


# Optional Homework for Green Class Spring 1

## Circus- 4 weeks Egypt- 3 weeks

Tasks that are more easily completed by children independently are underlined>.

1 English (Communication, Reading and Writing)	2 Creative Arts (Music, Art, Dance)	3 Humanities (RE, Geography, History, Philosophy)	4 Mathematics and Technology (Maths, DT, IT, Science)
<p><b>SPEAKING AND LISTENING</b> Practise retelling the story of Madeline and the gypsies. You could film yourself doing it and send it into school on a memory stick or as an email to the office for us to share.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Recall in accurate detail</li> <li>Order events</li> <li>Use intonation in your voice</li> <li>Speak clearly</li> <li>Use actions</li> </ul>	<p><u>Compose your own piece of circus music using body sounds or instruments. You could use the famous circus theme tune to accompany it. You can take a photograph of you performing or send a recording into the school office.</u></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Creating sound</li> <li>Draw pictures to show which sounds you want to make and organise into sections</li> <li>Follow your 'graphic score' <a href="https://www.youtube.com/watch?v=zjedleVGdF">https://www.youtube.com/watch?v=zjedleVGdF</a></li> </ul>	<p>Read about the circus with an adult (information on the reverse). Then choose five acts that you would have in your circus and design a poster to advertise it.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Give the circus your name, e.g., Tom's Talent showcase – make the title large and colourful</li> <li>Draw the type of acts that the audience will see</li> <li>Add dates and times when the circus will be on</li> <li>Add prices</li> </ul> <p><u>This could be entered into our writing competition.</u></p>	<p>Practise these mental maths facts: -counting in 2s to 20 and back -counting in 5s to 50 and back -counting in 10s to 100 and back -number bonds to 10, e.g. 7+? -doubles to 10+10 -halves of numbers to half of 20 -read and write numbers 1-100 in numerals -write the numbers 1-20 in words -find 1 more/less than any number up to 100 and 10 more/less than multiples of 10</p>
<p>Create a poem about being at the circus. Use our model from during our Christmas topic in which we used our senses and imagined we were there e.g. I can see amazing acrobats. I can taste delicious candy floss. I can smell the smoke from fireworks. I can feel the cool breeze from the wind machine. I can touch the squashy nose of the clown.</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Use the idea of circus</li> <li>Write in accurate sentences with CL, FS and good sounding out (segmenting)</li> <li>Use adjectives</li> <li>Use neat, joined handwriting</li> </ul> <p><u>This could be entered into our writing competition.</u></p>	<p><u>Learn how to draw a clown face by watching a step-by-step tutorial.</u> <a href="https://www.youtube.com/watch?v=uGcXfAS4JhI">https://www.youtube.com/watch?v=uGcXfAS4JhI</a></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Watch video first, without drawing</li> <li>Watch video again, practising as you watch</li> <li>Watch again, creating a brilliant clown face</li> <li>Colour or paint</li> </ul>	<p>Consider the following question and write a few sentences to explain your thinking. "Is it ever right to have animals performing in a circus?"</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Give reasons</li> <li>Is there a good reason for using animals?</li> <li>Is there a good reason for not using animals?</li> <li>Consider both sides</li> </ul>	<p>Elephants have been a big part of circus life for a very long time. Use technology to watch a story about a favourite elephant, Elmer, being read. <a href="https://www.youtube.com/watch?v=BS09fQmpz_s0">https://www.youtube.com/watch?v=BS09fQmpz_s0</a> Then find a favourite story of your own. Rehearse reading it out loud, then ask an adult to record you reading it so that we can share your story through the medium of technology too.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Read for pleasure</li> <li>Talk about stories- giving opinions and comparing it to similar stories</li> </ul>
<p>Visit the library or search your bookcase for a story about the circus/ Madeline. Enjoy the book with somebody in your family and discuss your opinions about it. You could bring the book in to share with us or take a photograph of you enjoying the book. For an extra challenge, you could write a brief summary of what the book is about to encourage others to read the same book.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Reading for pleasure</li> <li>Talking about stories- giving opinions, comparing it to similar stories</li> </ul> <p><u>This could be entered into our writing competition.</u></p>	<p>Using any art skill you like to create a piece of circus art. You could create a piece of what it looks inside or outside a circus tent (BIG TOP). You could draw, paint, collage or even create a 3D model using materials such as Lego.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Plan your piece</li> <li>Use materials carefully</li> <li>Create well-controlled thoughtful artwork</li> </ul>	<p>Where in the world is Egypt? Find it on a map/globe. Does your map show any landmarks in Egypt? Which continent is Egypt in? Sketch and label the shape of Egypt or stick in a print out of a map showing its location.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Use an atlas</li> <li>Locate a place</li> <li>Identify landmarks</li> <li>Add labels</li> </ul>	<p>Use the word processing skills we have been learning in class to create a poster advertising an imaginary circus. Include the name, date, time, and some pictures.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Accurate typing</li> <li>Add text effects such as colour and font</li> <li>Insert a picture</li> </ul>
<p>Create a travel guide showing what you could see in Egypt if you went there.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Capital letters for sentence starts</li> <li>Full stops, exclamation marks or question marks for sentence ends</li> <li>Use of adjectives to describe features such as the Pyramids or Sphinx</li> <li>Finger spaces</li> <li>Writing on a line with correct cursive formation</li> </ul>	<p>Learn to dance like an Egyptian! Watch and copy the steps to 'Walk like an Egyptian'. Ask someone to photograph your brilliant moves or record your dancing. <a href="https://www.youtube.com/watch?v=dKk_U-v9Jc">https://www.youtube.com/watch?v=dKk_U-v9Jc</a></p> 	<p>Learn about dung beetles which were thought of as sacred in ancient Egypt. <a href="https://www.kidsdiscover.com/quick-reads/sacred-dung-beetles-ancient-egypt/">https://www.kidsdiscover.com/quick-reads/sacred-dung-beetles-ancient-egypt/</a> Read the information with an adult and then draw the beetle and answer the following questions: 1.What is another name for the dung beetle? 2.On which continent are dung beetles not found? 3.How long can a Hercules beetle grow? 4.Why was the dung beetle valued in Ancient Egypt?</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>Reading and understanding</li> <li>Showing understanding</li> </ul>	<p>Learn how to mummify an apple: <a href="https://www.bing.com/videos/search?q=how+to+muffiy+an+apple&amp;docid=608008369623948417&amp;mid=46D8820091F5C2578C4346D8820091F5C2578C43&amp;view=detail&amp;FORM=VIRE">https://www.bing.com/videos/search?q=how+to+muffiy+an+apple&amp;docid=608008369623948417&amp;mid=46D8820091F5C2578C4346D8820091F5C2578C43&amp;view=detail&amp;FORM=VIRE</a></p> <p><b>Things to consider:</b></p> <ul style="list-style-type: none"> <li>Work with an adult</li> <li>Think scientifically and predict what you think will happen</li> <li>Check on your experiment halfway through the time</li> <li>At the end of the experiment time, check results. Think scientifically again – did the experiment work? Why/why not? What has changed/ not changed?</li> <li>Present your findings.</li> </ul>
<p>Draw, cut out or print a picture of an Egyptian landmark and add accurate labels.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Think about what the important parts of the picture are</li> <li>Use ruler to draw a line</li> <li>Apply phonic knowledge to add labels</li> </ul>	<p>Listen to 'Amazing Egyptians' which can be accessed at <a href="https://www.bing.com/videos/search?q=amazing+egyptians+song&amp;view=detail&amp;mid=068D95257D18A8459006068D95257D18A8459006&amp;FORM=VDRV">https://www.bing.com/videos/search?q=amazing+egyptians+song&amp;view=detail&amp;mid=068D95257D18A8459006068D95257D18A8459006&amp;FORM=VDRV</a> and make an instrument to play in time with it.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Make an instrument to shake, pluck, bang or blow</li> <li>Listen to the music</li> <li>Play instrument in time with the pulse or rhythm</li> </ul>	<p>Learn about Egyptian life for a 12 year old boy by watching: <a href="http://www.bbc.co.uk/education/clips/zsgs4j6">http://www.bbc.co.uk/education/clips/zsgs4j6</a> Write five things that you have learned.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>find five different things that you have learned</li> <li>write in sentences, using a capital letter and full stop</li> <li>begin each new fact on a new line</li> </ul>	<p>Make a 3d shape pyramid using a net from the internet such as the one below. What properties of do pyramids have? How are they similar/different from other 3D shapes? You could make other 3D shapes to help with this.</p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>Cut out net</li> <li>Make shape</li> <li>Describe it</li> </ul>
<p>Ask your teacher for a worksheet for English. Practise reading and spelling keywords which were sent out with reports. Helpful websites (with adult supervision): see above</p>			<p>Ask your teacher for a worksheet for Maths.</p>

