**Year 5 Home Learning Topic Tasks – Summer Term Second Half The Tudors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LO: To find out about plants from different habitats  Why is it important to learn about plants? What ways do we use plants? How can they help us?  <https://www.kew.org/read-and-watch/extreme-plant-survivors-baobab>  Choose a plant life to find research – rainforest, sea or desert. Find out about the conditions those plants grow in and the features they have in order to survive their environment. Present your information in a fact file or poster. | LO: To describe the changes as humans grow old  Log in to ***Espresso***:  www.discoveryeducation.co.uk **Username: student11677 Password: Chesterford**  KS2 – Science 2 – Bodies (upper) – Videos – Human Development  Create a timeline for the main stages of human life (Baby, toddler, child, teenager, adult, old age). Draw pictures and add notes highlighting the changes at each stage of life. | LO: To describe the changes that occur through puberty  Use the following website to find out about the changes that happen to our bodies during puberty. <https://www.dkfindout.com/uk/human-body/life-cycle/adolescence/>  Create a Venn diagram – use two circles for girl and boy. What are the differences in physical changes? What are the same physical changes? | LO: To compare the gestation periods of different mammals  Find out what gestation period means. Choose 5 different mammals and compare their gestation periods, size and average number of young.  Present your findings in a table or a bar chart. What are the main differences in this information? Is there a link between the size of a mammal, its gestation period and number of young? | LO: To reflect on what it means to part of a faith community If you can, read 1 Corinthians 12 12-27.  St Paul uses the image of a body. Watch this video to see it explained: <https://www.youtube.com/watch?v=uFSY-41pVzw>  The Christian Church is one body with lots of important parts.  Draw a picture of yourself and surround yourself with pictures of all the people who are important to you. |
| LO: To place events, people and changes into correct periods of time.  Log in to ***Espresso***:  www.discoveryeducation.co.uk **Username: student11677 Password: Chesterford**  KS2-History-Tudors-Timeline  Create your own timeline of Tudor Kings and Queens.  Remember to be accurate with dates in chronological order. Add your own illustrations. | LO: To find out about events and people using different sources  Research the Tudor King Henry VIII on ***Espresso***. Look at the portraits, read the descriptions of him and watch the video.  Can we always rely on historical sources?  Imagine you are a visitor to the court. Write a short description of the king to send home. | LO: To recognise that the past is represented in different ways  Visit the National Portrait Gallery website and complete the Tudor family portrait WebQuest:  <https://www.npg.org.uk/learning/digital/interviews-with-artists-and-sitters/families-in-art-webquest/tudor-family-portraits/> | LO: To identify and describe reasons for, and results of historical events and changes.  Watch this clip:  [http://www.bbc.co.uk](http://www.bbc.co.ukeducation/clips/znxwmp3)  [education/clips/znxwmp3](http://www.bbc.co.ukeducation/clips/znxwmp3)  Make a list of the reasons why Henry wanted to divorce Catherine of Aragon. Write a letter from Henry to persuade the Pope to let him divorce Catherine. | LO: To know about characteristic features of the period  Create PowerPoint presentation on the life of children in Tudor times. Watch this BBC clip:  <https://www.bbc.co.uk/bitesize/clips/zqvb4wx>  Explore ***Espresso*** –History 2 – Tudors – Life – A child’s life in Tudor times |
| LO: To research a Tudor diet  Find out about the diet of rich and poor Tudors.  <https://www.bbc.co.uk/bitesize/clips/zq6pvcw>  <http://cookit.e2bn.org/historycookbook/32-338-tudors-Food-facts.html>  Compare this to your diet. What are the main differences? What are the limitations to this diet? How did trade and seasonality affect their diet? Create two Tudor menus – one for a rich Tudor and one for a poor Tudor. | LO: To make a product  Choose a Tudor dish or recipe to make. This could be a Tudor knot biscuit or even some pottage! Write down the recipe and, with an adult’s support, try to follow and make it.  You may need to adapt the ingredients depending on what you have. Once you have eaten your dish, evaluate it based on taste, appearance, ease to make and how you could improve it. You could ask the other people in your house what they think. | LO: To understand the importance of protecting the environment  Investigate how our everyday actions can help to protect the environment.  Create a poster to encourage children to take care if the world around them.  Explore these resources  <https://www.bbc.co.uk/bitesize/topics/zp22pv4>  ***Espresso – KS2 –PSHE-Going Green*** | LO: To develop an understanding of the history of music.  Listen to this Tudor music:  <https://www.bbc.co.uk/teach/school-radio/history-tudors-music/zm4gvk7>  Watch this dance:  <https://www.bbc.co.uk/bitesize/clips/zt4kjxs>  Now compose your own piece of music with repeated rhythms and a simple melody. Try improvising a Tudor style dance to it. | LO: To be discerning in evaluating digital content  Log on to ***Espresso*** and go to KS2 – Computing – Digital Literacy – Videos.  Find out about these key words: disinformation, bias and fake news. Watch the two fake news bulletins – did you manage to spot the fake news? What clues were there? Go to the activities section and complete the Digital vocabulary and Sorting facts and opinions activities. |