



Home Learning Y3&4 29.6.2020

Jigsaw Activities

[History / Art / Geography / Science / Music - links to Oak Academy](#)

History: The Norman Conquest Lesson 3

In this lesson, we will be learning about the Battle of Hastings.

<https://classroom.thenational.academy/lessons/the-norman-conquest-lesson-3>

or

THE NORMANS

The Battle of Hastings and the Bayeux Tapestry:

Hands on Activity 2: Make a Shield

Norman Knights

The Feudal System, where the King could bestow land and power on knights (and barons) was an extremely important way of strengthening the loyalty of the nobility and ensuring that the King could always raise an army. William could call on about 500 knights after this system was introduced. As a result, the knight was an essential part of Norman society and his training was taken very seriously. Training from a squire to become a knight could take many years. They needed to be highly skilled in weapons and military tactics to ensure that they survived battles as well as defeated the King's enemies.

A knight would go through a knighting ceremony where they would kneel before the King who dubbed them on the shoulder with the flat side of a sword. Once they were knighted they could carry a sword and a kite shield and wear their own armour with their personal coat of arms. They would design the coat of arms following the rules of heraldry and taking part of their designs from that of their parents if they had one.

See resources below



Lion = you have courage and bravery



The Crescent = the King likes you and/or you hope for greater glory in the future



Martlet = you work hard and use your intelligence to make money



Fleur-de-lis = purity



A star (the Estoile) = the goodness of God and that you behave in a noble manner



A ring = you are faithful and always do your duty



A rose = hope (but if red it means grace and beauty and if white it means love and faith)



Cross Moline = you have faced a great event in your life



= you live near the sea or water



= you live in a town with a castle and/or fortifications



= you are experienced and have overcome problems

Colours

Gold (Or) = generous

Silver or White (Argent) = peaceful and honest

Red (Gules) = warrior-like

Blue (Azure) = truthful and loyal to King and country

Green (Vert) = hope, joy, and loyal to your wife/husband

Black (Sable) = doesn't keep changing their mind, or grief

Maroon (Sanguine or Murray) = patient and doesn't rush into fights, yet will win in the end

Purple (Purpure) = has royal connections and treats others fairly

Orange (Tawny or Tenne) = ambitious

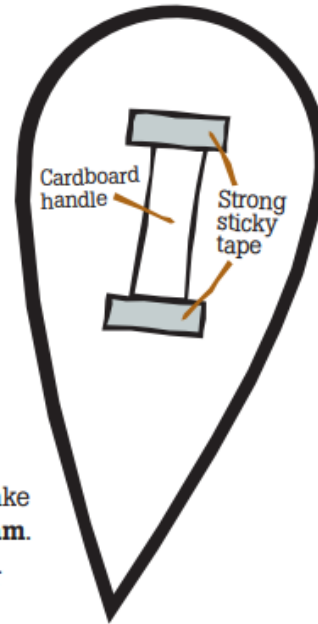
MAKE A SHIELD

You will need:

- A simple, bright coloured pattern using the symbols on the Shield Symbols sheet'
- Strong sticky tape
- Scissors
- Coloured crayons, felt tip pens or paints

Make your shield

- On your large piece of card, draw out a Norman Kite shield - shaped like a teardrop. You can use our shield template to create your design.
- Make a handle by cutting a strip of card and attaching it to the back of your shield with strong sticky tape. Make sure it's big enough to fit your arm through. **See diagram.**
- Paint the front of your shield with your own bold, clear design. It could be:
 - A simple, bright-coloured pattern, like a large cross
 - A monster to frighten your enemies! Many Normans painted a dragon on their shields
 - A picture of your castle - you are defending it after all
 - An image or crest to represent your family



Click on the link to download shield design template

Art:

The Circle Challenge

<https://classroom.thenational.academy/lessons/the-circle-challenge-967323>

How many circular objects can you think of? You will use your imagination and creativity to beat this challenge!

Science and Geography:

<https://classroom.thenational.academy/lessons/how-are-organisms-adapted-to-cold-environments>

How are organisms adapted to cold environments?

In this lesson, we will learn about the conditions present in the cold environments of the Arctic and Antarctica. We will learn how animals are adapted to live in these environments. We will make our own fact cards which can be used in a game. You will need a piece of paper, a pencil, a ruler and scissors for this lesson.

