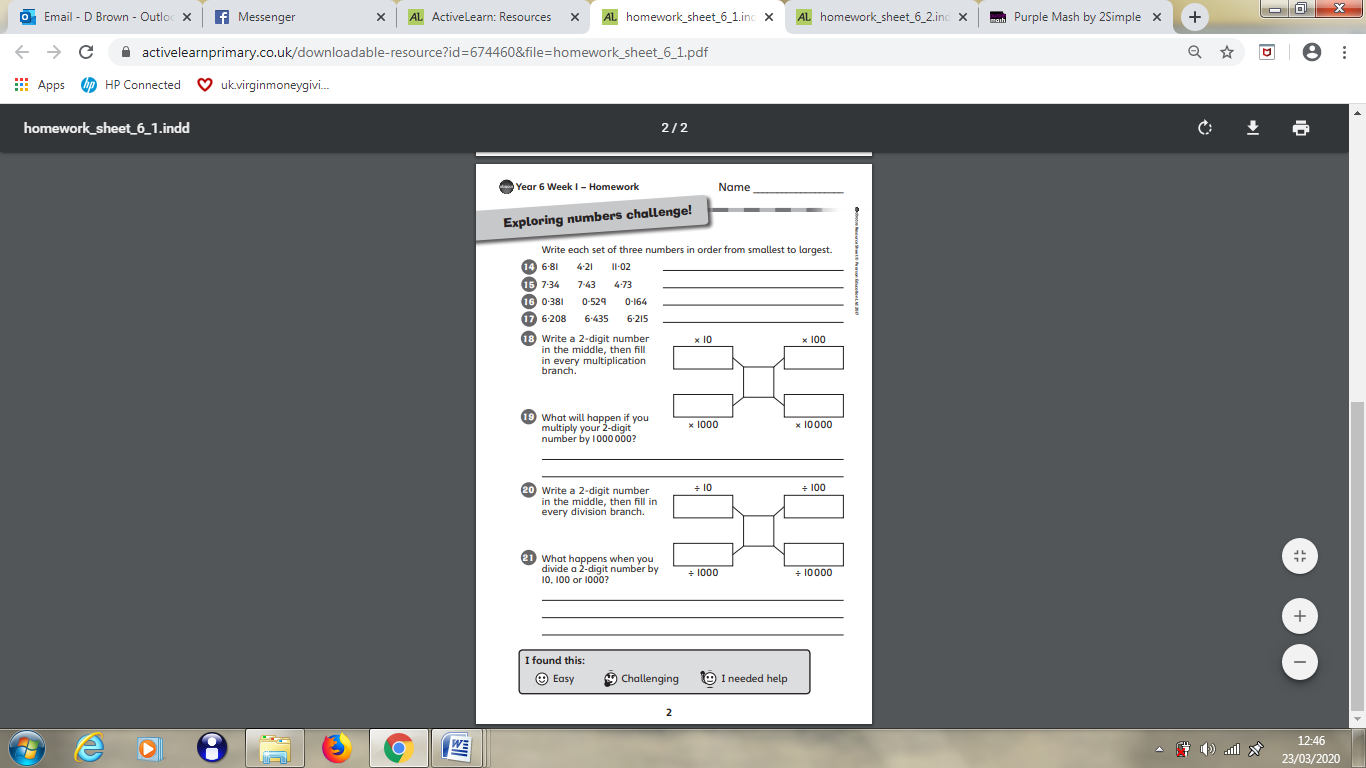
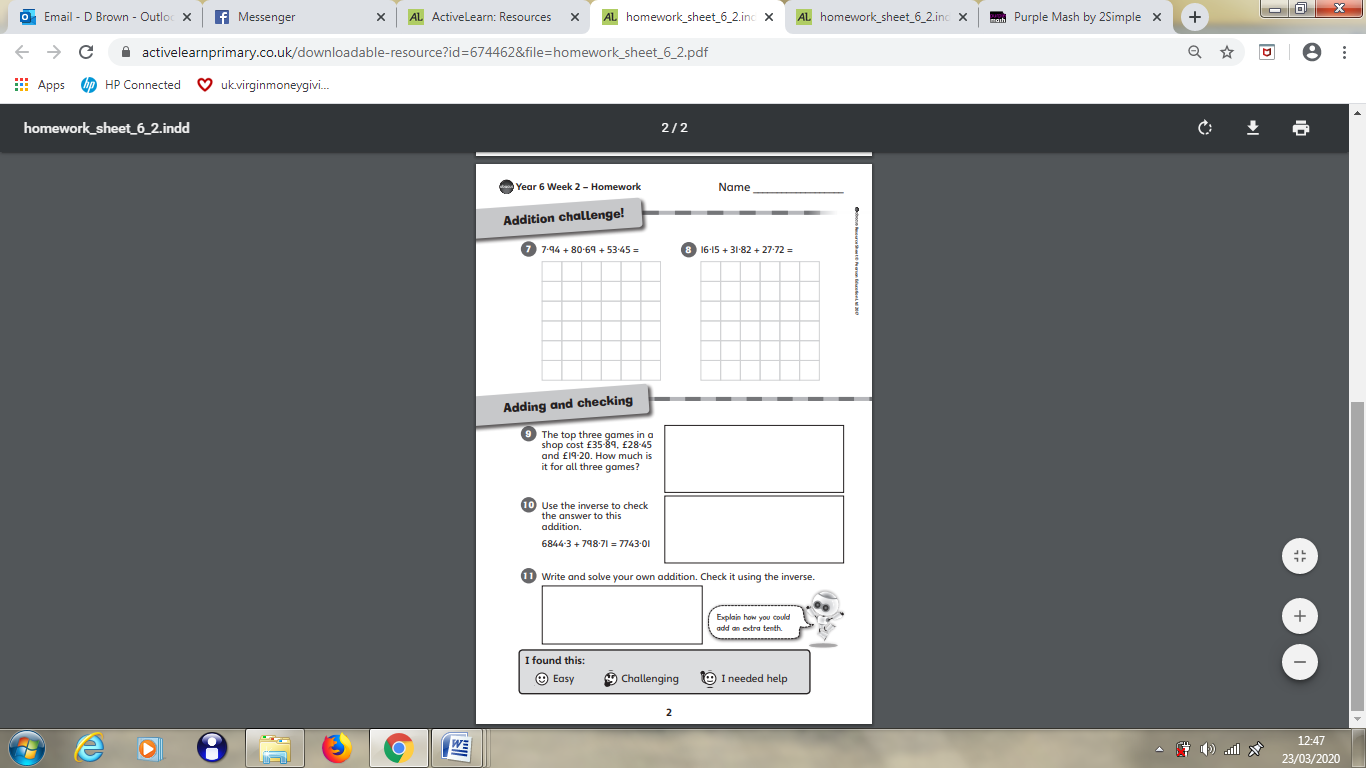
Kingfisher Class Home- Learning- Summer 1- Week 1

