Van Gogh Class
Foundation Subjects - Distance Learning Planning
WC 29th June 2020

Year 5 Summer Term (second half) Curriculum Overview can be found on Van Gogh Class Page via the Website. The table below shows what the focus will be in school this coming week.

Any questions, please do not hesitate to get in touch. I am happy to offer support/feedback for any completed work at larmstrong@charleskingsleys.hants.sch.uk

NEW – There will be a ‘check in’ reflection question posted on our Van Gogh Purple Mash blog every Tuesday and Thursday. This is where you can tell me about your learning, ask any questions and we can stay connected.

Below you will find 5 subject activities. We would suggest you choose one of the activities each afternoon.

### RE – What is the value of rites of passage to me and to believers?
You are going to be evaluating the two rites of passage we have looked at – The Hajj and the Naming Ceremony. Sort the statement cards according to agree/disagree from the point of view of a Muslim. The nearer the centre, the more strongly a Muslim would agree with it. Can you explain your ideas?
The resource sheets are at the end of the planning.

### Science – Life expectancy
Remind yourself - What is a gestation period? What have you learnt about gestation periods so far?
You are now going to explore what ‘Life expectancy’ is and how you can answer the question:

**Do animals with longer life expectancies have longer gestation periods?**

You will need to use the data I have uploaded for you as a Purple Mash 2Do. You can choose Mild or Hot.

You will need to choose how you will present the data in order to show comparisons. Some things to consider are shown at the end of the planning.

How will you graph the data in order to show you have definitively answered the question?

Make sure you report your findings, answering the question and referring to your graph(s) as evidence.

Think like a scientist.

### History – What were Victorian schools like?
Read the information on the sheets about how rules about who could go to school changed over the Victorian period. Did you know that free, compulsory education has not always been the case for children in Britain?

After reading the bullet points on the ‘What Did They Learn About?’ slide, think about how
Victorian schooling compares to your own school experiences and reflect on which aspects sound: a) familiar, b) surprising, c) different and d) unappealing.

Activity
Using the sheet provided, practice handwriting in the Victorian style (called ‘copperplate’). Once you have written out each letter, you can have a go at copying out the poem

Computing – Adapting a previously created graph to add axis and titles
In Purple Mash – you will need to download the 2Do called ‘unfinishedgraphs’

Look at the first graph, Wind speed. Have a bit of a play around. Try some of these;

The numbers on the spread sheet are represented by columns on the graph. Change a number and watch the graph column change.

You can modify the graph by right clicking on it and selecting Chart Type (What type of chart to use line/bar/pie etc). Start with types of bar chart.

Left click on the graph and move up to the Layout Tab to add a title and label the axis.

Once you have got the hang of these skills you can adjust the other graphs.

There is no right or wrong way to do this. I just want you to have a bit of a play around, learning about the different parts of a spreadsheet.

PSHE - Taking care of myself: getting a good night’s sleep

Activity 2: Sleepbusters

Complete the sleep buster solutions grid by coming up with some possible solutions to the problems people might have when trying to go to sleep.

Can you think of any additional problems and solutions? Add them to the table.
**Daily Activities**

**PE – For a bit of fun this week, try this Victorian school drill!**

Start the drill by marching on the spot and then selecting a range of the following exercises:

• Stand tall with shoulders back and arms straight by the sides. Rotate the head to the right, left, up, down then face the front again. Repeat 5 times.

• Hands up straight towards the sky. Hands on shoulders. Hands by side. Hands on shoulders. Repeat 5 times.

• Lift the leg, keeping it straight with the toes pointing out in front. Return to standing position and repeat with left leg. Repeat exercise 5 times.

• Hands on hips and bend forward keeping the back straight. Return slowly to standing position. Repeat 5 times.

*Please remember to get outside and have a run around, play games, go for walks and have adventures too!*

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**Mindfulness Break – Balloon Breaths**

Sit comfortably on the floor with your legs crossed in front of you. Imagine that there is a big balloon in your belly. Place your hands over your belly. Take a big deep breath in, sitting up straight and make your belly puff out as if it was a balloon filling with air. Then exhale slowly like you are letting the air out of a balloon a little at a time. As you let the air out, slowly roll your shoulders and bend forward. Repeat.
RE

Sorting activity – On the concentric circles sort the statement cards from the point of view of a Muslim. The nearer the centre, the more strongly a Muslim would agree with it. Can you explain your ideas?