You may also want to watch - Science KS1 / KS2: Animals adapting to cold climates (no narration)

<https://www.bbc.co.uk/teach/class-clips-video/animals-adapting-to-cold-climates-no-narration/z4j3kmn>



Or if you don't fancy doing the online lesson - download and have a look at the following lesson pack on

Polar Animal Adaptations

There is-

- An optional PowerPoint (not necessary to complete activity)

- Two differentiated reading levels animal adaption information sheets
- Adaption wheel activity sheet to complete




Aims:
To describe and explain why animals have adapted to survive in a polar environment.
To evaluate how successful each adaptation is in helping the animals to survive.

Task:
To be able to explain why some adaptations have been successful and others not.

Compare the adaptations of these Polar animals...

 Cuddles in the sun	 Changes colour
 Lays down a layer of fat	 Has a successful adaptation

Polar Animal Adaptations

	<p>Polar Bear Their white fur is water proof and is great for camouflage when hunting.</p> <p>Polar bears have short noses and ears that minimize heat loss.</p> <p>Polar bears can smell a seal up to 20 miles away or under three feet of ice.</p> <p>They have very sharp teeth and use their large feet to spread their weight when walking on ice. They are excellent swimmers and can run as fast as 40mph.</p>
	<p>Adelie Penguin They have a small body to keep heat in. They also have thick feathers to keep in heat in as well.</p> <p>Their wings and flippers are short so that they can swim fast under water.</p> <p>They have a spiky tongue so that slippery fish (food) can't escape.</p> <p>The colour of their feather helps with camouflage.</p>
	<p>Arctic Hare Arctic hares have long claws that help them dig through the snow to find food.</p>

Animal Adaptations in Polar Environments

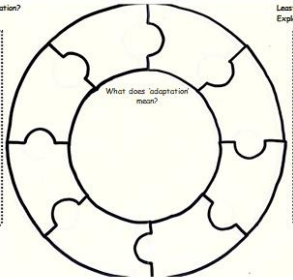
Most successful adaptation? Explain why?

The most successful adaptation was..... because.....

Least successful adaptation? Explain why?

.....

What does 'adaptation' mean?



Or

Complete the code breaking activity on polar animal adaptations

Code Words

You need to work out what each word is by swapping every number for the correct letter.

A	B	C	D	E	F	G	H	I	J	K	L	M
1	2	3	4	5	6	7	8	9	10	11	12	13

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
14	15	16	17	18	19	20	21	22	23	24	25	26

Download all resources in the additional links below. You can choose to one activity, two or all three. It is your choice.

Music

Log on to Oak Academy - <https://classroom.thenational.academy/lessons/to-sing-with-an-awareness-of-dynamics-styles-and-emotions>

To sing with an awareness of dynamics, styles and emotions

In this lesson, we will sing using a range of dynamics.

You may wish to watch - How does music make you feel?

<https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3>



How does it make you feel?

By changing elements of music, you can change the **mood of a song.**



Music is all about feeling.

PSHE



Being in lockdown can be stressful, and lots of us are feeling anxious and on edge right now. These activities can help you and your child to relax – try doing them together.


Click on the attached PSHE link in the additional resources.

Do you have any other relaxation techniques that you would like to share with your peers and teachers? Perhaps take a photo, a video or draw a picture of you doing the activity. This could be shared on our Stanmore School webpage and help other children in the school.

Or

You may be going back to school soon, or perhaps you are already thinking about starting back in September. Are you excited, worried or maybe a mixture of both. That is okay. Work with you parents/carers to explore your feelings. You can download the attached resource to help you. Remember it is good to talk.



You will need: 

Children may have lots of different feelings about going back to school after lockdown. Help your child fill in the boxes below to explore these feelings, and anything they're worried about. Find ways they can cope with their worries by using the Golden Rules for Choosing a Good Solution.

<p>I am looking forward to ...</p> <p>Seeing my friends</p> <p>My favourite lesson</p>

<p>I am worried about ...</p> <p>Catching the virus</p> <p>Not being able to play my favourite games in the playground</p> <p>Being away from Mum/Dad</p>	<p>What I can do to feel better ...</p> <p>Find out how the teachers are making my school safe</p> <p>Think of a different game</p> <p>Tell my friend/teacher how I feel</p>
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Remember: Sometimes we can change the situation by doing something, e.g. playing a different game. But if we can't change the situation, such as having to be away from our family, then we have to accept it and find a way to feel better.

Golden Rules for
Choosing a Good Solution

It makes
me feel better



It doesn't hurt me
or anyone else



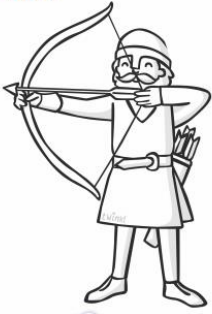
Additional Resources

History -

Colouring pages on the Battle of Hastings

Design your own shield template

Archer



Information pack for parents - Hands on History, included in pack is a shield design template.

