he drove us together, and then we were sold to a fashionable gentleman, and were sent up to London. I had been driven with a check-rein by the dealer, and I hated it worse than anything else; but in this place we were reined far tighter, the coachman and his master thinking we looked more stylish so. We were often driven about in the park and other fashionable places. You who never had a check-rein on don't know what it is, but I can tell you it is dreadful.

"I like to toss my head about and hold it as high as any horse; but fancy now yourself, if you tossed your head up high and were obliged to hold it there, and that for hours together, not able to move it at all, except with a jerk still higher, your neck arching till you did not know how to bear it. Besides that, to have two bits instead of one – and mine was a sharp one, it hurt my tongue and my jaw, and the blood from my tongue coloured the froth that kept flying from my lips as I chafed and fretted at the bits and rein. It was worst when we had to stand by the hour waiting for our mistress at some grand party or entertainment, and if I fretted or stamped with impatience the whip was laid on. It was enough to drive one mad."

"Did not your master take any thought for you?" I said.

"No," said she, "he only cared to have a stylish turnout, as they call it; I think he knew very little about horses; he left that to his coachman, who told him I had an irritable temper! that I had not

been well broken to the check-rein, but I should soon get used to it; but he was not the man to do it, for when I was in the stable, miserable and angry, instead of being smoothed and quieted by kindness, I got only a surly word or a blow. If he had been civil I would have tried to bear it. I was willing to work, and ready to work hard too; but to be tormented for nothing but their fancies angered me. What right had they to make me suffer like that? Besides the soreness in my mouth, and the pain in my neck, it always made my windpipe feel bad, and if I had stopped there long I know it would have spoiled my breathing; but I grew more and more restless and irritable, I could not help it; and I began to snap and kick when any one came to harness me; for this the groom beat me, and one day, as they had just buckled us into the carriage, and were straining my head up with that rein, I began to plunge and kick with all my might. I soon broke a lot of harness, and kicked myself clear; so that was an end of that place.

"After this I was sent to Tattersall's to be sold; of course I could not be warranted free from vice, so nothing was said about that. My handsome appearance and good paces soon brought a gentleman to bid for me, and I was bought by another dealer; he tried me in all kinds of ways and with different bits, and he soon found out what I could not bear. At last he drove me quite without a check-rein, and then sold me as a perfectly quiet horse to a gentleman in the country; he was a good master, and I was getting on very well, but his old groom left him and a new one came. This man was as hard-tempered and hard-handed as Samson; he always spoke in a rough, impatient voice, and if I did not move



in the stall the moment he wanted me, he would hit me above the hocks with his stable broom or the fork, whichever he might have in his hand. Everything he did was rough, and I began to hate him; he wanted to make me afraid of him, but I was too high-mettled for that, and one day when he had aggravated me more than usual I bit him, which of course put him in a great rage, and he began to hit me about the head with a riding whip. After that he never dared to come into my stall again; either my heels or my teeth were ready for him, and he knew it. I was quite quiet with my master, but of course he listened to what the man said, and so I was sold again.

"The same dealer heard of me, and said he thought he knew one place where I should do well. 'Twas a pity,' he said, 'that such a fine horse should go to the bad, for want of a real good chance,' and the end of it was that I came here not long before you did; but I had then made up my mind that men were my natural enemies and that I must defend myself. Of course it is very different here, but who knows how long it will last? I wish I could think about things as you do; but I can't, after all I have gone through."

"Well," I said, "I think it would be a real shame if you were to bite or kick John or James."

"I don't mean to," she said, "while they are good to me. I did bite James once pretty sharp, but John said, 'Try her with kindness,' and instead of punishing me as I expected, James came to me with his arm bound up, and brought me a bran mash and stroked me; and I have

never snapped at him since, and I won't either."

I was sorry for Ginger, but of course I knew very little then, and I thought most likely she made the worst of it; however, I found that as the weeks went on she grew much more gentle and cheerful, and had lost the watchful, defiant look that she used to turn on any strange person who came near her; and one day James said, "I do believe that mare is getting fond of me, she quite whinnied after me this morning when I had been rubbing her forehead."

