

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 use descriptive language to describe sounds.</u> Spend 5–10 minutes listening carefully to the sounds around you. Choose at least five different sounds and write a descriptive sentence about each one. Try to include adjectives, powerful verbs, adverbs and onomatopoeia to make your writing interesting. <u>LO: To use persuasive language to express a point of view..</u> Imagine you are living in Tudor or Victorian times. Write a short letter to the King, Queen or another important person, persuading them to change something about life, such as schooling, child labour, working conditions, punishments, housing or healthcare. Explain what the problem is, why it should change and what should happen instead, using persuasive language. <u>LO: To write clear instructions using imperative verbs and time conjunctions.</u> Write instructions for a Tudor or Victorian activity, such as making a simple meal, getting ready for school or completing a household job. Remember to use bossy (imperative) verbs such as <i>mix, cut, wash, put</i> and time conjunctions such as <i>first, next, then, after that</i> and <i>finally</i>.	<u>LO: To practise place value.</u> Complete the BBC Bitesize place value games and quizzes: https://www.bbc.co.uk/bitesize/topics/zjqtfr <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 investigate which materials are best at reducing sound.</u> Sound-Proofing Challenge – Choose a small object that makes a sound, such as a ticking clock or phone playing music. Test different materials wrapped around it to see which reduces the sound most. <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. Listen carefully and record the different sounds you hear. For each sound, describe whether it is high or low pitched, loud or quiet, and whether it is natural or man-made.	<u>LO: To place historical events in chronological order.</u> Create a timeline showing 5–8 important events from the Tudor or Victorian period. Include dates, pictures and a short description of each event. <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 use historical evidence to find out about the past.</u> Find an object from Tudor or Victorian times. Draw or print a picture of it and explain what it was, who used it and what it tells us about life at the time.	<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.