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

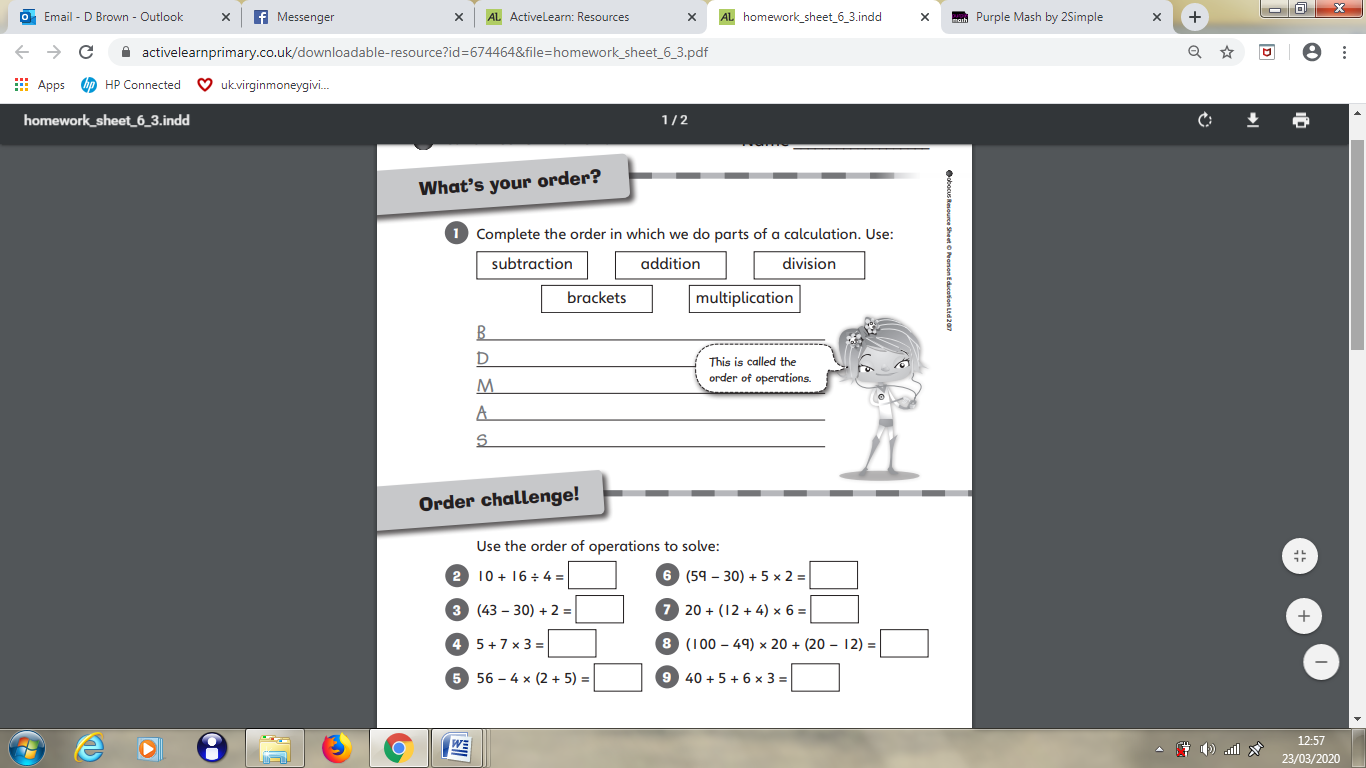
Monday:

Tuesday:

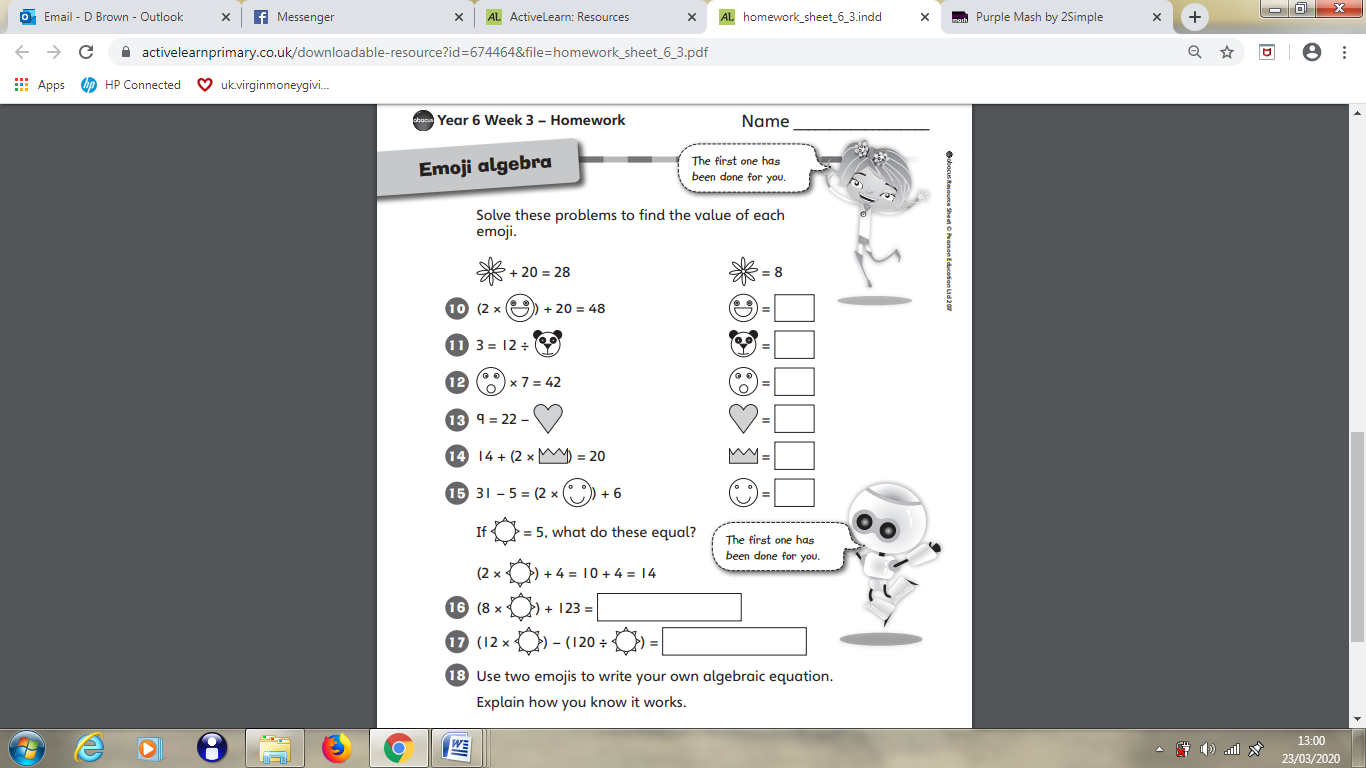


Wednesday:

Thursday:



Friday:



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

**Useful websites for this English Topic**

* [Hillary and Johnson Interview](http://search.bbc.co.uk/cgi-bin/search/results.pl?q=edmund%20Hillary%20interview&tab=av&recipe=all&scope=all&edition=i) and familiarise yourself with the story (*plan resource*)  
  Useful Websites:
* <http://www.nationalgeographic.com/everest/> Some nice interactive features on this site from a trusted source.
* <http://www.mnteverest.net/history.html> A Mount Everest fact file.
* <http://www.panoramas.dk/fullscreen2/full22.html> Take a look at the stunning 360 degree view from the top of Everest.
* <http://news.bbc.co.uk/2/hi/south_asia/2938596.stm> Watch the BBC video and audio interview with Edmund Hillary.
* <http://news.bbc.co.uk/2/hi/south_asia/352418.stm> A BBC news report on the discovery of George Mallory’s body on Everest.
* <http://news.bbc.co.uk/2/hi/science/nature/4470522.stm> A modern day test of the clothes worn by George Mallory on his Everest attempt.
* <http://news.bbc.co.uk/player/nol/newsid_6730000/newsid_6731700/6731793.stm?bw=nb&mp=rm> BBC News report from 1953.
* <http://search.bbc.co.uk/cgi-bin/search/results.pl?q=edmund%20Hillary%20interview&tab=av&recipe=all&scope=all&edition=i> Hillary Johnson interview

Monday:

* Over the next few weeks, in this English unit, you are looking at recount writing. The purpose of a recount is – *to list & describe past experiences by retelling events often in the order that they happened, with the purpose of either informing or entertaining or both.*
* For today’s lesson I would like you to write a recount of your choice (cold write). Remember to plan, write and edit after each paragraph.
* *Remember to use your writing checklist to help you, a dictionary and a thesaurus to write to your best ability.*
* 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.

Tuesday:

* Take a look at Maps & Mountains in your Geography section below and begin to discuss with your family how and why people push themselves to the limits of endurance- write down your ideas.
* Read the recount below either with your family (Guided Reading) or independent. Discuss with your family or highlight and annotate the features of a recount. Make a list of the features needed to write a recount, as you will be writing a ‘hot’ one soon.

*Recount for Tuesday’s English Lesson:*

Did George Mallory & Andrew Irvine ever reach the summit of Everest?

By the mid 1920s the furthest corners of the Earth had already been explored: the North and South Poles had been reached, the sources of the world's major rivers had been discovered. All that remained to be claimed was the "Third Pole," the summit of the highest mountain on Earth, Mount Everest. In 1924 a British expedition was poised to make that claim. At the time of their first Everest attempt, in 1921, no climber had ventured above 24,600 feet. It was unclear whether climbers could go that high and survive, and whether oxygen tanks would help. Each step higher on Everest was new territory, the unknown, and in June of 1924, two climbers were in position at their high camp on the mountain, ready to make a bid for the summit.

Thirty-eight year old George Leigh Mallory had been on the two previous British expeditions to Everest in the 1920’s. He was celebrated as one of Britain's ablest rock climbers, and he had proven himself as a strong high-altitude climber on the Everest expeditions of 1921 and 1922. Andrew “Sandy” Irvine, only 22 at the time, had no Himalayan or high-altitude climbing experience. But he was good at repairing the oxygen equipment used by the British climbers at high elevations. The local Tibetans and Sherpas laughed at the strange bottles containing what they referred to as "English Air."

|  |  |
| --- | --- |
|  | MalloryGeorge Leigh Mallory |

On earlier attempts, Mallory had thought that to use oxygen bottles to help breathing in the thin air was unsporting. On this third expedition, Mallory was coming around to the idea that without such artificial aid, Everest would never be climbed. And to Mallory, Irvine would be his ticket to success at the summit of Everest, for Irvine could take apart and rebuild the unreliable equipment that was used in their day. Irvine had fabricated an apparatus he called "Mark V." Even though he had succeeded in removing five pounds from the regularly issued version, his revised oxygen rig still weighed about 30 pounds. Moreover, the oxygen tanks were unreliable, and 38 of them that year were found to have leaks.

|  |  |
| --- | --- |
| IrvineAndrew "Sandy" Irvine |  |

After two attempts without using supplemental oxygen had failed to take the expedition higher than around 28,125 feet, Mallory decided on one more all-out assault using the controversial gas. On the morning of June 6, having breakfasted on a fry of tinned sardines, George Mallory and young Sandy Irvine set off from the top of the North Col at 23,100 feet, hoping to reach the summit three days later. They passed Howard Somervell, who loaned his camera to Mallory as he had forgotten his own. Somervell was said not to be surprised, as Mallory was notoriously forgetful.  
  
Mallory and Irvine were last spotted, through mist, in the early afternoon of June 8 by geologist Noel Odell, who was following behind in support. He saw two black figures - no more than dots - approach and climb a rock step, called the second step, on the mountain's skyline, "nearing the base of the summit pyramid." To Odell, they seemed to be going strong and, although lower than he expected, he felt sure they should make it to the summit. Then clouds swirled in once more and Odell's tantalizing vision was lost forever.

Shortly afterwards a sudden snow squall plastered the upper slopes with a thin layer of new snow. Upon arriving at the high camp, Odell noticed hardware from the oxygen apparatus strewn inside Mallory and Irvine's tent. It seems Irvine was hard at work, making final adjustments to their oxygen canisters before their departure for the summit. Could this have resulted in their leaving too late for their summit bid? Odell retreated to the North Col but kept watch all night for signs of life above him. There were none, and when two days later Odell began the long climb back up to Mallory and Irvine's last camp, it was with no great hope of finding his comrades. No one had been back to the tent. The expedition had to accept that Mallory and Irvine were lost.  
  
Noel Odell wrote 'Has Mount Everest been climbed?' It must be left unanswered, for there is no direct evidence. But bearing in mind all the circumstances I have set out... considering their position when last seen, I think myself there is a strong probability that Mallory and Irvine succeeded."   
  
Noel Odell, in *The Fight for Everest 1924*

However conflicting clues were found by later climbers:

In 1933, an ice axe was found on the route at 27,750 feet. It had three nick marks on it which was the characteristic mark Irvine was known to have put on some of his belongings.

2. Mallory's route was eventually completed by a Chinese expedition in 1960, but although hundreds of climbers have been to the North Face and Northeast Ridge of Everest in recent years, it is still not known whether Mallory and Irvine could have climbed the Second Step, a rock outcrop, that by today's standards would be a very difficult climb without the aid of fixed ropes, anchors, or a ladder which is used by climbers today. The Chinese climbers in 1960 reportedly had to stand on each other's shoulders with their boots off, resulting in frostbite and the loss of toes.