"Ay, ay, Jim, 'tis 'the Birtwick balls'," said John, "she'll be as good as Black Beauty by and by; kindness is all the physic she wants, poor thing!" Master noticed the change, too, and one day when he got out of the carriage and came to speak to us, as he often did, he stroked her beautiful neck. "Well, my pretty one, well, how do things go with you now? You are a good bit happier than when you came to us, I think."

She put her nose up to him in a friendly, trustful way, while he rubbed it gently.

"We shall make a cure of her, John," he said.

"Yes, sir, she's wonderfully improved; she's not the same creature that she was; it's 'the Birtwick balls', sir," said John, laughing.

This was a little joke of John's; he used to say that a regular course of "the Birtwick horseballs" would cure almost any vicious horse; these balls, he said, were made up of patience and gentleness, firmness and petting, one pound of each to be mixed up with half a pint of common sense, and given to the horse every day.

## Point of view

Here is the same event told from the point of view of two protagonists.

1 The horrible hairy monster with a big fluffy tail and great claws chased me all the way back to my hole! I scurried in and got home safely with only one whisker lost that got stuck in the wood by the door when the monster thumped its great big foot at me.

2 I woke up and saw a delicious little snack with a long tail running across the floor! I jumped off my comfy sofa and dashed across the room but my paw just missed it and got a nasty bruise on the skirting board. I had to wait another two hours until my human came home to feed me and I was really hungry!

Who do you think they are? Whose side are you on?

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You are going to choose an animal to be. You will describe something that happens to you involving another animal or a human being. Then tell the same story from another point of view. Both pieces need to be written in the first person.

First make some notes about your protagonists.

Protagonist 1	Protagonist 2

**Extension: Write some riddles!**

### Riddles

I have no legs but I am very strong, I do not see well, I live in the earth and am good for it. You see me in the rain. What am I ?

I have 2 legs, black wings, and I live in tall trees. What am I ?

Answers are jumbled up and upside-down at the bottom of the page.

Writing a riddle is the reverse of solving a puzzle – you start with the answer and work back to the riddle.

First choose an animal then think of clues for people to guess it. Think of a fun way to hide the answers.

KOLO

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**Wednesday**

**Remember that it is Wellbeing Wednesday – check the school's website for this week's updates! Look under News & Dates / Coronavirus Updates and you will find loads of resources and activities.**

**Maths: Summer Term Week 4, Lesson 3 – Converting improper fractions to mixed numbers and vice versa**

Watch the video clip for Summer Term Week 4, lesson 3:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-5-Week-4.pdf>

Find the matching worksheet here: <https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-3-Convert-between-Improper-and-mixed-numbers-2019.pdf>

**Topic: Dear Doctor Barnardo...**

Many of you have read the amazing book, Street Child, which tells the story of Jim Jarvis, the boy who helped to inspire Dr Barnardo to open schools for thousands of children.

Today we are going to use our imaginations.

Imagine Jim Jarvis never got to meet Dr Barnardo.

Instead he was asked to write Dr Barnardo a letter.

In this letter, Jim needs to persuade Dr Barnardo that children in London have a terrible life in the workhouses, and to convince Dr Barnardo that he should dedicate his life to opening schools and helping children to have a better life.

The children of Victorian London need this letter to be very persuasive!

	Child	Friend	Teacher
The sender's address is on the right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The recipient's address is on the left.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The letter shows the date on which it was written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a greeting to the recipient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The opening sentence hooks the reader and explains why you are writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is an introduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The text is organised into paragraphs, which each have their own point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each point has arguments to support it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a conclusion which summarises the main point of the letter and reiterates the opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Life in the workhouse:

<http://www.primaryhomeworkhelp.co.uk/victorians/workhouses.html>

<https://www.bbc.co.uk/programmes/p011t0t5>



**Thursday**

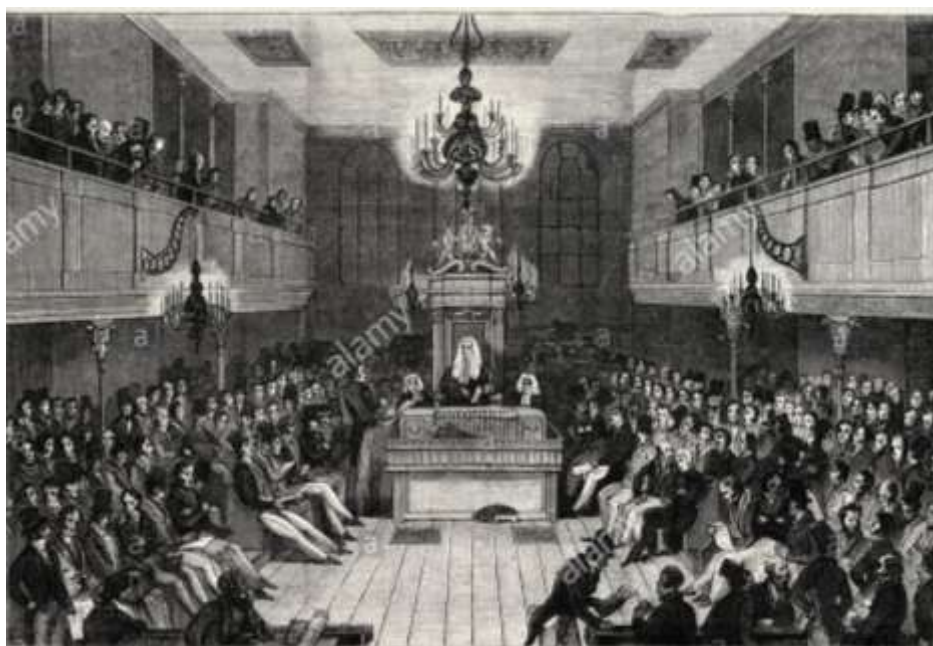
**Maths: Summer Term Week 4, Lesson 4 – Compare and order fractions**

Watch the video clip for Summer Term Week 4, lesson 4:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Year-5-Week-4.pdf>

Find the matching worksheet here: <https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Lesson-4-Compare-and-order-fractions-less-than-1-2019.pdf>

**Topic: Plan your speech to Parliament**



The Year is 1870.

Parliament is debating the Education Act.

If Parliament votes for this new proposal, it will mean all children will – for the first time – have the opportunity to get an education.

The debate is tomorrow. And here's where it gets interesting...

In an unusual step, it has been decided that one child will have the opportunity to speak in favour of the proposal. And that child is YOU!

First let's see some brilliant speeches by children:

Malala wins the Nobel Peace Prize:

<https://www.youtube.com/watch?v=8hx0ajieM3M>

Greta Thunberg addresses the UN General Assembly:

<https://www.youtube.com/watch?v=OGVShq47C4o>

A ten year old speaks to her classmates about kindness and not bullying:

<https://www.youtube.com/watch?v=DtCxjMdE5dM>

To help you plan your speech, look at this link (or the planning document underneath it).

<https://www.twinkl.co.uk/resource/nz2-e-3713-persuasive-speech-activity-sheet>

# Persuasive Speech

## Paragraph 1: Introduction

*Why are you writing this speech? What do you want the outcome to be?*

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## Paragraph 2: 1<sup>st</sup> Point

*Make your first point strong, following your introduction.*

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## Paragraph 3: 2<sup>nd</sup> Point

*Make links with your last point and move into another one.*

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## Paragraph 4: 3<sup>rd</sup> Point

*Make your final point your strongest one.*

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## Paragraph 5: Conclusion

*Summarise your main points in a final bid to convince or persuade your audience.*

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*Happy planning!*

Friday

## Maths: Summer term Week 6 lesson 5 - Friday challenge!!

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

Watch the video clip for Summer Term Week 5, lesson 5, then complete the work in your exercise book.

### Topic: write and perform your speech

Yesterday you planned your important speech to Parliament. Now it's time to write it and to make your speech.

When you write your speech, think about these questions: how are you going to address your audience (all the MPs in the country!)? How will you explain who you are and what life is like for you (remember this is Victorian times!)? Why would having an education would change your life?

Remember – use repetition to make your key points more powerful.



Once you have written your speech, it's time to deliver it to Parliament.

Maybe you could ask a parent or carer to listen to your speech.

Wondering how to deliver a persuasive speech? Here are some success criteria for delivering your speech, below.

