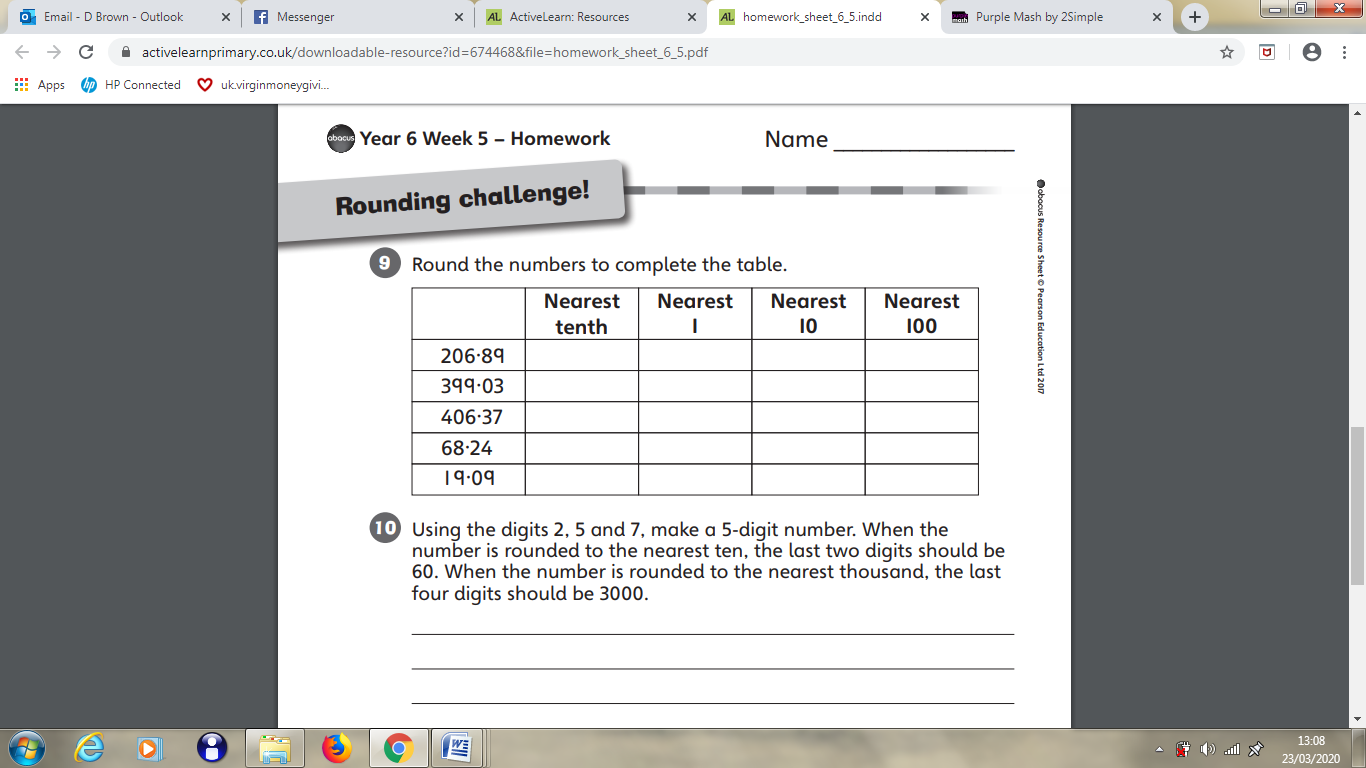
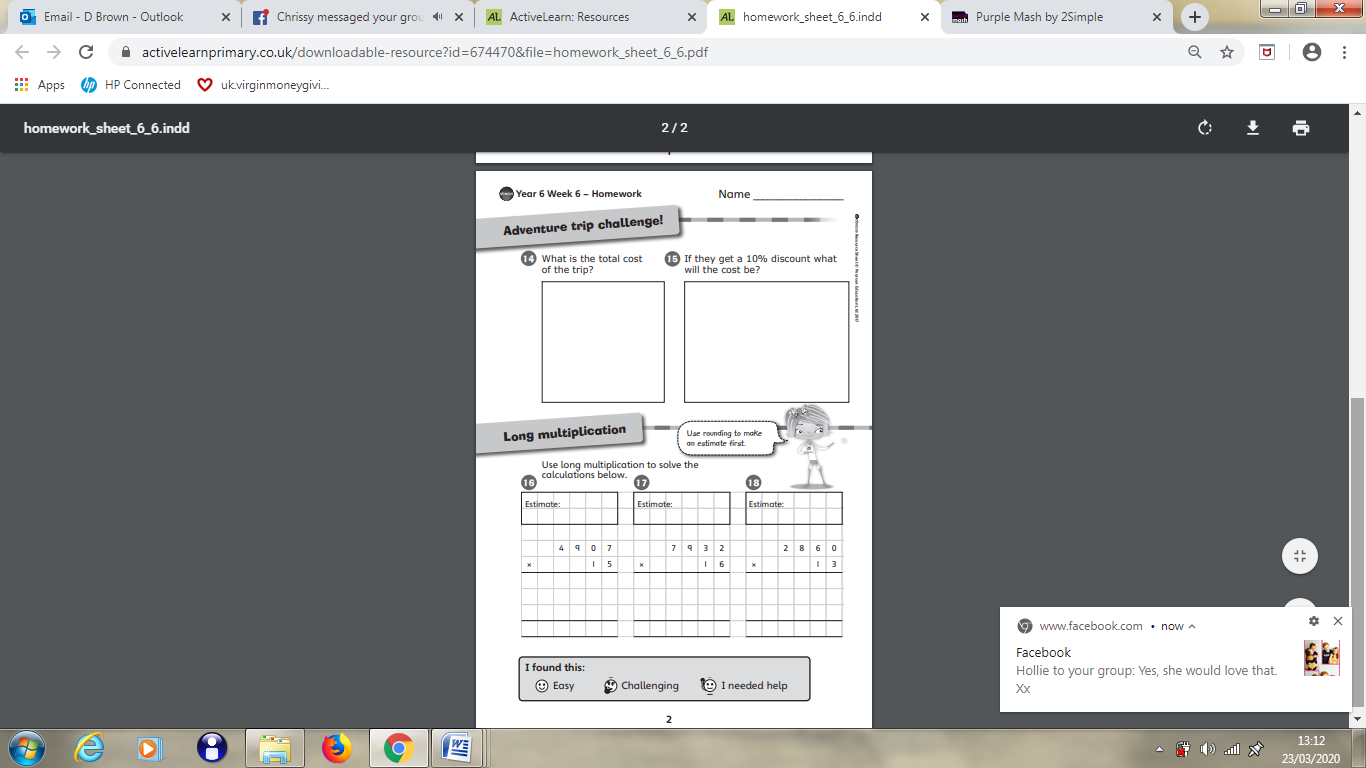
