Curriculum tasks for 2 weeks

History

I hope that you have enjoyed learning about our previous Geography topic which was rivers. Our next theme is History and it is all about a place in the UK called York.

History Task 1:

Firstly I would like you to locate York on a map and find out about the place. This means finding out facts for example how many people currently live there, what other places are nearby, where it is in the country? You could also look at images from York. Record your interesting facts as bullet points.

History Task 2:

Secondly I would like you to do some more specific research. The question I would like you to find out about is:

What were head pots and why have so many been found in York?

Once you have researched what head pots are I would like you to write your own explanation including why so many have been found in York. Please write in full sentences, varying your sentence types – some short, some compound and some complex. Ensure you spell check, edit and check for basics such as full stops and capital letters.

Top Tip – type into your search engine – 'head pots in York.'

Good luck!
Mrs Crockett

Art Task 1:

Spend time looking at 'head pots' from York. Choose a design that you like or create your very own. Plan your own 'head pot' art work and practise sketching it out.
Then when you are happy with the design and you have had a practise draw your own 'head pot' piece of art work.

Art Task 2:

You can colour your 'head pot' in, paint it, or even use chalk – it is your decision. I look forward to seeing your designs.

Music Task 1:

To identify jazz music.

Activity 1: Copy the following statements about jazz. If you agree with the statement, place a positive symbol (+) next to it; if you disagree with the statement, place a negative symbol (-) next to it.

- Jazz is noise.
- Jazz is music that's always different.
- Jazz is an American art form.
- Jazz is revolutionary.
- Jazz is the same as bebop, hip-hop, and the blues.
- Jazz is new and old.

Music Task 2:

To learn about the history of Jazz.

Watch the clip

https://www.youtube.com/watch?v=96-mvnCdhTI#

Listen to the following famous jazz songs. Have you heard them before? Which is your favourite? Why? How many instruments can you identify? Record your answers in full sentences.

Louis Armstrong- What a wonderful world

https://www.youtube.com/watch?v=21LGv8Cf0us

Duke Ellington – Take the "A" -Train

https://www.youtube.com/watch?v=8gHCDogUGYY

King Oliver – I Can't Stop Loving You

https://www.youtube.com/watch?v=n2XYdNToL4U

Benny Goodman – Sing Sing Sing

https://www.youtube.com/watch?v=fhyhP_5VfKM

Billie Holiday - God Bless the Child

https://www.youtube.com/watch?v=bKNtP1zOVHw

James P. Johnson – The Dream
https://www.youtube.com/watch?v=EEXkSBCuwyQ

Mrs Crockett ☺

Task 1 Design Technology:
To understand the importance of food hygiene rules.
I would like you to produce a poster to show food hygiene rules e.g.
- Wash your hands.
- Remove any jewellery or nail varnish.
- Roll up sleeves.
- Put apron on.
- Tie hair back.
- Wash surfaces.

You might include pictures or photos.

Task 2 Design Technology:
Can you research how to safely store and handle meat and fish and why different chopping board colours are used? Write down your findings in full sentences. Ensure that your sentences link together and make sense to a person who does not know about food hygiene and safety.

Mrs Crockett

Year 5 Living things and their habitats

Hi Year 5, You are going to be biologists. Here is your Science project for the next couple of weeks.

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Key Word Bank:
Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis

1. Research the life cycles of four different species using a range of secondary sources (books, magazines, websites etc.). One must be a mammal, one an amphibian, one an insect and finally a bird. (I have attached a PowerPoint to help too).

2. Draw and label diagrams to show what you have found out.

3. Pick **two** of your life-cycles to compare.

4. Decide how you would like to present your ideas about the ways they are similar and how they are different. For example, you might:

- make a model
- a mime/drama
- a rap/song
- a poster/book

You need to include:

- a clear <u>order</u> to life cycle
- <u>comparison</u> between two life cycles
- use of scientific <u>vocabulary</u>
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Key Questions

- What are the most important things you have found out about the life cycle?
- How will you make this clear in your presentation?
- How is this different to your other animal?
- What similarities between your animals have you found?
- Which key science words do you need to include in your report?

Extension: Consider the implications of the similarities/differences between the life cycles e.g. what does it mean for how/where they can live/reproduce?

All the best and stay well, Mrs Adams