



Year 5 & 6
Term 6 Week 7: 13th – 17th July
This week's topic: Kings and Queens



Dear Parents & Carers,

We hope that the children enjoyed last week's topic on Myths and Legends! We enjoyed seeing work and photos being sent in by the children - please do keep on sending in work, particularly things the children are most proud of. You can email us via the school office (mark your email 'FAO Miss Bissell / Miss Biggs / Miss Joyce / Mr O'Donovan').

As always, we would emphasise the importance of establishing a routine that works for you and your child. A reminder of one excellent routine (but not the only one) we heard of, which went like this:

- (1) Quiet reading time
 - (2) PE with Joe Wicks (3x a week)
 - (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 **Kings and Queens**.

The pack starts each day with a separate Year 5 and Year 6 Maths task. Note that this is different to previous weeks, so make sure you are working on the correct one! After each Maths activity is a writing task, which are followed by a host of ideas for history, 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 all to the good.

Thanks again for all the wonderful letters and emails we have already received. Our best wishes to you all,

From the Year 5 & 6 team

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



Day	Tasks	✓
Monday	<p style="text-align: center;">Maths</p> <div style="text-align: center;">  <p>Year 5</p> </div> <p style="text-align: center;"><u>Summer Term Week 11, Lesson 1- Regular and irregular polygons</u></p> <p>Videos for the week: https://resources.whiterosemaths.com/wp-content/uploads/2020/07/Year-5-Summer-Week-11.pdf</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Regular-and-irregular-polygons.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Answers-Regular-and-irregular-polygons.pdf</p> <div style="text-align: center;">  <p>Year 6</p> </div> <p style="text-align: center;"><u>Summer Term Week 11, Lesson 1- Vertically opposite angles</u></p> <p>Videos for the week: https://resources.whiterosemaths.com/wp-content/uploads/2020/07/Year-6-Summer-Week-11.pdf</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Vertically-opposite-angles.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Answers-Vertically-opposite-angles.pdf</p> <hr/> <p><u>Topic: If I were a king or queen of England</u></p> <p>King Henry VI was 9 months old when he succeeded the throne – can you imagine that! 7 years later, he was crowned the king of England in 1429. Have a read of his story here: http://www.berkshirehistory.com/kids/henry6.html</p> <p>Throughout our history, there have been a handful of child kings and queens. Imagine you were one of them. Imagine you became king or queen of England at your age – what would you do? How would you reign? With an iron fist; listen to advisors; be passive (not bothering too much with government perhaps); be radical (change lots of things) etc? King Henry VI had a breakdown and for a couple of years could not lead the country. What would you do to avoid this happening to you?</p> <p>Writing Task</p> <p>We would like you to write a few paragraphs about what you would do if you were a king or queen of England. Perhaps start with: 'If I were king/queen, I would...'</p> <p>Perhaps you could write what you would do about:</p> <ul style="list-style-type: none"> – advisors 	

- government
- protests
- people trying to overthrow you
- money and budgets
- education
- health service

For an extra challenge, find out something about other child kings and queens, like the ones pictured here. Who were they, I wonder.



Tuesday

Maths



Summer Term Week 11, Lesson 2- Reasoning about shapes

Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Reasoning-about-3D-shapes.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Answers-Reasoning-about-3D-shapes.pdf>



Summer Term Week 11, Lesson 2- Missing angles in a triangle

Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Angles-in-a-triangle-missing-angles.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Answers-Angles-in-a-triangle-missing-angles.pdf>

Topic: King Edward VIII abdication

In 1936, King Edward VIII, who was the uncle of our current queen, abdicated (gave up) the throne . Here is a brief history of how and why this happened:

<https://www.youtube.com/watch?v=0mHk8sgdUcs>

If you're interested, listen to his abdication speech here:

<https://www.youtube.com/watch?v=wBn06A-sdok>

Essentially, he wanted to marry someone that had been married before. In 1936, this was not constitutionally (legally) possible as a king, so he wrote to the government within a year of becoming king, to abdicate his position and pass it on to his brother, George (who became King George VI), the father of our current queen, Elizabeth II.



Writing Task

Imagine you were King Edward VIII. Write your abdication letter to the government, giving up your position. Remember to keep it formal and not too emotive, but stating what you are giving up and why you are doing it. Make sure you mention who your successor will be (who will take the throne after you) and your allegiance towards them.