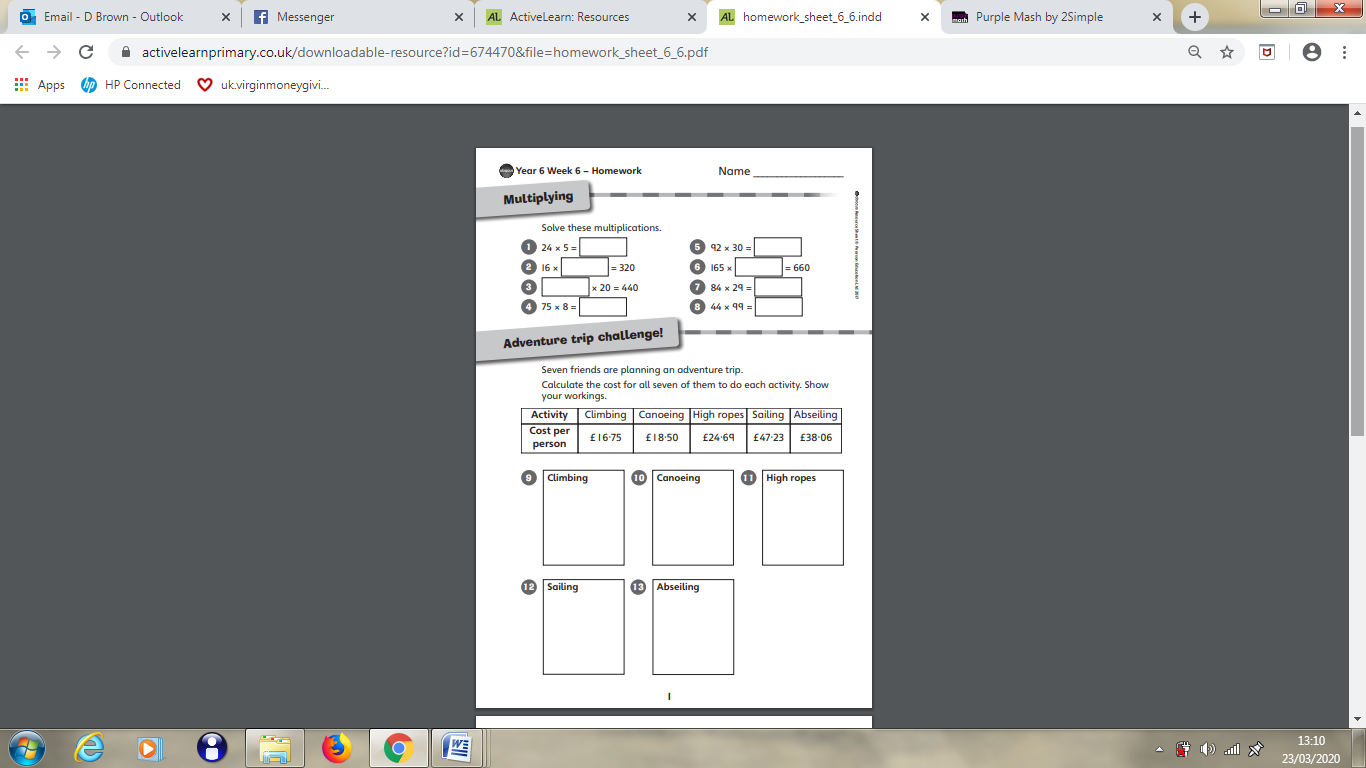
Kingfisher Class Home- Learning- Summer 1- Week 2