<https://www.twinkl.co.uk/resource/t3-p-71-delivering-a-persuasive-speech-checklist>



## Delivering a Speech **Success Criteria**

Non-Verbal Communication Skills	Peer/Teacher Assessment	Verbal Skills	Peer/Teacher Assessment
I can maintain eye contact with the audience to engage and interest.		I can speak clearly so all my words can be understood.	
I can use speech notes and do not rely on reading a script.		I can deliver my speech with appropriate pace, speeding up and slowing down where necessary.	
I can demonstrate good posture, which shows I have a positive attitude and commitment to my promises.		My speech can be heard by the whole audience.	
		I use varied intonation and expression to engage my audience and demonstrate my own interest and belief in what I am saying.	

### Additional Activities (not necessarily connected to the Victorians!)

#### French

One day this lockdown will end. And maybe one day after that, you might find yourself in a French-speaking country.

You might even find yourself in a supermarket.

If you do, you'll be glad you watched this...

<https://www.bbc.co.uk/teach/class-clips-video/french-ks2-shopping-for-food/z7ynvk7>



## Les aliments en Français





**Le jus d'orange**



**Le chocolat**



**Le pain**



**Le sandwich**



**Les pâtes**



**Le fromage**



**Le jambon**



**l'oeuf**



**Le poisson**



**La glace**



**Le yaourt**

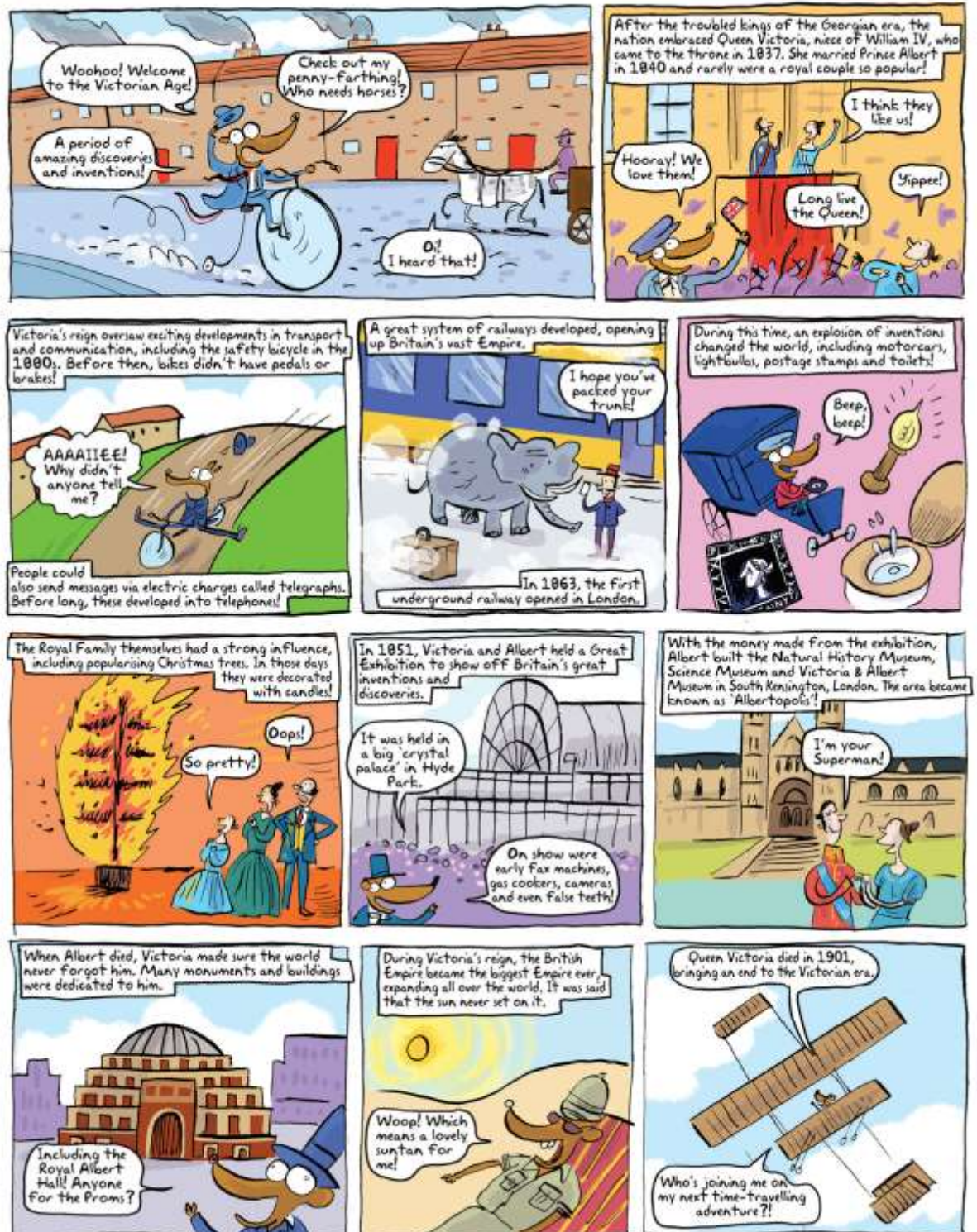


**Le poulet**


visit [twinkl.com](https://www.twinkl.com)

## History

As we have already covered the Victorian Era in Year 5, we thought this week might be a fun time to research a civilization which we have not explored yet. Below we have included a comic which illustrates some of the highlights of the Victorian era. Why don't you create a similar type of comic to explain some significant facts about one of the civilizations below. You could use ComicLife App to help!



### Kingdom of Benin

<https://www.bbc.co.uk/bitesize/topics/zpvckqt>

<https://www.theschoolrun.com/homework-help/kingdom-benin>

<https://africa.mrdonn.org/benin.html>



## Shang Dynasty

<https://www.bbc.co.uk/bitesize/topics/z39j2hv>

[https://www.ducksters.com/history/china/shang\\_dynasty.php](https://www.ducksters.com/history/china/shang_dynasty.php)

<https://www.theschoolrun.com/homework-help/shang-dynasty>

## The Indus Valley

<https://www.bbc.co.uk/bitesize/topics/zxn3r82>

<https://www.theschoolrun.com/homework-help/the-indus-valley>