3. Finally, in 1975 a body was found 750 feet directly below the ice axe by a Chinese climber who reported in his broken English that the climber was an "English dead." When he touched the clothes of the dead climber, the fabric disintegrated in his fingers, indicating that the climber had been there many years. Could this be the body of Irvine, who fell from the spot where his ice axe was found? Lying at 27,000 feet, this last piece of evidence has brought a team of mountaineers to Everest to climb to the site where the body was reportedly found.

To this day no one knows what happened to George Mallory and Sandy Irvine. Nor do we know if they trod the summit snows almost thirty years ahead of Edmund Hillary and Sherpa Tenzing Norqay, but their names live on in Everest legend. For example, when remains of Mallory's camp were found in the thirties, a working torch was among the debris, which also included emergency flares. Had Mallory's forgetfulness left him without the means to signal to his comrades below that he and Irvine were struggling for their lives high on the mountain? Sommervell's camera, loaned to Mallory, still lies high on Everest's slopes. If found, the images inside may reveal whether they made it to the summit or died in their valiant attempt to be the first to stand on top of the world.

Don’t read until after lesson- Answers for Features of Recounts

Recounts list and describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining the reader (or both).

Recounts should:

* Focus on individuals or events.
* Have a title, which summarises the text.
* Have specific participants (Mallory, Mum or Dad)
* Often consist of three parts:
  1. The setting - background information answering *who? when? where? why?*
  2. Events are identified and described in chronological order.
  3. Concluding comment expresses a personal opinion regarding the events described.
* Details help the reader reconstruct the activity or incident.
* The ending may describe the outcome of the activity.
* Details of time, place and incident need to be clearly stated.
* Descriptive details (adjectives) may also be required to provide additional information to help paint a picture.
* Include personal thoughts/reactions.
* Be written in the past tense.
* Make frequent use is made of time connectives, such as next, later, when, then, after, before, first, at the same time, as soon as she left, late on Friday.
* Describe events through the use of adjectives and adverbs.

Use personal pronouns like - I, we (1st person) & he she they (3rd person).

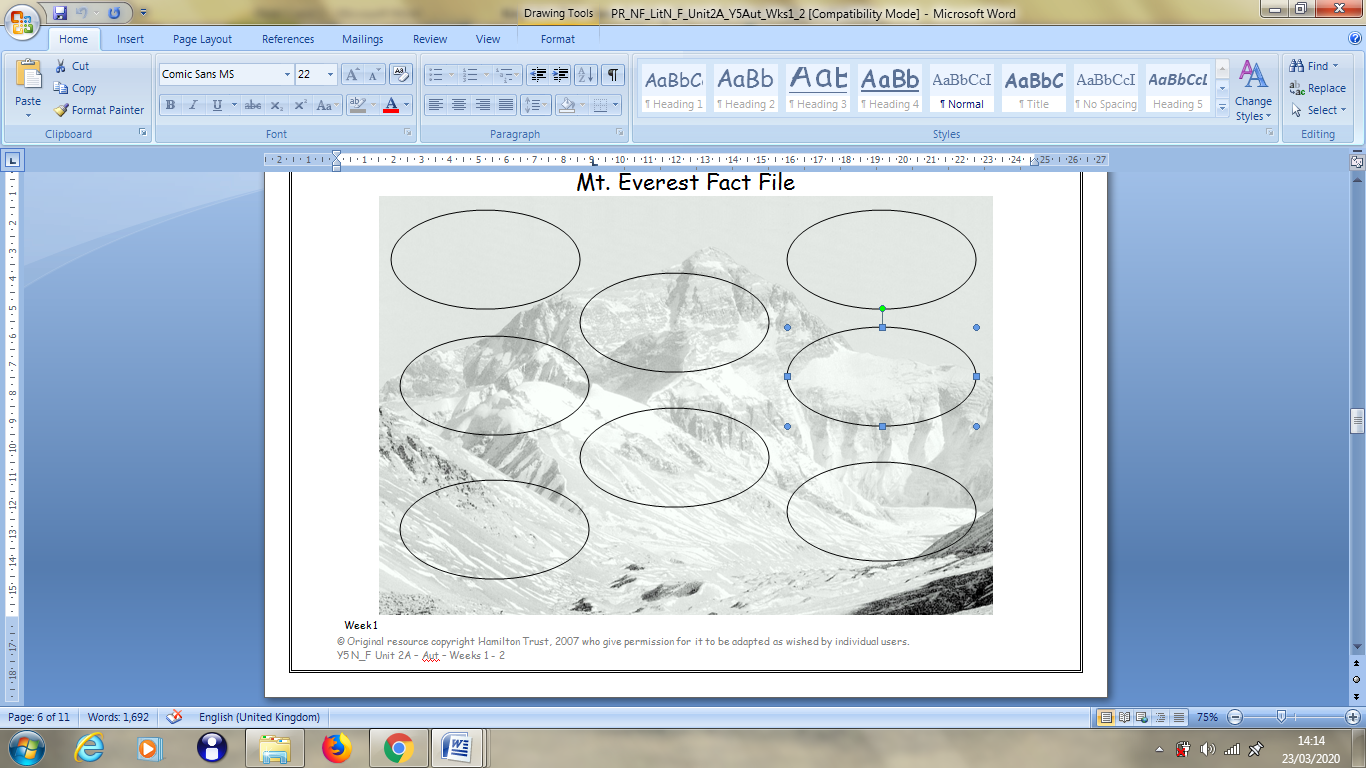
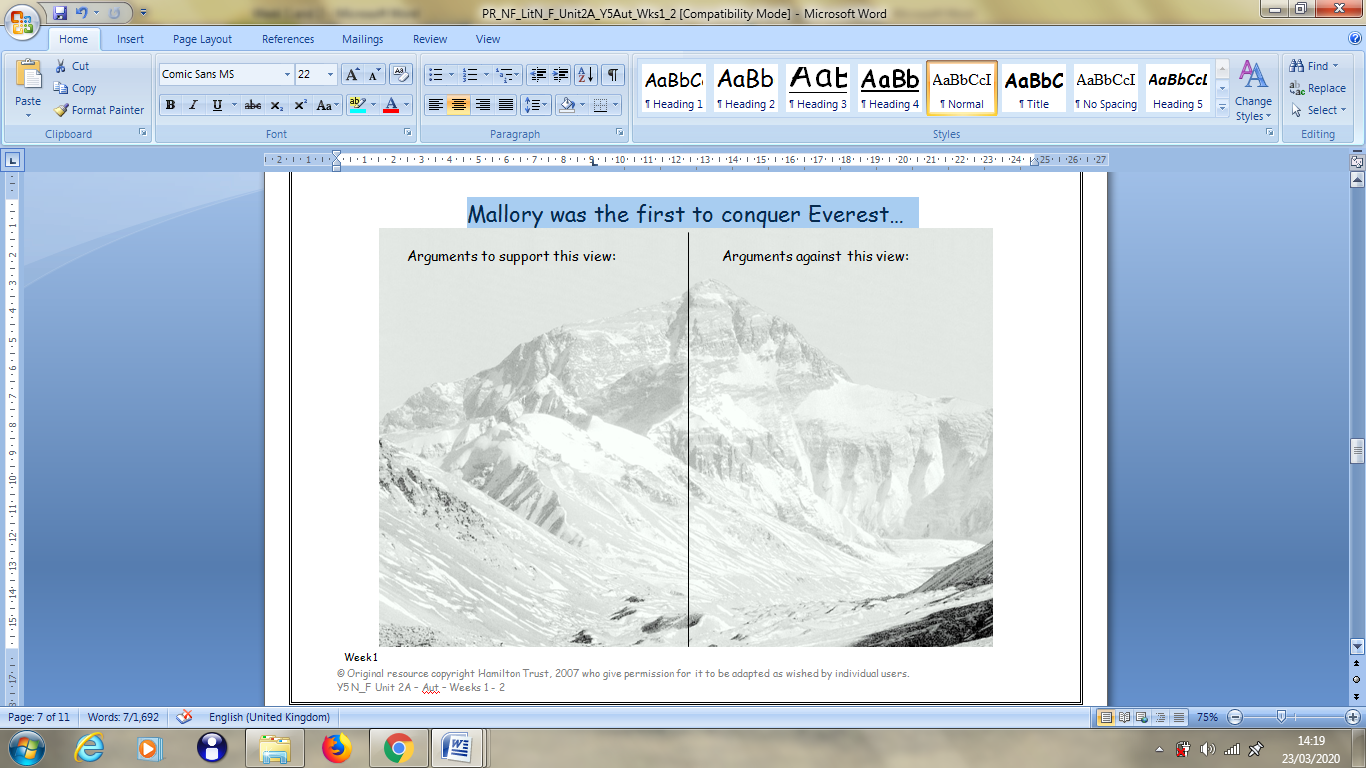
Wednesday:

-Take a look at the News on 3rd July 1953 on BBC site: [BBC News](http://news.bbc.co.uk/player/nol/newsid_6730000/newsid_6731700/6731793.stm?bw=nb&mp=rm) with your parents’ permission- read the recount either with your family (Guided Reading) or independent.

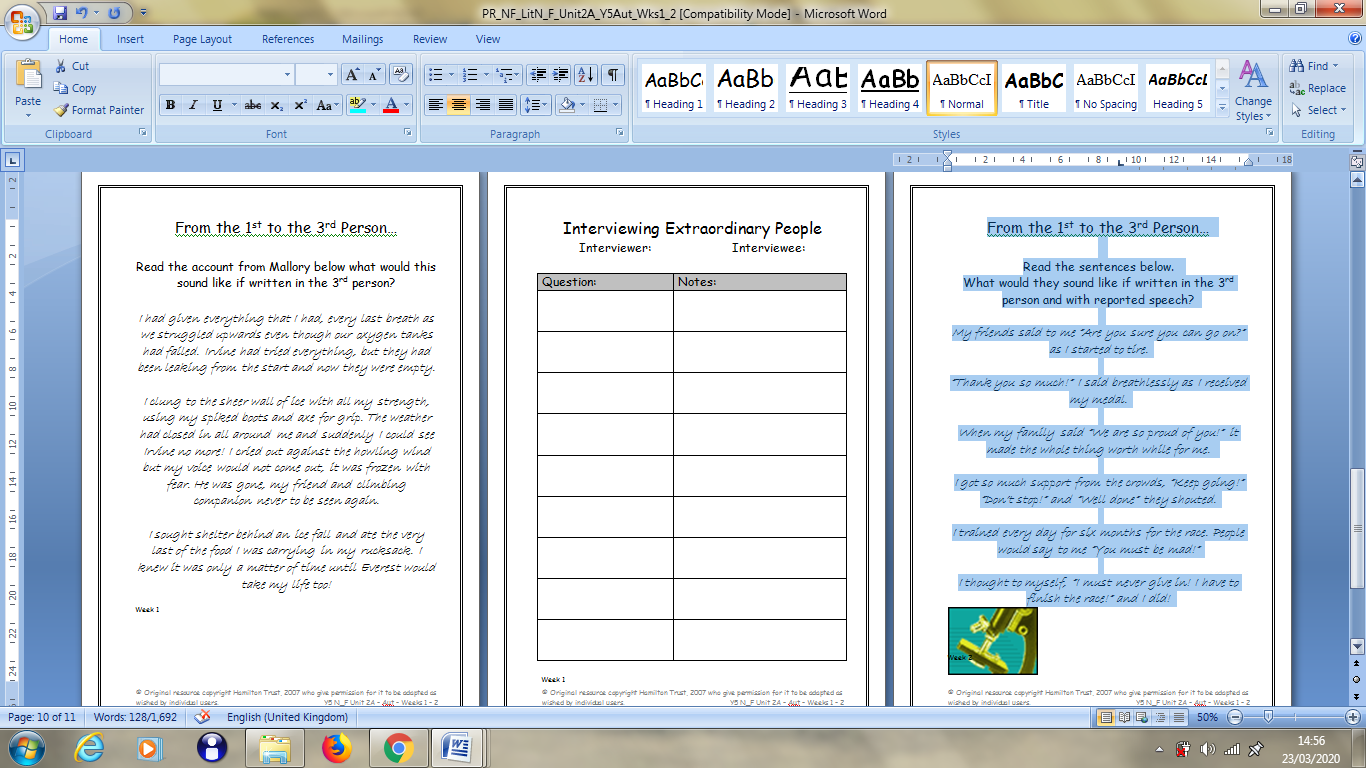
-Think about what it might have been like to scale the mountain? - write your thoughts down.

*-*With your parents’ permission watch clip [Everest Clip](http://www.discoverybroadband.co.uk/broadband/broadband.jsp?site=uk&template=freeclipplay&clip_id=93&freeclip_list_no=1) to see the formidable challenge and danger that faces climbers even today with modern equipment! But were Hillary and Norgay the first? Use the recount below to help you- write down your thoughts so far with evidence you have gathered so far from all sources you have read or watched.