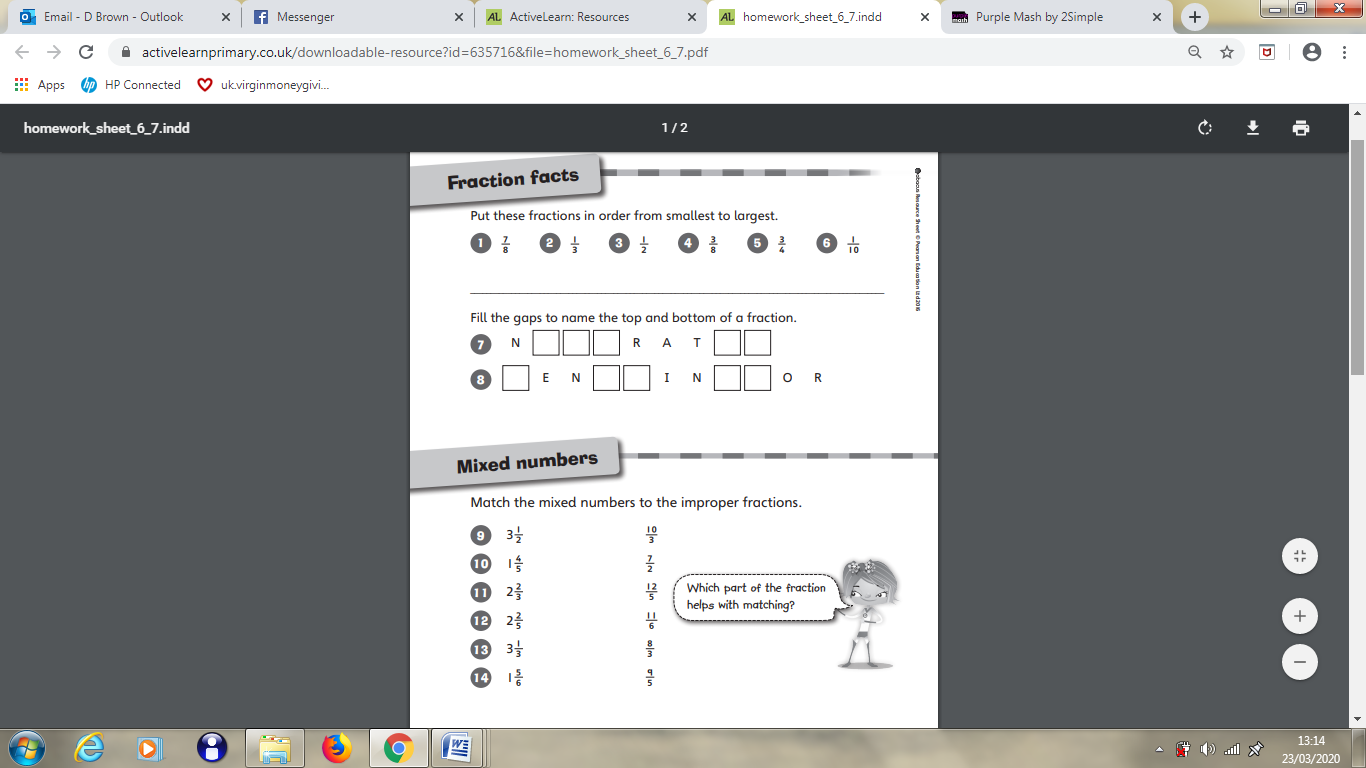
**Kingfisher Class Home- Learning- Summer 1- Week 2- Maths**

