

We are going to continue working on our storytelling skills - you've practised writing dramatic legends, funny fairytales and now we're going to practise building suspense with a mysterious adventure story!

Activity 1:	Activity 2:	Activity 3:												
<p>The Game is a suspense story - it uses a variety of short and long sentences to build suspense and keep the reader engaged.</p> <p>Some short sentences from The Game that you might use when you write:</p> <p>An eight! Everybody froze. It sprung into action. No luck.</p> <p>Now have a go at creating some longer sentences using relative clauses (to add extra information):</p> <p>Example: Mrs Allbright was marking books. Mrs Allbright, <b>who was tired and cross</b>, was marking books.</p> <p><b>Who</b></p> <ul style="list-style-type: none"> <li>Danny, <b>who was _____</b>, was looking out of the window.</li> <li>Susie ran to the door with the box.</li> </ul> <p><b>Which</b></p> <ul style="list-style-type: none"> <li>The board game, <b>which was _____</b>, intrigued Susie.</li> <li>The desks were covered in board games.</li> </ul> <p><b>Challenge:</b> Show your author's choice by trying 2 or 3 different versions of a sentence.</p>	<p><b>The problem scene:</b> Reread the section about the tarantula attack. How does the author make it scary? Look for examples of adjectives, power of three, speech and similes.</p> <p>Write your own version of these sentences, changing the underlined sections.</p> <p><b>Adjectives -</b> The <u>handsome</u> Tarantula looked at the children. Its <u>glistening</u>, <u>hazel</u> eyes scanned the room. <u>Delicate</u> hairs covered its <u>plump</u> body and <u>swayed like shimmering grass</u>. Its <u>solid</u> legs, <u>like thick branches</u>, stood strong.</p> <p><b>Writing tools</b></p> <p><b>Power of three -</b></p> <ul style="list-style-type: none"> <li>It <u>crushed the tables</u>, <u>smashed the windows</u> and <u>flung children all around the classroom</u> with a flick of its <u>legs</u>.</li> <li>It was <u>huge</u>. It was <u>terrifying</u>. It was <u>hungry</u>.</li> </ul> <p><b>Speech -</b></p> <ul style="list-style-type: none"> <li>"EARTHQUAKE!"</li> <li>"What shall we do?"</li> <li>"We have to stop it!"</li> </ul> <p><b>Similes-</b></p> <ul style="list-style-type: none"> <li>The spider was <u>as big as a horse</u></li> <li>Miss Allbright was <u>as still as a statue</u></li> </ul>	<p>Have a go at adapting a plan for the problem scene - What else could come out of the game? What would it do?</p> <table border="1"> <thead> <tr> <th>Instead of:</th> <th>Your ideas:</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> <tr> <td>... crushing the tables</td> <td></td> </tr> <tr> <td>... smashing the windows</td> <td></td> </tr> <tr> <td>... flinging children round the room</td> <td></td> </tr> <tr> <td>... grabbing the teacher</td> <td></td> </tr> </tbody> </table> <p>When you're rewriting the problem scene, think about how you will make it exciting and scary. Go through Activity 2 and practice for your new story.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>A range of short and long sentences</li> <li>Descriptive adjectives</li> <li>Power of three</li> </ul> <p> Magpie sentence starters (show your author's choice by which ones you pick):</p> <p>At that moment, In the blink of an eye, As the class watched, Before anyone could move,</p> <p><b>NEXT STEP:</b> Try reading your new section aloud. Evaluate if it was scary and suspenseful. Look for words or phrases to up-level.</p>	Instead of:	Your ideas:			... crushing the tables		... smashing the windows		... flinging children round the room		... grabbing the teacher	
Instead of:	Your ideas:													
														
... crushing the tables														
... smashing the windows														
... flinging children round the room														
... grabbing the teacher														

**Spelling**

Activity 1: Aim for **5 minutes** every day on your spellings. There are two approaches:

1. The first choice is visiting <https://spellingframe.co.uk/guest/word-list/29904> enter the secret code **29904** to get in.

1. independence in-de-pend-ence	2. independent in-de-pend-ent	3. innocence in-no-cence
4. innocent in-no-cent	5. obedience o-be-di-ence	6. obedient o-be-di-ent
7. observance ob-serv-ance	8. observant ob-serv-ant	9. prejudice prej-u-dice
10. privilege priv-i-legie	11. profession pro-fes-sion	12. programme pro-gramme
13. pronunciation pro-nun-ci-a-tion	14. queue queue	15. recognise rec-og-nise
16. recommend rec-o-m-mend	17. relevant rel-e-vant	18. restaurant res-tau-rant
19. substance sub-stance	20. tolerance tol-er-ance	21. tolerant tol-er-ant

The list includes some with **unusual patterns**:

restaurant	relevant	recommend	recognise	queue
pronunciation	programme	profession	privilege	prejudice

Most of them follow spelling rule 40: [Words ending in -ant, -ance/-ancy, -ent](#)