Extension: You may like to investigate what his name later became after he renounced the throne and what became of him.

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.

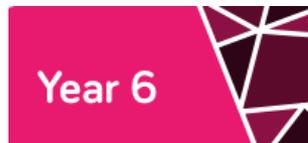
Maths



Summer Term Week 11, Lesson 3- Reflection

Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Reflection.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Answers-Reflection.pdf>



Summer Term Week 11, Lesson 3- Angles in special quadrilaterals

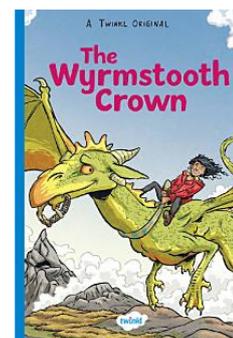
Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Angles-in-special-quadrilaterals.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Answers-Angles-in-special-quadrilaterals.pdf>

Topic: This week's Reading Comprehension is at the bottom of the pack.

Extension: If you would like to try something more challenging, have a look at this:

<https://www.11plusguide.com/wp-content/uploads/2014/10/Westminster-Abbey-Comprehension.pdf>



of

Maths

Thursday



Summer Term Week 11, Lesson 4- Translation

Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Translation.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Answers-Translation.pdf>



Summer Term Week 11, Lesson 4- Angles in regular polygons

Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Angles-in-regular-polygons.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Answers-Angles-in-regular-polygons.pdf>

Topic: Queen Elizabeth II

Writing Task

What must it be like having been the Queen of England for 67 years – the longest reigning monarch in our history. She has seen prime ministers come and go, political turmoil, difficult times within the Royal Family, great sporting events- the list goes on!

Have a look at this outline of her reign: <https://www.bbc.co.uk/teach/queen-elizabeth-ii-britains-longest-reigning/zkfh6f>

Write a first person reflection/recount, as the queen speaking, about **one** of the events discussed (you might want to find out a little more about them first). This isn't a diary entry- more an end of year summary!



<https://www.youtube.com/watch?v=1AS-dCdyZbo> will take you to a more light-hearted role for the Queen in 2012.

Friday

Maths Friday challenge!



Summer term Week 11 lesson 5 - a mixture of activities to try



<https://nrich.maths.org/5561>
<https://nrich.maths.org/21>
<https://nrich.maths.org/5820>



Summer term Week 11 lesson 5 -
See the bottom of the pack.

Topic: King Arthur

So far, we have looked at historical kings and queens of England. We thought we'd now take a look at a legendary king – King Arthur. You may or may not know the story of King Arthur and the sword in the stone, so here's a clip to whet your appetite:

https://www.youtube.com/watch?time_continue=9&v=UtFRn_aGXhc&feature=emb_lo
go

Read the brief history here: https://kids.kiddle.co/King_Arthur

Imagine the moment where King Arthur takes the sword out of the stone, where so many have tried before him and not succeeded.

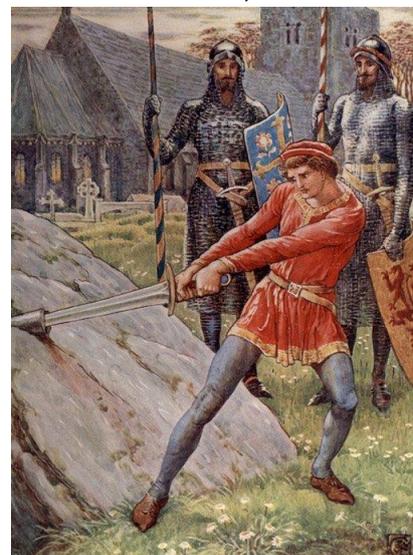
Writing Task choice 1:

Write a newspaper report about King Arthur taking the sword. Remember to report:

- who he was
- the build up to it
- what happened
- find a couple of witnesses and quote them

Writing Task choice 2:

Make a comic strip of the events leading up to it and the event itself.



Additional Activities

Art/DT

Kings and Queens:

Paint your own Portrait as a King or Queen in the style of Jean-Michel Basquiat!

Paint or draw your portrait as a royal figure in the style of Jean Michel Basquiat. What might you be wearing? What words would you include to describe who you are?