[https://kids.kiddle.co/Indus\\_Valley\\_civilization](https://kids.kiddle.co/Indus_Valley_civilization)



Last week of planning! So far, you will have researched and planned the setting and main characters. Now it's time to think about your gripping plot! Use the story mountain below to plan the basic details for each part of your epic tale.

Settings

Problem

Characters

Build Up

Resolution

Introduction

Ending

Story Mountain

## Geography



Here you can find many wonderful activities, virtual adventures, quizzes and competitions! Definitely worth a look! If you are learning about a new civilization, we would strongly encourage you to explore where this civilization was and become familiar with physical features of the area.

<https://www.natgeokids.com/uk/home-is-good/>



### Build your own suspension bridge!

The Victorians were excellent builders and engineers, building the first suspension bridges. With an adult or older sibling, put your building expertise to good use and make a bridge out of cardboard, sticks or toothpicks. You can even use **marshmallow and spaghetti!** just make sure you don't eat the building materials! Here are some ideas to guide you:

<https://www.instructables.com/id/Simple-Suspension-Bridge-Model/>



<https://www.theclassroom.com/dress-potatoes-school-project-7875459.html>

Note: if you made a bridge when we were learning about the Thames, maybe you could make a different kind of bridge this time? The Clifton Suspension Bridge – designed by that great Victorian, Isambard Kingdom Brunel - could be your inspiration!

### Make your own ammonite!

The Victorians loved dinosaurs and collecting fossils. Follow these instructions created by sculptor Darrell Wakelam to build your own ammonite fossil!



Waterhouse Hawkins was famous for his sketches and sculptures which can be seen in Crystal Palace, opened in the Victorian era. Using a pencil or pen, sketch a scene in the style of Waterhouse Hawkins. You can use hatching and cross hatching to create tonal values and shadows.



### **Victorian Invention:**

The Victorian era is renowned for the growth of industry and inventiveness. The lightbulb, the first battery, steam powered paddle boats and the birth of photographs are a few examples. Amongst the incredible machines and feats of engineering came some less well-known examples of creativity.....



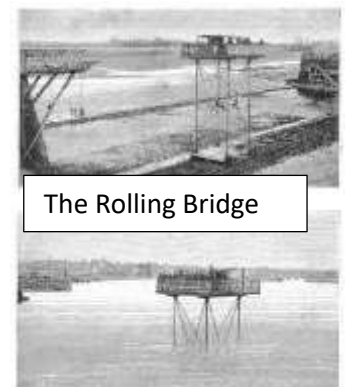
The Stamp Licker



Fig. 2. — Stamp Licker.



