



Working from home tasks - w/c 1st June

Remember you can use our timetables to help you to structure your week: a regular routine is very important. Take part in exercise every day and have fun being with your families - remember to spend time talking and spending quality time together. Contact the school if you need any help with anything or speak to your teacher during your weekly phone call home. Don't forget to send us your homework either on Google Drive or via info@carpenters.newham.sch.uk

Reading

1. Read your reading book at home for at least 10 minutes each day.
2. Your teachers have set your reading homework on Google Classroom. Please ask your teacher online (between 9am and 3:30pm) if there is anything you don't understand and they will help you as soon as they can.

Writing

Aim

To interpret the meaning of a poem.

Task

1. Below is a poem by a fantastic poet called Langston Hughes - I would like you to read it and write any quick notes or questions you may have regarding the meaning, figurative language (metaphors, for example) or vocabulary.
<https://poets.org/poem/dreams>
2. Now I would like you to read the brief description in the link below regarding who Langston Hughes was, what he stood for, and when he lived.
<https://kidworldcitizen.org/langston-hughes-poet-activist-leader-of-the-harlem-renaissance/>
3. Before moving onto your task, please read the poem once more. Using your knowledge of Langston Hughes, think about and try to understand, the context of the words and the message behind the poem.

Write a paragraph describing what you think the poem is about. Make use of the language in the poem to support you. If you feel you are unsure about the poem's meaning, try reading and discussing with a member of your family, just like we would in class, for some extra support. Please use the following sentence stems to guide you:

- My first impression of this poem was that... because...
- However, after briefly reading about Langston Hughes (the poet) I think the poem is about... because...
- Lastly, I think the underlying message of the poem is... because...

Justify your understanding of the poem. Make sure you use evidence from the text to support all of your opinions, like we would do in a reading lesson. Then, try and have a go at writing a third stanza (paragraph) that would fit with the poem's theme. Key aspects to include:

- First impression of the poem. What vocabulary or language features gave you this impression?

- Final impression of the poem. What vocabulary or language features gave you this impression?
- Who is Langston Hughes?
- How did researching him help you further understand the poem?

Write a third stanza that would fit with the poem's theme. Take your own decisive actions as a poet (such as whether you keep the repetition idea of the first two stanzas). Once completed, justify your stanza, expressing why you have made the artistic decisions that you have. This justification should also reference what the underlying message behind the poem is, based on your understanding of its context, in relation to Langston Hughes and the era he wrote this poem within.

Maths

1. Work on your 'My Maths' every day.
2. Practise your times tables on TT rockstars each day.
3. Log onto Maths with Parents each week.
4. Take part in the daily maths lessons from bbc <https://www.bbc.co.uk/bitesize/articles/zb48d6f>

Topic

Aim

To develop an understanding of what rationing was and how it impacted daily life during WW2.

Task

1. Take time to watch the two videos below, regarding rationing. Take notes of as much information as you can. What was rationing? Why was it introduced? How did people feel?
<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-rationing-in-the-uk/zbgb9q>
<https://www.bbc.co.uk/bitesize/guides/z6ctyrd/revision/3>
2. Read through the three links below. Take notice of anything you feel the videos did not cover. Remember, rationing was not just a shortage of food, it was essentially a shortage of anything that was not homegrown (produced in this country) and that included clothing.
<http://www.primaryhomeworkhelp.co.uk/war/rationing.htm>
<http://www.primaryhomeworkhelp.co.uk/war/rationing2.html>
<http://www.primaryhomeworkhelp.co.uk/war/rationing3.html>
3. Once you have read and digested the information, reflect on your current circumstances for a moment. Think how fortunate a life most of us can live, where there are less restrictions about what we can eat and wear.

Explain what rationing is.

- Why and when was it introduced?
- What was a ration book?
- Did people find it easy or difficult to ration? Why?
- How do you think you would have felt if you had to ration during WW2?

Take on the perspective of a single parent (mother or father) with two young children. Think of the added stress and pressure this will cause in their life. Write a diary entry detailing how much more difficult life has become since the government introduced rationing. There are a few examples below of what you should keep in mind whilst writing your diary entry:

- What is rationing?
- How is it impacting you?
- How do you feel towards the government? How do you feel towards the axis forces?

- What are you finding difficult?
- How much food are you allowed each week?

Imagine you are a government minister. Write a letter to the nation, during the tragic and chaotic times of WW2, informing them of the new rationing procedure that is going to be implemented. Remember, this is going to be a very difficult situation for the country, for many years. You must provide detail and inspiration - how will you encourage people to be supportive of this measure? There are a few examples below of what you should keep in mind whilst writing your letter:

- What is rationing?
- Why is it being introduced?
- How is it going to impact daily life?
- Why must people ration?

Thrive	PE	P4C	Other
<ol style="list-style-type: none"> Learn a new skill and teach it to everyone in your house. Find your favourite songs and all do karaoke. 	<p>Make sure you take part in at least 30 minutes of exercise a day! Try a mixture of classes from:</p> <ul style="list-style-type: none"> - PE with Joe https://www.youtube.com/playlist?list=PLYCLOPd4VxBvQafyve889qVcPxYEjdSTI - Cosmic kids yoga - Zumba - Jog around your block - Disney Themed exercises https://www.nhs.uk/10-minute-shake-up/shake-ups 	<p>People did not enjoy having to ration their food and clothing. However, they knew they had to do it to support Britain's war effort. There was a lot of pride amongst British families that they could be resilient and get through hard times for the "greater good". They knew it wouldn't be forever.</p> <p>Have a family discussion about why we sometimes do things that are hard, when we expect the outcome to be good.</p> <p>Have there been times when you or a member of your family had to do something that was difficult, even though you might not have wanted to, because it was important?</p> <p>Share examples and discuss what you were prepared to do and the outcome - was it worth it? Why?</p>	N/A

Useful websites - optional extras

- Superb list of YouTube videos to support with Home Learning all in one place. You can just click on the link rather than have to google and search in other places. This page has links to PE with Joe (30 minute daily PE session at 9am with Joe Wicks), The Maths Factor (Online Maths Tutoring with Carol Vorderman), The world of David Walliams (at 11am each day you can listen to a David Walliams story for 20 minutes), Draw with Rob (Draw along videos with Rob Biddulph), Ruth Miskin (for Phonics videos every day), Myleene's Music Klass (Myleene Klass teaching music videos) and more!

<https://wakelet.com/wake/fc89440e-cbec-49a6-ac01-0f299c3a8dca>

- 2) All subjects - <https://www.bbc.co.uk/bitesize> Daily lessons for years 1- 6 on a range of subjects
- 3) English: Pobble 365 – A new image is published each day as a basis for creative writing. Story starters, questions and drawing ideas are provided (ENGLISH)
<https://www.pobble365.com/>
- 4) English: Storytime with Nick – Films of well-loved stories read by Nick Cannon, a trained actor, teacher and trainer (STORIES) <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>
- 5) English: Oxford Owl have a fantastic selection of e-books for children developing their reading skills (READING)
<https://home.oxfordowl.co.uk/>
- 6) English: Audible, a collection of stories, read aloud, are now available to access for free during the school closure. Google Audible Stories or go to <https://stories.audible.com/start-listen> For Reception children look at ‘Littlest Listens’
- 7) Science: Carole Kenrick site has lots of links and ideas for activities linked to children’s learning. It is suitable for EYFS and KS1 and KS2.
<https://sites.google.com/view/carolekenrick/science-at-home>
- 8) Science: Encounter Edu have fantastic science unit resources to use with your child
<https://encounteredu.com/teacher-resources/ages>