Draw the Taj Mahal

The Taj Mahal is an ivory-white marble mausoleum on the southern bank of the river Yamuna in the Indian city of Agra. It was commissioned in 1632 by the Mughal emperor Shah Jahan to house the tomb of his favourite wife, Mumtaz Mahal; it also houses the tomb of Shah Jahan himself. Follow the link below to draw this stunning building.

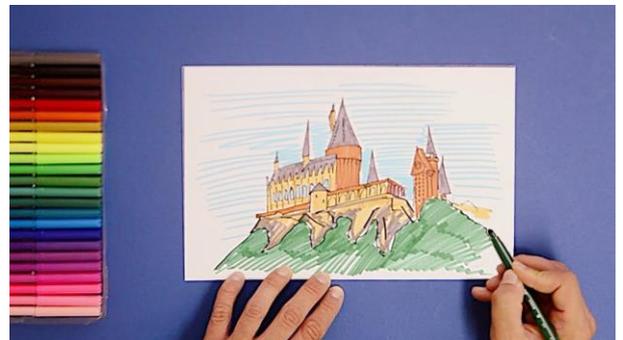
<https://www.youtube.com/watch?v=l4ci0TmLjAU>



Challenge: Learn how to paint Hogwarts Castle!

Follow the link below to learn how to paint your very own Hogwarts!

https://www.youtube.com/watch?v=xL_4wzCPWvE

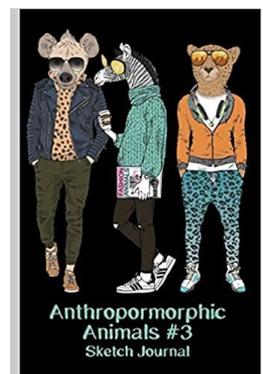


Follow the link below for a step-by-step tutorial to draw your own Hogwarts:

<https://www.youtube.com/watch?v=gGtvh2rlGFc>

Royal Pets!

Anthropomorphism in art drawing fully realistic animals with human behaviours, a style used in many children's books. If you or a family member has a pet, have a go at drawing them as a king or queen, creating your own anthropomorphic art!



Build your own Castle!

Follow these step-by-step instructions from artist Darrell Wakelam and build your own castle!



History

When you start counting the Kings and Queens of England and Britain is debatable, but here is a fun way of finding out who they all were since 1066, at least:

<https://www.youtube.com/watch?v=vC6okzIKQvg>

On a more serious note, the period of English history between 1649 and 1660 is known as the **interregnum**. What does this mean, and what happened during this period? Research some facts and write a short report on the events. The links below might prove useful.

<https://www.youtube.com/watch?v=06cbPGsKyDo>

[https://wiki.kidzsearch.com/wiki/English_Interregnum#:~:text=The %20English%20Interregnum%20was%20the,Oliver%20Cromwell%20died%20in%201660.](https://wiki.kidzsearch.com/wiki/English_Interregnum#:~:text=The%20English%20Interregnum%20was%20the,Oliver%20Cromwell%20died%20in%201660.)

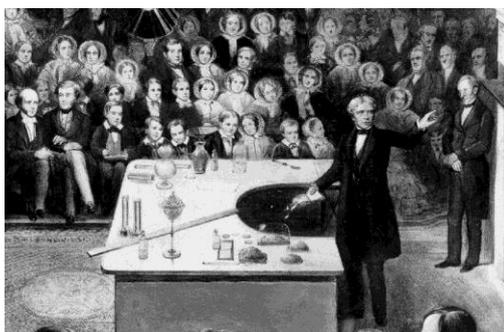
<https://kids.britannica.com/kids/article/Oliver-Cromwell/476246>



Science

The **Royal Institution of Great Britain** is an organisation devoted to scientific education and research. It was founded in 1799, and is perhaps best known for its annual Christmas lectures, which were first given by Michael Faraday in 1825.

The link below takes you to a page where you can choose your own topic. Each lecture lasts an hour. However, they are challenging and stimulating, presented in a very accessible manner and with lots of practical demonstrations of the scientific and mathematical concepts under discussion.



the mountain.

'Solemn March' for Tsar Alexander III's Coronation by Tchaikovsky

<https://www.youtube.com/watch?v=6dc0l9tkQPU>

Music written for the Tsar of Russia. Another 'Romantic' era composer. Close your eyes and listen to this exciting piece of music fit for a ruler of a nation. A 'Coronation' is the ceremony where the King or ruler is officially crowned. Another piece where the trumpets take centre stage playing fanfares as is often the case in occasions involving Kings, Queens or other rulers. We heard fanfares in Purcell's 'Fairy Queen'.