Electric Jewellery



The Rolling Bridge

Using pen and ink or pencil, create your own fantastical Victorian invention! Draw it as a diagram and provide a brief explanation of how it works. If you are feeling very inventive why not build your first prototype out of what you have at home? Just don't dismantle any electrical equipment or furniture in the quest for materials!

### **Become an Interior Designer!**

William Morris was a British textile designer, poet, novelist, translator, and socialist activist associated with the British Arts and Crafts Movement. He was a major contributor to the revival of traditional British textile arts and methods of production.

Using paint or colouring pencils design your own patterned wallpaper or textile in the style of William Morris. If you look at the example above, you will notice repetition in the pattern. Try and replicate this in your own design.

Here is a tutorial to help you:

<https://www.youtube.com/watch?v=taM8UrOXLrw&feature=youtu.be>





#### Challenge:

Create your own silhouette portrait using patterns inspired by William Morris.

#### Tutorial:

[https://www.youtube.com/watch?v=DEJtmYZ\\_Vi8](https://www.youtube.com/watch?v=DEJtmYZ_Vi8)

[https://www.youtube.com/watch?v=T0Q\\_QLEbN6g](https://www.youtube.com/watch?v=T0Q_QLEbN6g)

We now have a Dalmain Twitter Art page [@dalmain\\_art](https://twitter.com/dalmain_art) for you to share your work with the rest of the school community! We would love to see what you have created to celebrate the gifted artists we have in the school. We will also be sharing ideas and inspirational arts and crafts so don't forget to take a look.

## Science

### Dinosaur investigation!

As we mentioned in the Art section, you might have already seen the dinosaurs in Crystal Palace Park, opened in Victorian times. Have you ever wondered why they don't look much like the dinosaurs we know about today? They are mentioned on this website, which has many other dinosaur themed activities for you to investigate.

<https://www.nhm.ac.uk/discover/dinosaurs.html>

### Transport!

You may have heard of Elon Musk's proposed hyperloop. An interesting series of local Victorian inventions shows that there is a history behind the idea.

<https://se26.life/t/early-pneumatic-railways-in-sydenham-and-forest-hill/1043>

What else can you find out about these railways? Does any evidence of them still remain?

### General

Lots of different experiments to try! Have a good look around the site.

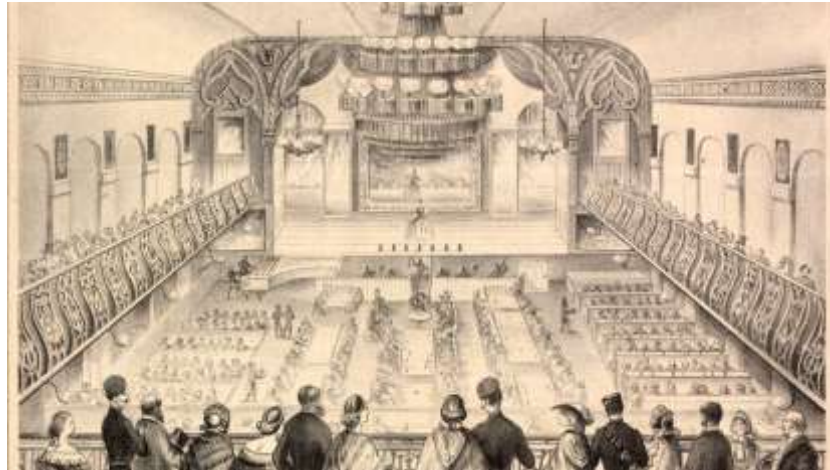
[https://www.sciencefestival.co.uk/event-details/kids-lab?gclid=EAlaIQobChMI1M-84Pey6QIViaztCh3GIwbcEAMYASAAEgKWxvD\\_BwE](https://www.sciencefestival.co.uk/event-details/kids-lab?gclid=EAlaIQobChMI1M-84Pey6QIViaztCh3GIwbcEAMYASAAEgKWxvD_BwE)

A wide variety of interactives, games, videos, activities etc. Suitable for all ages:

<https://climatekids.nasa.gov/>



## The Victorian Music Hall



The Music Hall was a very popular form of theatre entertainment during Victorian times. People would go there to hear their favourite songs being sung by the music hall stars of the day. They would also go to see famous comedy acts and other variety acts such as jugglers and magicians.