Monday:

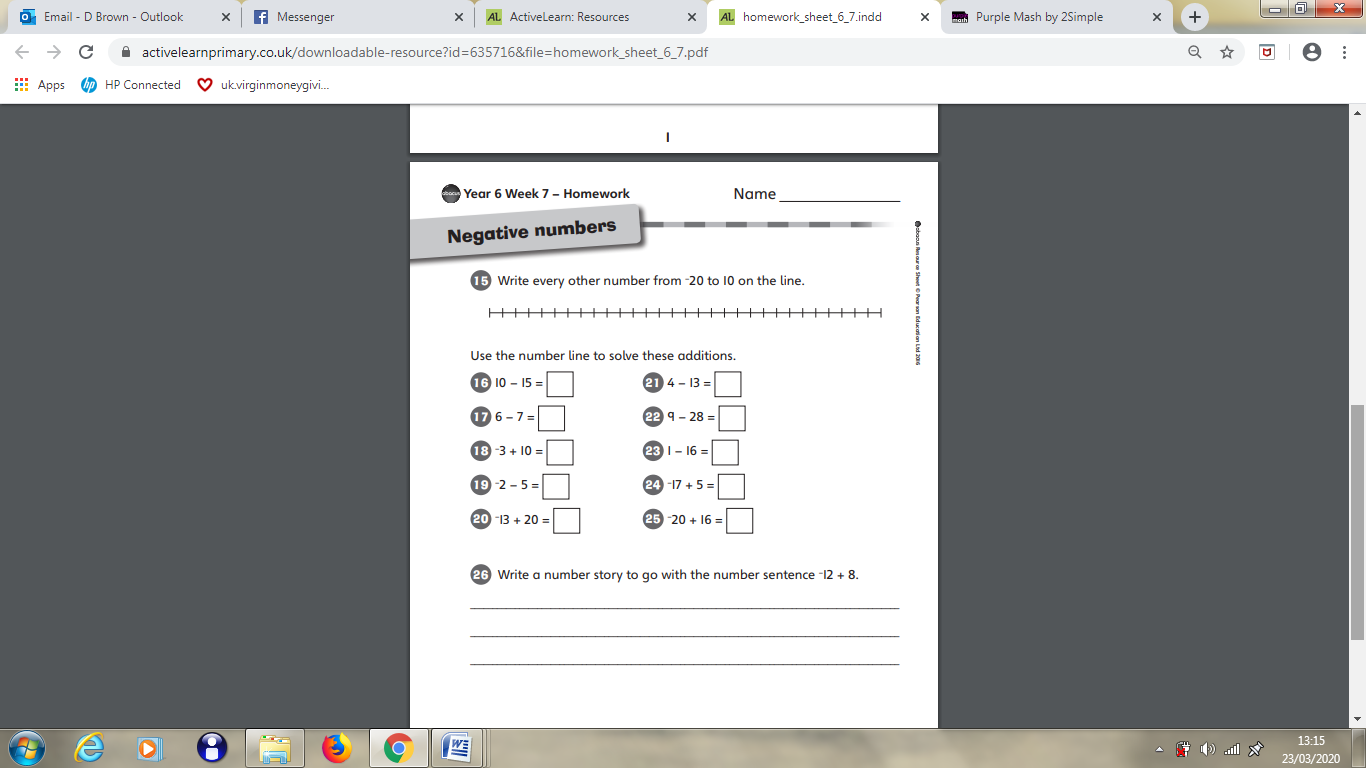


Tuesday:

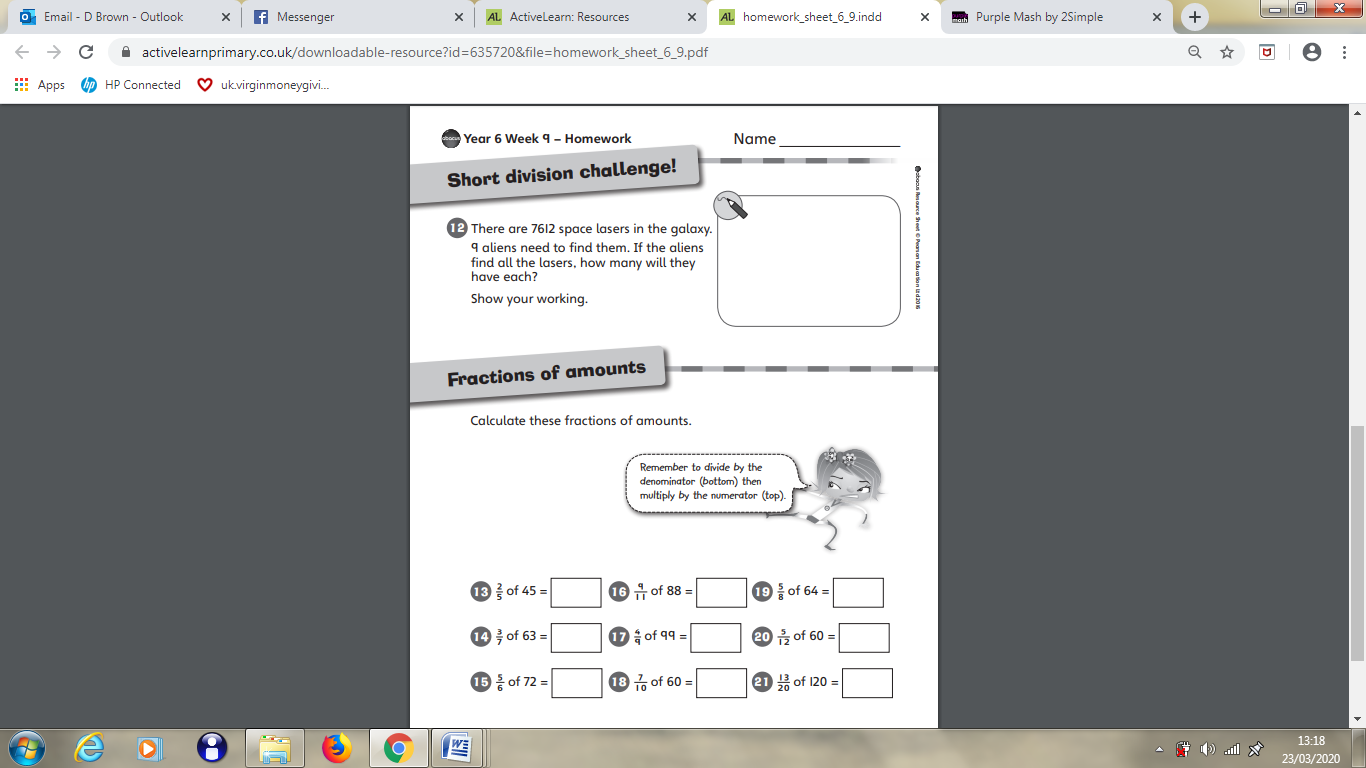


Wednesday:

Thursday:



Friday:



**Kingfisher Class Home- Learning- Summer 1- Week 2- English**

Monday:

* Revise the purpose of a recount as identified last week.

