

KS2 Homework Menu
Topic: Rocking through the ages

Please choose one activity each week and hand in by Wednesday.
 Thank you to parents/carers for your continued help and support with work sent home.



A English	B Maths	C Science	D Topic	E Art/DT
<u>LO: To write a diary entry.</u> Imagine you are a child living in Tudor times OR Victorian times. Write a diary entry about a day in your life. What was school like? What jobs did you have to do? How was life different from today? <u>LO: To write a persuasive speech.</u> Write a speech as if you were Lord Shaftesbury, persuading Parliament to make changes to improve the lives of children (e.g. banning child labour, improving schools). <u>LO: To research and create a fact file.</u> Write a fact file or biography about Greta Thunberg. Think about some of these questions. Who is she? Where is she from? What has she achieved? What is she famous for?	<u>LO: To practise place value.</u> Complete the BBC Bitesize place value games and quizzes: https://www.bbc.co.uk/bitesize/topics/zsjqtfr <u>LO: To apply place value in real life.</u> Create some Tudor or Victorian-style shopping problems using money and large numbers. For example: how much would food or clothing cost for a family? Write and solve your own problems. <u>LO: To practise times tables (1–12).</u> https://www.bbc.co.uk/bitesize/articles/z97rdnb	<u>LO: To explore how sound travels.</u> Make a simple string telephone (two cups and a piece of string). Write about what happens and why you think it works. <u>LO: To investigate pitch and volume.</u> Explore how instruments from Tudor or Victorian times might have made different sounds. Use bottles, pans, or rubber bands to explore pitch and volume, and present your results. <u>LO: To identify sounds in your environment.</u> Go on a “sound walk” around your home or outside. Record or list the different sounds you can hear and describe whether they are high/low, loud/quiet, natural/man-made.	<u>LO: To compare children's lives.</u> Research how children's lives were different in Tudor times and Victorian times. Think about school, work, family life, and play. Present your ideas as a chart, poster, or fact file. <u>LO: To research Lord Shaftesbury.</u> Find out about Lord Shaftesbury and how he changed the lives of Victorian children. What new laws did he help to create? Why were they important? Present your work as a fact file, poster, or short presentation. <u>LO: To compare past and present.</u> Create a poster, timeline, or presentation comparing the life of a child in Tudor times, Victorian times, and today. What has changed the most? What things are still the same?	<u>LO: To design a Tudor or Victorian toy.</u> Draw or make a model of a toy children might have played with (e.g. a spinning top, cup and ball, doll, or wooden toy). <u>LO: To create a portrait.</u> Draw or paint a portrait of Queen Elizabeth I or Queen Victoria, thinking carefully about clothing, jewellery, and background. <u>LO: To design a Victorian or Tudor classroom model.</u> Create a model (shoebox, Lego, or drawings) of what a classroom might have looked like in either Tudor or Victorian times. Think about the furniture, blackboards, desks, and what children might have used for writing.