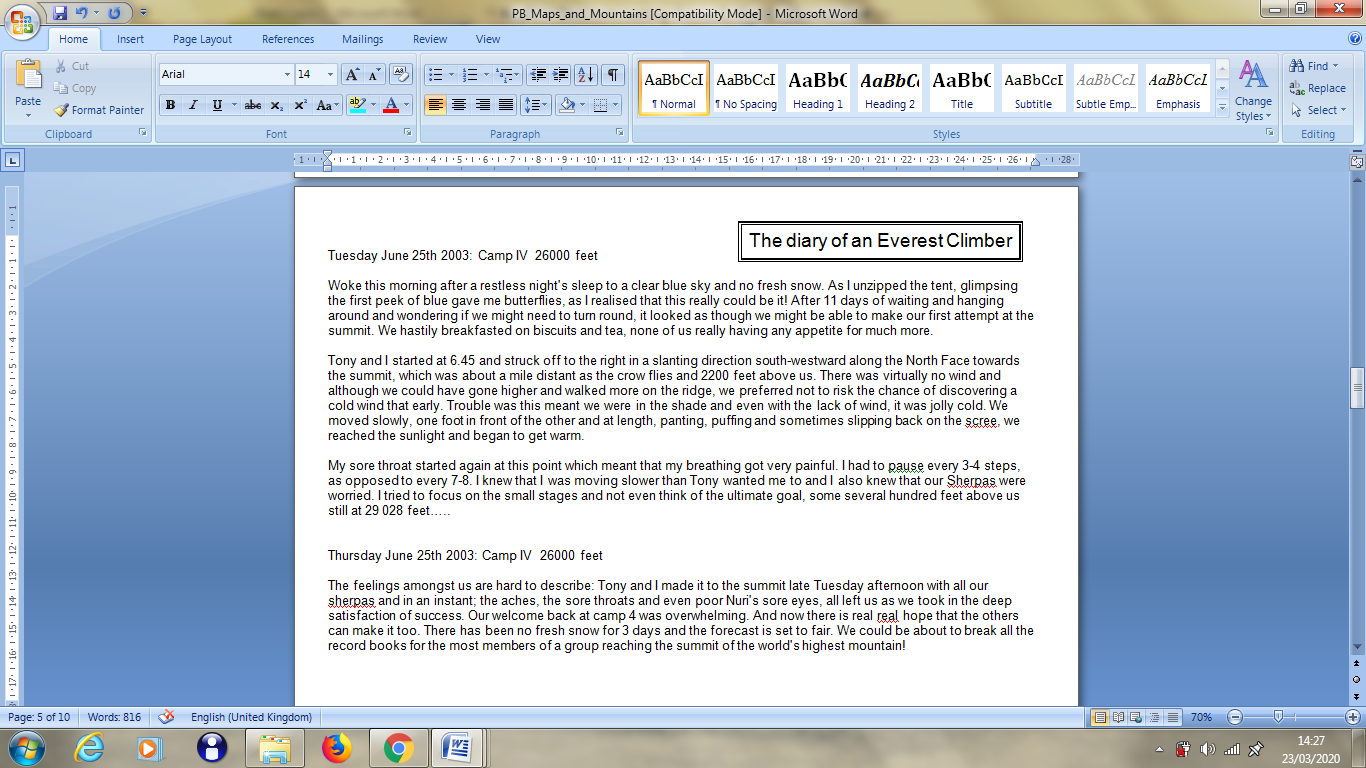
- Using suggested websites above and parents’ permission research more into the Mallory and Irvine attempt. Build a profile of evidence. What facts support the view that they made it? Which pieces of evidence suggest that they didn’t?

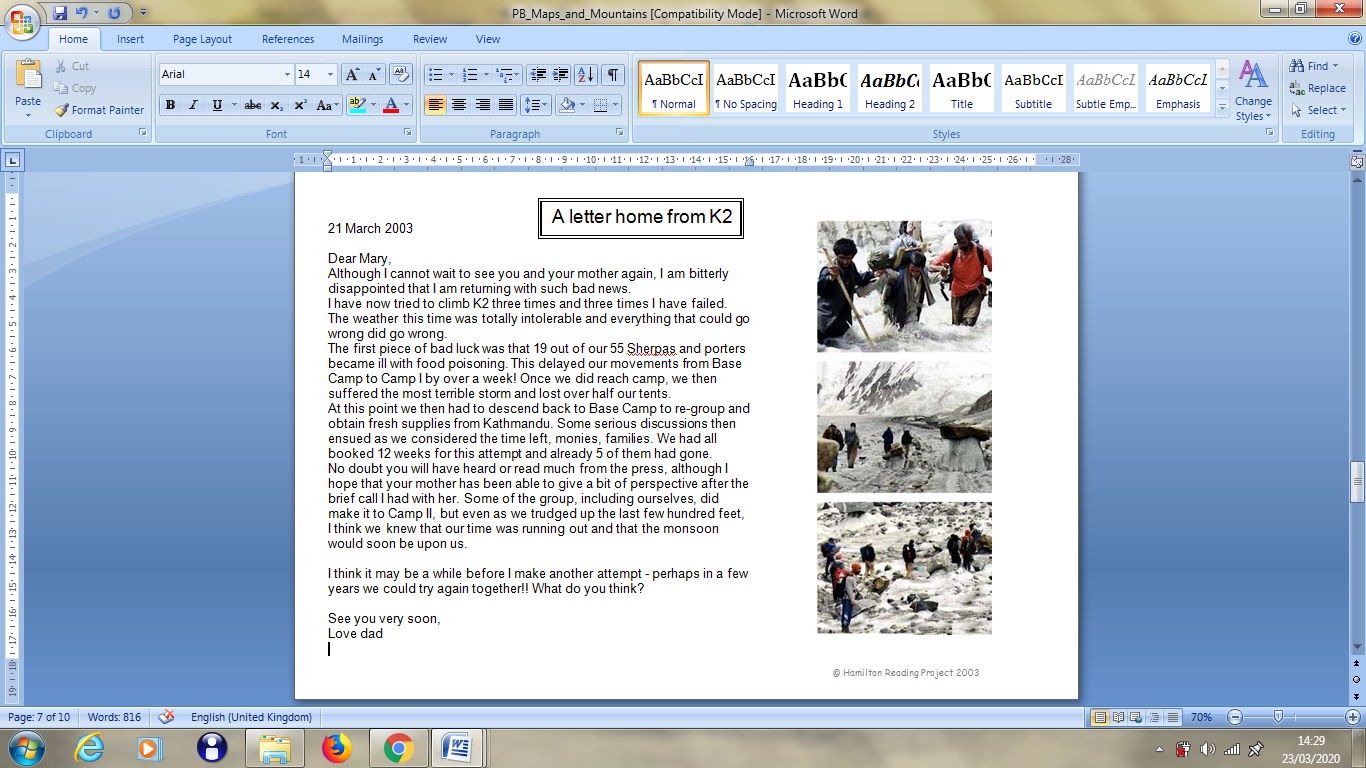


Thursday:

* Interview someone you know who has achieved an exceptional sporting achievement (marathon, long walk, swim or ride, climbed a mountain, parachute jump, etc). You will need to make arrangements with an adult at home to phone, write or email this person.

Friday:

* Highlight and annotate the diary entry, read either with your family (Guided Reading) or independent.
*  Who wrote the entry? How do we know? How successful is the writer in informing the reader? What is the overall mood of the recount? *Does it leave you feeling relieved, elated, down, sad etc?*

Read 2nd recount in letter form. Draw out differences and similarities between the two? Note down your ideas- maybe you could do this in a table form?