Below is a 1st person account from Mallory and Irvine Can you change these sentences into third person highlighting changes you need to make.

From the 1st to the 3rd Person…

Read the account from Mallory below what would this sound like if written in the 3rd person?

*I had given everything that I had, every last breath as we struggled upwards even though our oxygen tanks had failed. Irvine had tried everything, but they had been leaking from the start and now they were empty.*

*I clung to the sheer wall of ice with all my strength, using my spiked boots and axe for grip. The weather had closed in all around me and suddenly I could see Irvine no more! I cried out against the howling wind but my voice would not come out, it was frozen with fear. He was gone, my friend and climbing companion never to be seen again.*

*I sought shelter behind an ice fall and ate the very last of the food I was carrying in my rucksack. I knew it was only a matter of time until Everest would take my life too!*

Tuesday:

* Below is a variety of sentences written in the 1st person with direct speech and your task today is to try and change them form 1st person into 3rd person sentences with reported speech.
* For example, *I ate changes to he/she ate… Removal of punctuation used for direct speech.* Does the sentence still make sense after the changes have been made? What is the effect of the changes?

From the 1st to the 3rd Person…

Read the sentences below. What would they sound like if written in the 3rd person and with reported speech?

* *My friends said to me “Are you sure you can go on?” as I started to tire.*
* *“Thank you so much!” I said breathlessly as I received my medal.*
* *When my family said “We are so proud of you!” it made the whole thing worth while for me.*
* *I got so much support from the crowds, “Keep going!” “Don’t stop!” and “Well done” they shouted.*
* *I trained every day for six months for the race. People would say to me “You must be mad!”*
* *I thought to myself, “I must never give in! I have to finish the race!” and I did!*

Discuss the interviews carried out last week, make sure you have the ready or tomorrow’s lesson.

Wednesday:

-Look at your interview. Did you find out anything extraordinary about someone you already knew? Is there a common link between each of their sporting feats? What encouraged them or drove them on to do something? Look at the notes taken at the time, does it make sense to the interviewer.

- You are going to turn your first person notes with direct speech into third person and reported speech for a BBC interview.

-Using notes collected during your interview start planning your recount. Where will you begin? *Beginning, middle or the end!* Try to think about which part of the ‘real life story’ is the most exciting? How can you lead up to this, building excitement that makes the reader want to read on? Just like they might in a story.

- Use the rest of today’s lesson to plan your recount.

Thursday and Friday:

* Today is the day that you start writing your own recount based on the person you interviewed last week. Use the plan you did yesterday to help you. Remember to consider where the natural breaks are in your recount so that paragraphs breaks can be added to help the reader; to write in third person using *he,* and *she,* reported speech and time conjunctions to draw the whole thing together. Remember to edit after each paragraph and tick off your writing checklist (if you have it). I cannot wait to read these, please make sure you are writing joined and super neat, as they could be put into your English book when you are back at school.
* Complete writing your recount and then start to consider how your recount will sound on the BBC audio site. With your family discuss the use of expression in making the recount sound interesting.
* Practice reading your recount to your family and I hope your family give positive feedback as well as pointers for improvement.
* If you can, record your recount.
* After recording, play it back and evaluate it. Would you make any changes if you had the opportunity to rewrite sections or re-record? What is the overall mood of the recount? *Does it leave the listener happy, sad, motivated and inspired?*
* To complete the task and this unit, summarise your recount to a couple of sentences.

**Kingfisher Class Home- Learning- Summer 1- Week 2- Foundation Subjects**

**Science:**

Penguins have webbed feet for powerful swimming and their bodies are streamlined to reduce drag in water. Their wings, shaped like flippers, help them ‘fly’ underwater at speeds up to 15 mph. Penguins have tightly packed, overlapping feathers which provide waterproofing & warmth. Their thick skin with a layer of blubber (fat) underneath keeps them warm & their black back feathers absorb warmth from the Sun.