You might want to draw the circles on a large sheet of paper.
<table>
<thead>
<tr>
<th>It is very uncomfortable and hot at the Hajj and I would not like to go</th>
<th>Taking part in the Hajj gives me a sense of belonging</th>
<th>The naming ceremony is very nice because we have a lovely meal</th>
<th>The naming ceremony welcomes a new baby into the Muslim community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going on the Hajj has made me feel grown-up</td>
<td>I want to go on the Hajj to honour the Prophet Muhammad (pbuh)</td>
<td>The naming ceremony is a big fuss about nothing</td>
<td>The naming ceremony is important because it is traditional</td>
</tr>
<tr>
<td>I would like to go on a pilgrimage but somewhere better than Mecca</td>
<td>Being on the Hajj is exciting because you meet interesting people</td>
<td>The naming ceremony is important because it welcomes a new baby home</td>
<td>I think it’s important to welcome a new baby but you could just put a banner up</td>
</tr>
<tr>
<td>I want to go on the Hajj because I like flying on aeroplanes</td>
<td>Taking part in the Hajj gives me a sense of belonging to the Muslim community</td>
<td>It wouldn’t matter if there is no naming ceremony because the baby will be loved anyway</td>
<td>There is no point in the naming ceremony because the baby will not remember it</td>
</tr>
</tbody>
</table>

**Sorting cards for RE**
Science

Graphing Two Datasets

There are many different ways of graphing two datasets to compare:

Considerations when choosing a graph:
• Is the data clearly shown?
• Can the data be understood?
• Can patterns be seen?
• Does it help to answer the question?

Other considerations:
• Is the scale correct?
• Can all the data be seen?
• Does it show the information from both datasets well or just one?

History

Who Went to School?

At the beginning of the Victorian period, only richer children could afford an education. Poor children went to work instead and often never learned to read or write.

In the middle of the Victorian period, the government began to bring in laws to help more children get an education. Schools for poorer children were set up, called ‘Ragged Schools’ because often the pupils turned up wearing rags. Children went to these schools part time so that they could still work and earn money as well.

Later in the Victorian period, in 1880, a law was passed that meant that all children would go to school until they were at least 10 years old.
What did children learn about?

- The main focus was the "3Rs": reading, writing and arithmetic.
- Children had to learn a lot of information off by heart, including times tables, poetry, prayers and historical facts. There was also handwriting practice, lots of grammar exercises and singing.
- Sometimes girls and boys had separate lessons. Girls learned about washing clothes, cooking and sewing while boys had lessons in woodwork or technical drawing.
- Religious education was also very important. Children would start the day with prayers and they would learn to read the Bible.
- Children had a kind of PE called 'drill' where they would march or perform exercises in rows. Sometimes boys had boxing lessons, too.

Think about how Victorian lessons compare to your own school curriculum. What is...

- similar?
- surprising?
- different?
- unappealing?

What was it like in the classroom?

- There were lots of children in each class – sometimes 60 or 70 pupils squashed into one room. Can you imagine that many children fitting into your classroom?
- The teachers were very strict and made sure that everybody followed the rules. There were punishments for many things, including speaking out of turn, not learning information properly or being late for school.
- Punishments included hitting children with a long stick called a cane, embarrassing children by making them sit in the corner and wear a cap called a dunce’s cap or making them stay behind after school and write the same sentence 100 times.
- Classrooms did not have colourful wall displays or comfy carpets. Children sat in rows on benches or wooden desks and it was often squashed and cold.
- Children would write on slate using chalk or slate pencils, or sometimes with special pens dipped into ink pots. Paper was very expensive so schools did not use it very often.
Without computers, learning how to write well was very important in Victorian times.

People had to write long passages by hand, without the help of spell checks, delete or autocorrect!

People learned handwriting in a distinctive style called copperplate. Pupils had to copy out words many times until it was perfect - and if it was not right the teacher might punish them with the cane!

Use your sheet to practise writing in a Victorian copperplate style. When you have finished, have a go at copying the poem below.

Children, you are very little,
And your bones are very brittle;
If you would grow great and stately,
You must try to walk sedately.
**PSHE**

<table>
<thead>
<tr>
<th>It is difficult to go to sleep when...</th>
<th>A solution to this might be...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Someone has been watching TV, or playing games online before bed</td>
<td></td>
</tr>
<tr>
<td>Someone is nervous or worried about something, e.g. a test at school</td>
<td></td>
</tr>
<tr>
<td>Someone drinks a sugary drink, such as orange juice or hot chocolate, before bed</td>
<td></td>
</tr>
</tbody>
</table>

**Individual steps I would need to take to carry out the sleep solution......**

1. 
2. 
3. 
4. 
5.