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

**Science:**

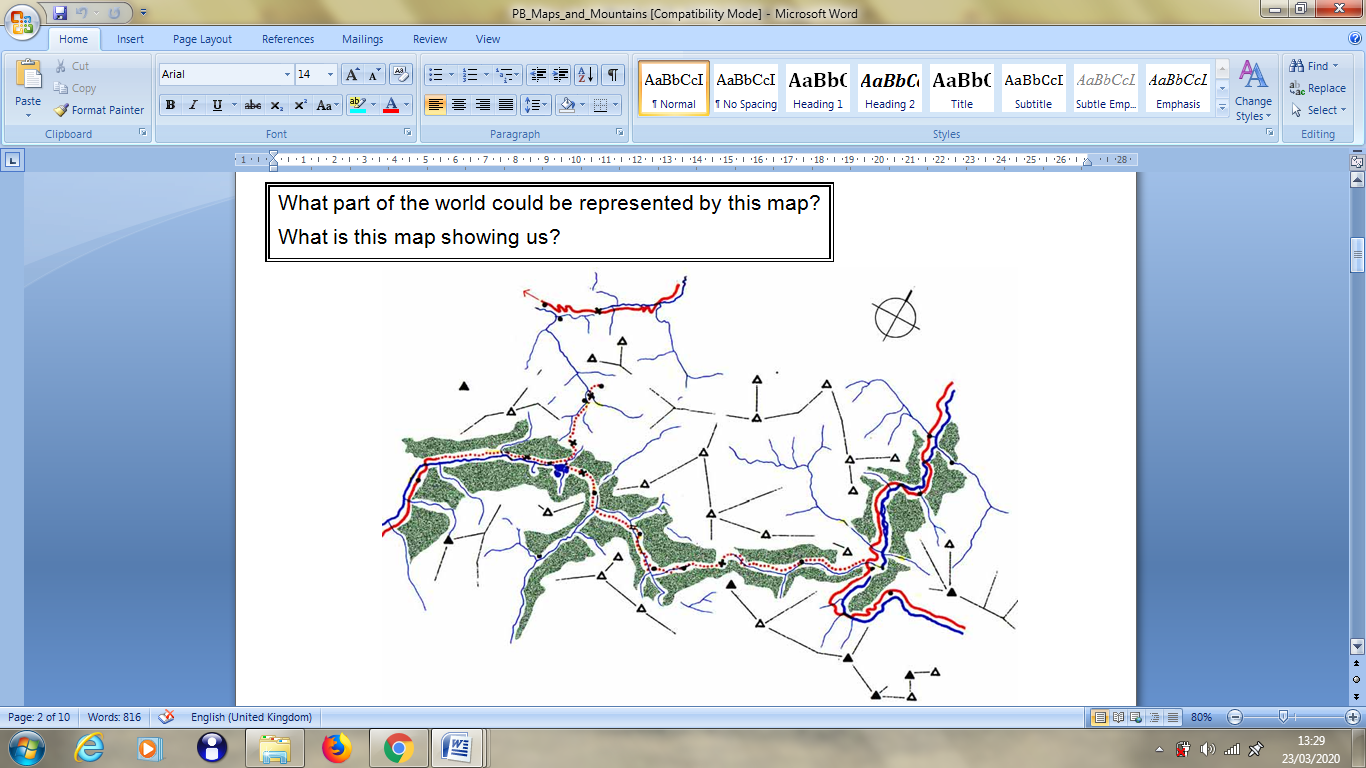
**Evolution Topic:**

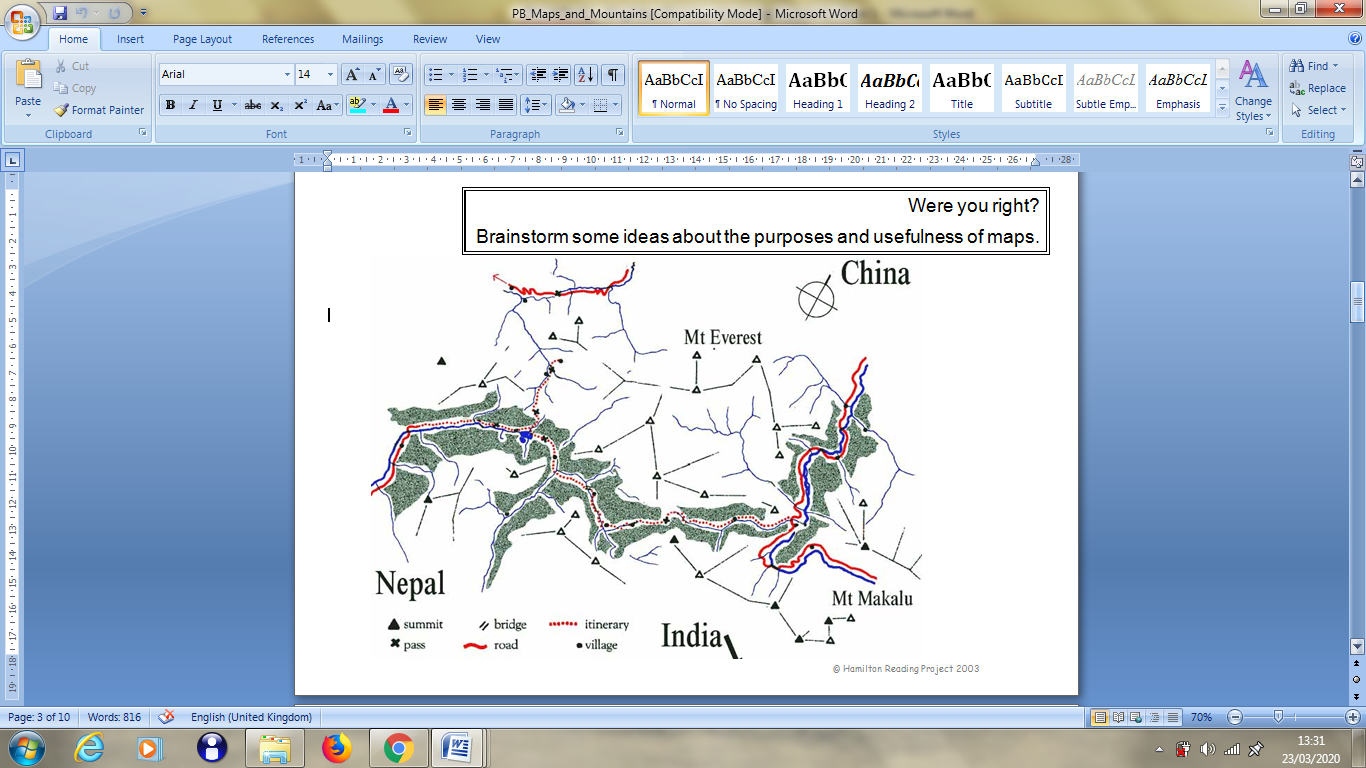
Activity 1:

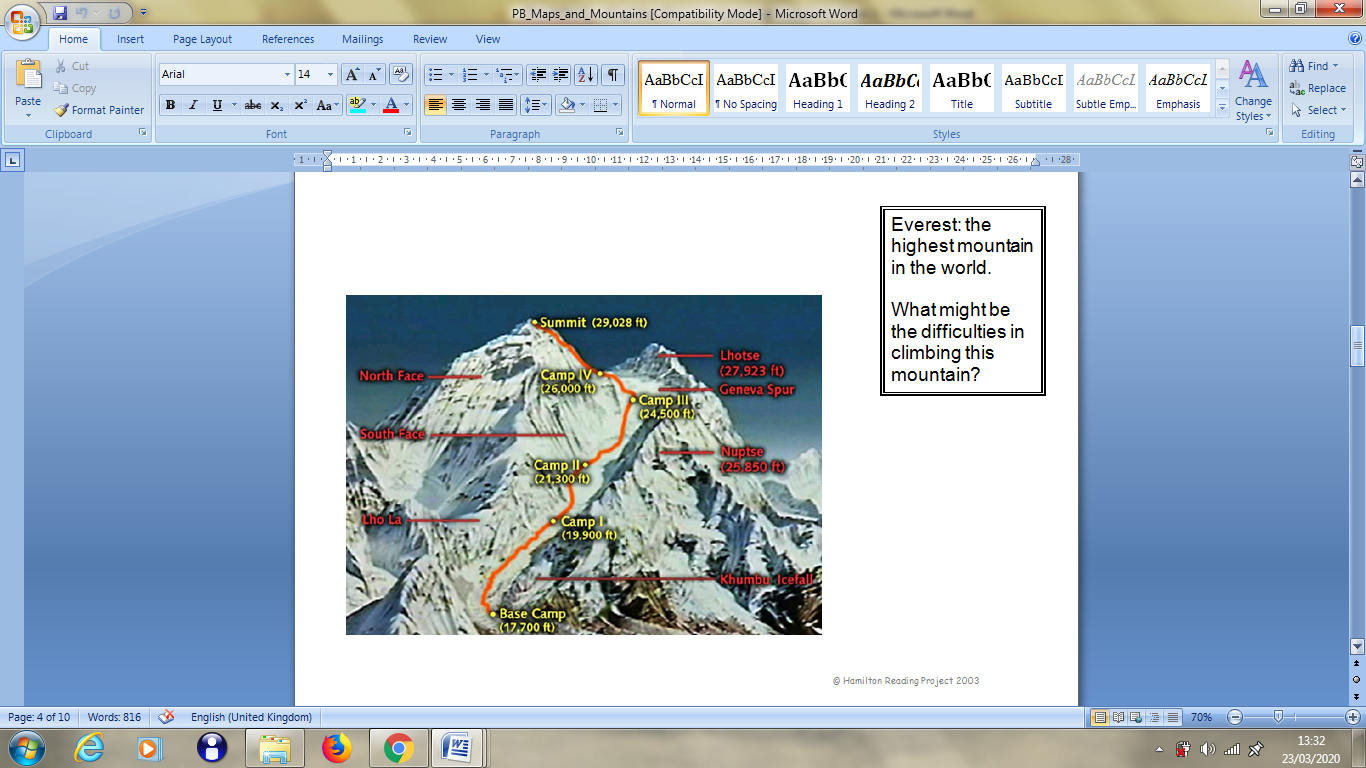
Study Darwin’s tools of the trade – interactive site at http://www.sedgwickmuseum.org/index.php?page=darwin- that enables children to try out some of the tools Darwin used on the voyage in HMS Beagle.

Activity 2:

Children try to survive as a young bird at http://web.archive.org/web/20150319214617/http://www.nhm.ac.uk/nature-online/evolution/what-is-evolution/natural-selection-game/the-evolution-experience.html

**Topic- Geography activities- best to do this on Monday:**





* Collect information about one of Earth’s major mountain peaks and mountain ranges. What is the name of the mountain range? Which continent? Its highest peak? The height?- present your information in the way you wish to (PowerPoint, Poster, leaflet,etc)

**DT**

* Mind map what household objects use a mechanism.
* What does a mechanical device do?
* What is a lever, pulley or gear mechanism?- create a poster explaining this for others to use in future DT lesson.

**Art:**

* We are going to begin this term by looking at the artist Karen Lynch.
* Please have a look at this: <https://www.leafandpetaldesign.com/video> Take some notes.
* Continue to research Karen Lynch, with parents permission and create a fact sheet, PP or leaflet (your choice of presentation) about Karen Lynch.
* Answer questions:
  1. What have you found out about the artist?
  2. Who or what inspired the artist?
  3. What is her style of art?
  4. What resources does she use?
  5. What has she accomplished so far?
  6. How does her art link to our Mountain topic?

**RE**

* Imagine a Maker of the Earth. Write a series of Tweets or letter to the human race from the Maker (your choice who). How would a creator feel about how humanity treats the Earth? What message would a creator give?

**PE**

* Work out video- <https://www.youtube.com/watch?v=L_A_HjHZxfI>

**Sock vs cardboard target:**

* Make a cardboard target to attempt to knock over.  You could also use a cardboard box placed on its side with a painted target in the bottom. Try and throw your sock to hit the target. Challenge yourself to get further and further away. How far away did you get?

**Bucket golf:**

This game combines underarm throwing with the rules of golf.  To play, you will need:

* Beanbag balls, rolled up socks or soft foam balls
* Buckets or cardboard boxes
* Pieces of cardboard or string for golf tees

Start by setting up a [miniature golf course](https://gov.minigolfsport.com/about-minigolf/types-of-minigolf-courses), with string for the tee and a bucket or cardboard box for the hole.  Ideally, you should have at least 5 holes in your miniature golf course.

Have the participants start at the first tee and attempt to throw their beanbag ball into the bucket with as few throws as possible.  The children should throw one at a time until everyone has completed the hole.   You can keep track of the scores on a piece of paper.  The child to complete the course in the least number of throws is the winner.  You can also vary the length of the holes to make the course more challenging if the children are accurate throwers.

**PSHE:**

* Mind map lots of different feelings- colour the positive feelings in one colour and the negative feelings in another colour- discuss with your family what you have noticed.
* Do we all feel the same at the same time?- express your thoughts on this question.
* <https://www.youtube.com/watch?v=FcTdjH_vugk-> watch this video- write down what you think and what you have learnt.
* How would you explain feeling ‘happy to someone?’ Don’t just think about words; think about expressions, colours and sounds.
* What makes a happy home? School? World?- draw a picture to express how to make these places happier.

**Music**

* Can you write a definition for classical music?
* Listen to L’Autrier Pastoure Seoit- 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?

Record your findings.