Activity 1:

Can you draw your favourite animal and tell me how that animal has adapted to its habitat.

*Activity 2:*

Children tackle the quiz about animals (& plant) adaptations at <http://www.educationquizzes.com/ks2/science/adaptation/>

**Topic and Big Question:**

* Answer and discuss our big question for this topic with your family- **Should our natural environment be changed? -** present your thoughts and your families thoughts in any way you wish to.
* Create a front cover including our topic title: Mountains and Earthquakes and our Big Question.

Challenge:

* Imagine you are an engineer or your family could join in and you could be a group of engineers; you need to find a way to help farmers in Nepal transport their tomatoes down the mountain to market.
* Using your knowledge of mechanisms from last week, I would like you to design, make and possibly test a model of a system that can transport tomatoes in a way that won’t squash them.

Rules:

* The tomatoes must be transported a minimum of one metre, not touching the ground.
* The tomatoes cannot be touched whilst they are moving, catapulted or ‘flown’ in any way! They must be moved in a controlled way. Please take lots of photos for Miss Brown to see when back at school.

**DT:**

**Art:**

* Karen Lynch uses collage within her art.
* What materials could she use in her collage? Mind map your thoughts.
* Today (with permission from your parents and some materials you are allowed to use) you are going to have the opportunity to experiment with the art form collage,
* I would like you to create a collage based on the theme: Mountains.
* Collect together different types and colours of paper and materials that would be suitable to make your collage. Use a variety of different types of paper with textures and patterns- newsprints, music paper, printed maps, etc **(all with permission from an adult)**
* Cut and tear the paper and materials and then arrange to make the shapes you are aiming for. Do not stick anything down until you are really happy with your masterpiece.
* When you are happy with it, then it is time to get sticking, enjoy!

**RE**

If God could insert some rules at the beginning of the Bible about how humanity should treat the natural World, what would they be? Record your thoughts in any way you wish to. How many of these rules do we keep?

**PE**

Investigate the best way to start a race.

1. Try standing position
2. Lying down position
3. Knelt down position
4. Facing backwards position
5. Your own choice...

Plan and carry out a fair test to find the answer to this question- what equipment will you need?

Watch a starting position from the Olympics 100m final on You tube (with adult permission)- what equipment was used? And what starting position was used? - Evaluate your results- do you agree with the Olympic runner?

**PSHE:**

* Re- cap on last week’s PSHE learning.
* Choose an emotion, maybe the emotion you are feeling now.
* Mind map that emotion- the words, colours, sounds and expressions that remind you of this emotion.
* Can you write a poem to express this emotion?
* Present to a family member- what did they think?

**Music**

* Listen to Armide Overture by Jean Baptise Lully- find the pulse and move to the pulse.
* What instruments can you hear?
* How does this music make you feel?
* How old do you think it is? Can you find out?
* Does this music tell a story? Can you find out?
* Do you like this music?
* What do you know about the composer?

Record your findings.

**Another useful Resource you could use is Oak National Academy.**

**The lessons I recommend you look at (as an extra piece of learning) are below, however you may find lessons that you would also like to have a go at on this website. I noticed some fractions lesson from week 1, that you may be interested in.**

Art lesson- Texture Treasure Hunt (for Year 5 and 6) [https://www.thenational.academy/year-5/foundation/texture-treasure-hunt-year-5-wk1-5/#](https://www.thenational.academy/year-5/foundation/texture-treasure-hunt-year-5-wk1-5/)

Or

[https://www.thenational.academy/year-6/foundation/texture-treasure-hunt-year-6-wk1-5/#](https://www.thenational.academy/year-6/foundation/texture-treasure-hunt-year-6-wk1-5/)

Science Lesson: What is the theory of Evolution (Year 6, however Year 5 can definitely do this lesson, as it fits with our current Science lessons). <https://www.thenational.academy/year-6/foundation/what-is-the-theory-of-evolution-year-6-wk1-3/>

Just to let you know that I have planned a lot of activities but please don’t feel pressured to do them all. Do what is right for you and your family. I would rather you have too much then too little but it doesn’t mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please make the most of the sunshine and get outside if you can, in a safe way and be helpful to your family.

From Miss Brown ☺