BBC HANDS ON HISTORY THE NORMANS

THE NORMANS
The Battle of Hastings and the Bayeux Tapestry: Overview

Contents

Learning Objectives and Overview Study
Overview of learning objectives and overview study 100 minutes Page 2

Background Information
Background information to the Battle of Hastings, and the recording of the event in the Bayeux Tapestry Page 3

Introductory Activity: The Bayeux Tapestry – What's the Story?
Help your students to tell the story illustrated on the Bayeux Tapestry Page 4

Activity 1: Reading the Tapestry
Start here to be prepared while exploring the story of the Battle of Hastings Page 10

Activity 2: Reading a Norman Shield
Use art and design skills to design and make a Norman shield, including a crest Page 12

Performance and Review Session Page 16


Expected Outcomes

Teacher guidance, resources, information and support to help you use your lesson

Clear objectives for the lesson and the pupils or your own performance objectives

Original teacher feedback. There will be support for the top end of the year class. The 'Hands-on' activities can be extended into lessons

With thanks to **Reading Museum**
www.readingmuseum.org.uk



MAKE A SHIELD

HOW TO USE:

- A simple, light-colored pattern using the symbols on the shield template
- Using white tape
- Scissors
- Cardstock (optional, not for joints or points)

HOW TO USE:

- Use your design pieces of card, glue and a wooden clothes peg to shape the shield. You can use the shield template to make your design.
- Make a pattern by using a strip of card and attaching it to the back of your shield with sticky tape. Make sure the design is on the front of your shield. Use a ruler to make the shield with your design. Use a ruler to make the shield with your design. Use a ruler to make the shield with your design.

HOW TO USE:

- A simple, light-colored pattern, use a large sheet of paper to design your shield. Use a ruler to make the shield with your design. Use a ruler to make the shield with your design. Use a ruler to make the shield with your design.
- A pattern in your design - use a ruler to make the shield with your design. Use a ruler to make the shield with your design. Use a ruler to make the shield with your design.

HOW TO USE:

Use your design pieces of card, glue and a wooden clothes peg to shape the shield. You can use the shield template to make your design.

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Use your design pieces of card, glue and a wooden clothes peg to shape the shield. You can use the shield template to make your design.



Template

Use your design pieces of card, glue and a wooden clothes peg to shape the shield. You can use the shield template to make your design.



Science and Geography -

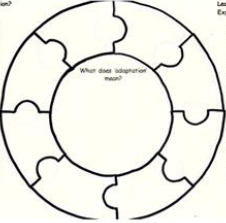
- Task 2 - Adaption wheel and resources to aid the task.
- Task 3 - Codebreaking

Animal Adaptations in Polar Environments

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Least successful adaptation? Explain why?

What does adaptation mean?



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• **Music** - <https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zc7m7p3>



How does it make you feel?

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Relaxation Activities

Being in lockdown can be stressful, and lots of us are feeling anxious and on edge right now. These activities can help you and your child to relax – try using them together.

Stress toys

This exercise releases muscle tension and massages your hands.

Make your own stress balls by filling balloons with dry rice or pulses. Take the balls in one or both hands and squeeze and release.

Experiment with squeezing the ball. Find a way that is right for you, adjusting the speed, pressure, and timing of your squeezes to whatever way you like.



Bubble breaths

Imagine you are blowing the biggest bubble ever! Take in a breath and imagine you have a pot of bubble liquid.

Slowly and gently blow bubbles into the room.

Do you feel better? (Remember to encourage the children not to get excited by popping the bubbles!)



Push against a wall

This is perfect for getting rid of stress without having to go outside or even leave the room.

Push against the wall for 10 seconds. Imagine you can push the wall over if you try hard enough! Repeat three times.

When you do this your muscles contract and then relax, releasing feel-good hormones into the body.



Going back to school

You will need:



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I am looking forward to ...

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My favourite season

I am worried about ...

Catching the virus

Not being able to play my favourite game in the playground

Being away from Mum/Dad

What I can do to feel better ...

Find out how the teachers are making my school safe

Think of a different game

Tell my friend/teacher how I feel

Remember: Sometimes we can change the situation by doing something, e.g. playing a different game. But if we can't change the situation, such as having to be away from our family, then we have to accept it and find a way to feel better.

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