Click on this link to hear some of the songs that would be sung in the music halls. Everyone in the audience would join in. <http://www.victorianschool.co.uk/victorian-music-hall.php>

They were the pop songs of the day.

Can you find out the names of some of the most popular Music Hall artists of the Victorian era?

Why not perform some of your favourite songs to your family in true Victorian Music Hall style?

Could you dress up to make the performance more fun?

**Charles Darwin** - <https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-darwin-natural-selection-song>

Charles Darwin was a famous Victorian naturalist. What is a naturalist?  
Watch this clip to find out all about him.

**'Queen Victoria - British Things' song** - <https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-british-things-song>

Watch this clip and think about the message that is being sent to us.  
What did Queen Victoria find out about some of her favourite things?

**'Hurray for the nineteenth century'**

<https://www.bbc.co.uk/teach/school-radio/primary-school-songs-famous-people/z7y9rj6>

Another song about famous people from the Victorian era.  
How many more important people from the Victorian era can you name?

**Romanticism** (also called the **Romantic era** or the **Romantic period**) is a style of art, literature and **music** that was developed during the Victorian era.

Romanticism was a style where feelings, imagination, nature, and old folk traditions such as legends and fairy tales were important.

In music the orchestra became bigger with more instruments added and composers would also write fantastic pieces for the piano which had become more advanced than it had been before.

**Sibelius 'Finlandia'** - <https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382>



Sibelius was a Finnish composer who wrote music in the Romantic style.

Watch the Ten Pieces introduction film.

Sibelius wrote this piece of music to celebrate the vast, majestic landscape of his homeland Finland. Join in singing the beautiful hymn-like melody of the piece that with the world-famous BBC singers. You could even upload your performance onto the 10 pieces website.

**'Enigma Variations' by Edward Elgar**

<https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-at-home/zjy3382>



Elgar was an English composer from the Romantic era. His 'Enigma Variations' are a set of pieces describing his friends – they are like musical portraits.

Draw some pictures of your family or friends that you are missing during lockdown. Maybe you could send the picture to them?

**BBC Bitesize KS2 Music** <https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>

[This is a site that has short clips about different areas of music learning](https://www.bbc.co.uk/bitesize/subjects/zwxhfg8)

The first section is about 'Rhythm and Pulse' – we have been calling 'Pulse' the 'steady beat' in class. Watch some of the clips films and test yourself with the quiz.

**P.E.**

**Yoga with Adriene** <https://yogawithadriene.com/yoga-for-kids/>

**PE with Joe Wicks (Monday-Friday at 9am)**

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

**Victorian Drills- Can you create your own Joe Wicks style regime for you and your family using some of the drills Victorians would have completed?**

Find out more about Victorian exercise here:

<http://www.historyinteractive.co.uk/Drill%20Exercises.pdf>

<http://www.johnmalam.co.uk/articles2.html>

*Please take care of your posture and make sure you are sensible with the exercises you select! No strained muscles please!*



**Toilet-roll challenge of the week:**



Steam train from toilet rolls!!



There are some brilliant activities to try out here!

<https://www.wildlifewatch.org.uk/activity-sheets>

## Make a nature mandala

**You will need**

- Bags or baskets to collect natural materials
- Natural materials:
  - Sticks
  - Grass
  - Leaves
  - Feathers
  - Pebbles
  - Pine cones
  - Flowers

Only pick from your own garden and leave plenty for pollinators!

- 1 Head outdoors and collect your natural materials. Try to find a few of the same thing as this will help with your shape (eg. five yellow leaves, four twigs of equal length).
- 2 Find a flat surface – maybe a table or even your lawn or yard outside. Place one of your finds down first to act as the middle of the mandala.
- 3 Use the rest of your finds to make a pattern coming out from the centre. Consider the symmetry of your pattern, making one side mirror the other. You can be as creative as you like.
- 4 Remember to take a photo of your finished mandala!

The word 'mandala' is Sanskrit for circle. The circular shape symbolises how nature doesn't begin or end, but is always connected.

[www.wildlifewatch.org.uk](http://www.wildlifewatch.org.uk)