'King Priam' by Tippett <https://www.youtube.com/watch?v=VOgymqSHAYw>

Another opera that starts with a fanfare as with Purcell's 'Fairy Queen'

What are the similarities and differences between the two fanfares at the beginning?

The singing is very echoey, but this is a piece that is much more modern than Purcell's. It was first performed in 1962. This music is from the 'Modern' era.

'Akhenaten' by Philip Glass <https://www.youtube.com/watch?v=g1XKqZRLXQQ>

'Akhenaten' is an opera about a ruler called 'Akhenaten' who was a Pharaoh of Egypt. 'Pharaoh' means 'ruler' which is similar to being a king. 'Akhenaten' was the father of 'Tutankhamun' who was one of the most famous Pharaohs of all. He is also known as 'King Tutankhamun'.

Philip Glass who wrote this opera is still alive. This music is in the 'Minimalist' style which means it features lots of repeating patterns using just a few notes. Watch the clip to get an idea of what this style of music is like.

Can you find any other pieces for orchestra, any operas or songs that were written about Kings, Queens or any other type of ruler?

And finally a song about one of the greatest 'Kings'...Dr Martin Luther King

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

[Mrs Jackson hopes that you have a fantastic summer and is looking forward to seeing you all again in the not too distant future.](#)

[If you are in Year 6, she wishes you all the love and luck in the world. Every one of you has been a pleasure to teach and she will really miss you. Good luck in your new schools. They are all very lucky to have you in their Year 7!!](#)

P.E.

Activities from Wendy at Laban

UKS2: The Space Around Us- <https://vimeo.com/434748419>

Yoga with Adriene

<https://yogawithadriene.com/yoga-for-kids/>

PE with Joe Wicks (Monday, Wednesday and Saturday at 9am)

Although the live videos are now on 3 days a week. You can still access the other videos from previous weeks on Youtube.

<https://www.youtube.com/channel/UCA1XT0iEJo0TYIRfn6rYQ>

The Wyrnstoath Crown

Chapter One

Of Crowns and Caverns

Guster the dragon lay in the mouth of his cave. He itched. His back itched and his belly itched. His fingers and his toes itched. Even his eyes and ears and nose itched. It was unbearable.

Guster felt like this every autumn. While the leaves on the trees flushed into their autumn finery, Guster's green summer scales slowly changed to copper. This was a mountain dragon trick which kept them safe from human eyes. Humans couldn't spot green scales against the grass, red scales against autumn leaves or white scales against snow. Guster thought that humans must be very stupid.

Guster rolled on the rocky ground. He scratched his back and scraped his shoulders. His head wriggled and his legs flailed. It did no good. If only there were some way to soothe his scaly skin...

Guster twisted to his feet. "Ma?" he yelled into the darkness. "I'm going swimming."

Metal clanged and crashed as Guster's mother, Redbreath, clambered over her treasure hoard.

"Guster, my crystal, my gem, my jewel," she intoned. Redbreath's rich, melodic voice could charm wild animals to walk into her jaws. "The lake is far too cold to swim in. I don't want an

icicle for a son." Redbreath picked at her teeth with a silver dagger. She wore an emerald-studded tiara over her right ear and at least one ring on each talon.

Redbreath's hoard had once been the envy of dragons for miles around. Now, Guster and Redbreath were the only dragons left.

"I don't care about being an icicle," said Guster. He sprang out of the cave and onto the ledge outside.



"Guster, you're a dragon, not a fish," Redbreath protested. "Have some dignity."

But Guster was already clambering, with leathery wings awkwardly outstretched, onto the rocky outcrop that he used as a launching pad.

It was a crisp morning and an impish breeze tangled the treetops. Birds swooped, hares ran and lizards scuttled. Guster and Redbreath's cave was at the top of the very tall, very pointy Wyrmostooth Mountain. In the valley far below, the lake rocked this way and that. The sunlight stretched along its surface like a diving board.

Guster gripped the familiar stone. He could imagine the cool lake water washing his itches away. He crouched and wriggled. Just as he was about to leap, he spotted something that looked wrong - very wrong.