Look at the activities. The activities are divided into four columns. You can choose one activity to complete each week. You must choose at least one activity in each column. After that the choice is yours.

- To help you organise your homework, it is a good idea to do a little every day. You can spend as long as you wish, but around one hour per week should be enough for most activities.
- If you have a brother or sister at Blackwell, you could work together on an activity.
- It is helpful if grown ups help you, but please do the work yourself.
- The work should be filed in your homework book. Examples of good homework will be displayed in the hall.

**Reading for this half term: daily for at least 10 minutes and please use the Collins eBooks in addition to the physical book.**

- Please complete written work in **pencil** and file into your homework book. Some work may require a photograph.
  - Present work in a way that is clear and easy for people to read
- Homework sheets will be sent home at the start of a topic and one piece can be handed in each MONDAY
- Worksheets will be available from class teachers on Fridays if children request them during the week

The word 'circus' describes a performance which may include clowns, trapeze artists, tightrope walkers, hoopers, trained animals and jugglers. The circus has been around for hundreds of years and there is evidence that dates it back to Ancient Rome. However, the modern circus is often attributed to a British Cavalry Officer named Philip Astley. In 1768 he created a space in London which brought together acts such as tricks on horses, clowns, acrobats and even wild animals. He called the performance area 'the circle' and the building was known as an amphitheatre, but this was later known as a Circus. In 1792 the circus made its way to America through Englishman John Bill Ricketts who had travelled to Philadelphia. Circuses would tour the country, often building circus theatres in the cities that they visited. It wasn't until 1825 that a large canvas tent was used to house a circus performance. The Americans added a combination of animal and human acts, often using the exhibition of humans as a freak show or side show. They also began to use circus trains to move the circus from town to town. Traditional circuses were and still are led by a ringmaster and often have a band that travels with them. Acts can vary widely, but can include some of the following: acrobatics, the trampoline, trapeze, contortion, stilts, juggling, plate spinning, clowns, human cannonball, fire breathing, knife throwing, magic and even sword swallowing. Historically animals such as big cats, elephants, horses, bears, birds, sea lions and domestic animals have been used. However, these traditions have changed over time. Since the 1970s there has been a move into contemporary circuses which combine the traditional circus skills with theatrical techniques to tell a story or theme. Circuses have changed and developed over the years but it is clear to see that they still play an important and significant role in our living social heritage.