"Ma! Ma! There are humans by the lake," he yelled, dancing around on the rock.

"Humans!" shrieked Redbreath. There was a clash like an avalanche of metal, and Redbreath's elegant red head snaked from the cave mouth, her tiara askew.

"What are they wearing, Ma?" asked a curious Guster, peering at the human army with his pinpoint vision. The human's heads and chests were coated in something yellow, but like no yellow Guster had ever seen. It was a sickly green-tinged hue so bright that it almost glowed. Guster knew that it couldn't be natural. He was sure that it must be magic. "It looks like..."

"Armour," said Redbreath grimly.

"Wizard armour," Guster breathed, a puff of smoke curling from his tongue. Guster's favourite stories were tales of humans and dragons battling each other - especially when the dragons won. Now, he felt like he was part of a story. He couldn't wait to fly down to the lake and chomp the humans' heads off. He flapped his yellowing wings.

"Guster!" Redbreath cried. Redbreath was prone to dramatics, but now there was a note of real panic in her voice. "Get down before they see you."

"But I want to see what they're up to, Ma."

"I thought that humans had forgotten dragonkind," Redbreath moaned. "I thought that we were safe. Into the cave, my diamond, quickly." With that, she shrank behind the boulders.

Guster stared hard at the human army. There were so many of them and they seemed to multiply every time he looked. Where were they all scurrying from?

"Guster," Redbreath scolded, in tones sharp enough to scare the dead. "Inside, now!"

Questions

1. Match these nouns with the adjective that describes them.

leathery

impish

familiar

stone

wings

breeze

2. Label these events with the numbers 1-4 in the order that they happened.

Guster went outside.

Guster was itchy.

Guster saw something which looked wrong.

Redbreath told Guster that the lake was cold.

3. Find and copy one word that shows that Guster does not move gracefully.

4. Read the last line of the extract. What does the word 'scolded' tell you about Redbreath?

5. Which of these words best describes Guster?

miserable

tired

excited

curious

Explain your choice.

6. Why did Redbreath tell Guster to get inside? Explain your answer.

7. Read the paragraph beginning: 'It was a crisp...'. What impression do you get of the place where Guster and Redbreath live? Which words give you this impression?

8. Find four words that Redbreath uses to describe Guster. What do these words tell you about Redbreath's feelings? Explain your answer.

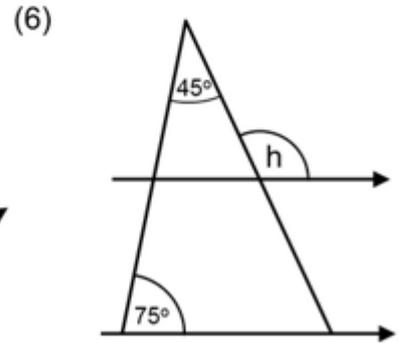
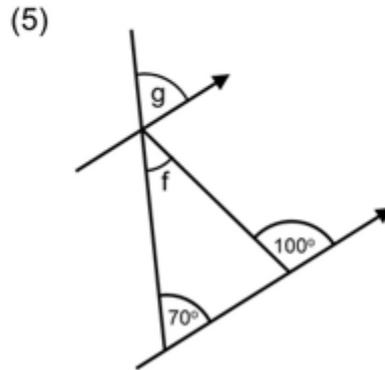
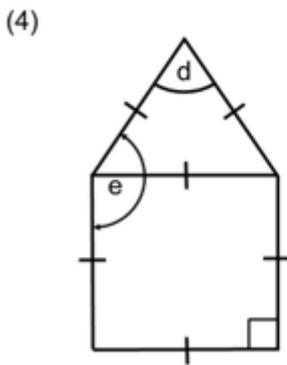
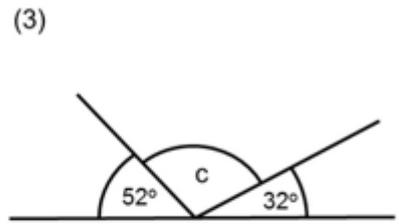
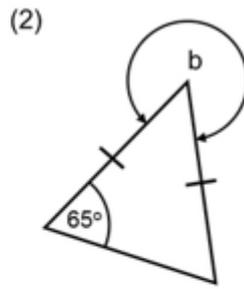
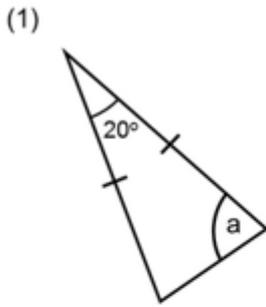
Answers



Answer	I can									
<p>1. Match these nouns with the adjective that describes them.</p> <table border="0" style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 2px;">leathery</td> <td style="font-size: 2em; vertical-align: middle;">•</td> <td style="border: 1px solid black; padding: 2px;">stone</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">impish</td> <td style="font-size: 2em; vertical-align: middle;">•</td> <td style="border: 1px solid black; padding: 2px;">wings</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">familiar</td> <td style="font-size: 2em; vertical-align: middle;">•</td> <td style="border: 1px solid black; padding: 2px;">breeze</td> </tr> </table>	leathery	•	stone	impish	•	wings	familiar	•	breeze	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
leathery	•	stone								
impish	•	wings								
familiar	•	breeze								
<p>2. Label these events with the numbers 1-4 in the order that they happened.</p> <p><input type="text" value="3"/> Guster went outside.</p> <p><input type="text" value="1"/> Guster was itchy.</p> <p><input type="text" value="4"/> Guster saw something which looked wrong.</p> <p><input type="text" value="2"/> Redbreath told Guster that the lake was cold.</p>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context. 									
<p>3. Find and copy one word that shows that Guster does not move gracefully.</p> <p>awkwardly</p>	<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning. 									
<p>4. Read the last line of the extract. What does the word 'scolded' tell you about Redbreath?</p> <p>'Scolded' tells the reader that Redbreath is cross with Guster.</p>	<ul style="list-style-type: none"> identify how language, structure and presentation contribute to meaning. 									
<p>5. Which of these words best describes Guster?</p> <p><input type="radio"/> miserable</p> <p><input type="radio"/> tired</p> <p><input checked="" type="checkbox"/> excited</p> <p><input checked="" type="checkbox"/> curious</p> <p>Explain your choice.</p> <p>Excited: Guster is excited because it says that he 'couldn't wait to fly down to the lake and chomp the humans' heads off' and he is flapping his wings.</p> <p>Curious: Guster is curious because he is asking a lot of questions like 'Where were they all scurrying from?' and he doesn't want to come inside because he wants to keep watching the humans.</p>	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. 									

	<p>6. Why did Redbreath tell Guster to get inside? Explain your answer.</p> <p>Redbreath wanted Guster to come inside so that the humans didn't see him. She says 'before they see you'. The text mentions a war between humans and dragons, so dragons must think that humans are dangerous.</p>	<ul style="list-style-type: none"> • check that the text makes sense to me, discuss my understanding and explain the meaning of words in context. • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
	<p>7. Read the paragraph beginning: 'It was a crisp...'. What impression do you get of the place where Guster and Redbreath live? Which words give you this impression?</p> <p>Example: The place where the dragons live seems beautiful and peaceful. The words 'rocked' and 'sunlight' make me think this. It seems like somewhere full of wildlife. There are descriptions of animals behaving naturally.</p>	<ul style="list-style-type: none"> • identify how language, structure and presentation contribute to meaning. • discuss words and phrases that capture the reader's interest and imagination. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	<p>8. Find four words that Redbreath uses to describe Guster. What do these words tell you about Redbreath's feelings? Explain your answer.</p> <p>Redbreath calls Guster 'my crystal', 'my gem', 'my jewel' and 'my diamond'. This tells the reader that Redbreath thinks that Guster is precious and beautiful, because diamonds and gems are worth a lot of money and are considered beautiful.</p>	<ul style="list-style-type: none"> • identify how language, structure and presentation contribute to meaning. • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

FRIDAY MATHS CHALLENGE: YEAR 6



Challenge 1: Find the missing angles in each triangle. (The short lines on the sides of the shapes in 1, 2 and 4 show that the sides are the same length.)

- | | | | |
|----|----|----|----|
| a) | b) | c) | d) |
| e) | f) | g) | h) |

This one is a little more challenging!

- $q = \underline{\quad ? \quad}$
 $r = \underline{\quad ? \quad}$
 $s = \underline{\quad ? \quad}$
 $t = \underline{\quad ? \quad}$
 $u = \underline{\quad ? \quad}$