2. Or the second option is to work on paper and follow these steps to learn spellings 1-21

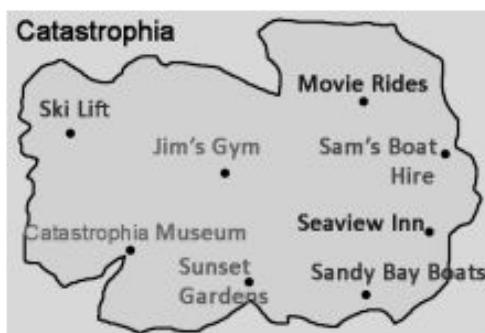
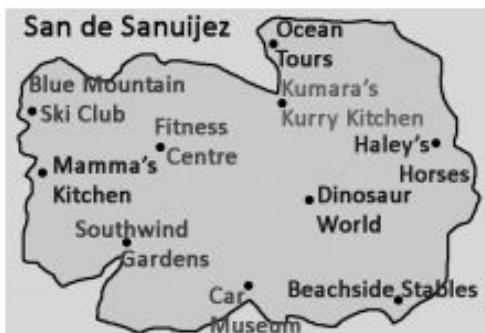
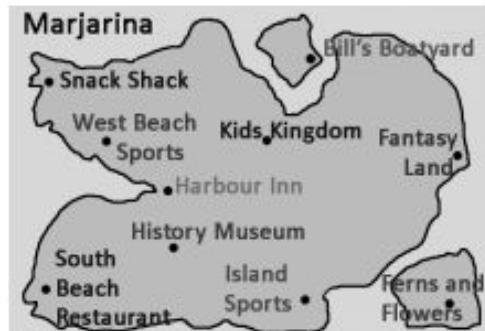
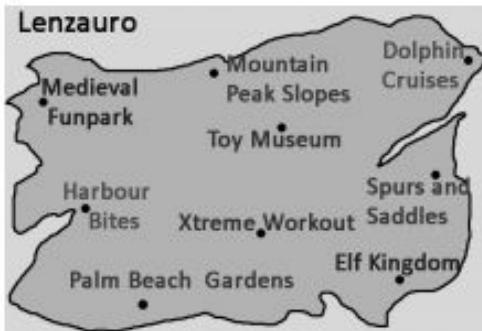
- 1) Find out their meaning, use a dictionary if you can.
- 2) Can you think of three synonyms for that word?
- 3) Use your neatest handwriting to write them in sentences.
- 4) Give yourself a spelling test. Made a mistake? Notice where you went wrong, and re-learn it!



This week we are focussing on **retrieval** skills. Remember to **skim and scan for the key words**. Complete **one comprehension task** a day and read for fun for 20 minutes a day.

### ISLAND RETREATS

Look at the holiday centres on these islands and, if they can offer what is shown in the table below, give it a tick.



activity	Lenzauro	Marjarina	San de Sanuijerez	Catastrophia
museums				
tropical gardens				
theme parks				
boat trips				
sports centres				
restaurants				
ski slopes				
riding clubs				

## BOUDICCA – WHO'S WHO?

Here is some information about events and the people in the life of Boudicca. Underlining the key characters will help you answer the questions that follow.

Boudicca



Before the Romans arrived in Britain, different parts of the country were controlled by different Celtic tribes: the Iceni, for instance, in what is now known as East Anglia, and the Trinovantes in an area north of the Thames estuary. Often they traded; sometimes they fought against each other.

The ruler of the Iceni was Prasutagus, the husband of Boudicca. When the Romans conquered the south of England in AD 43, Prasutagus was permitted to carry on ruling. When he died, however, the Romans took direct control, plundering Iceni lands and property. The tribes began to resent the Romans.

At first, the Celtic tribes had great success, defeating the Roman Ninth Legion and destroying the Roman capital of Camulodunum (Colchester). This was followed by victories at Londinium (London) and Verulamium (St Albans). The Roman Governor of Britain at the time, Gaius Suetonius Paulinus, was forced to retreat.

The Roman historian, Tacitus, has provided us with an account of a battle that took place around AD 61.

It has been said that Boudicca prayed to Andrasta, the Celtic goddess of war, before facing the reinforcements that Governor Paulinus put together. Yet, even heavily outnumbering the Romans, the Iceni and the other tribes were no match for the Romans' discipline, weaponry and cavalry. It was a massacre. What happened to Boudicca, no one can be certain. Was she killed in battle or taken prisoner? Some say she took her own life.

Her determination and bravery live on. In 1902, a bronze statue of the Warrior Queen riding in her chariot, designed by Thomas Thornycroft, was erected near the Houses of Parliament in London.

Now complete the table below, saying who each person was.

name	who or what were they?
Iceni	
Prasutagus	
Trinovantes	
Camulodunum	
Londinium	
Verulamium	
Gaius Suetonius	
Paulinus	
Tacitus	
Andrasta	
Thomas	
Thornycroft	
Warrior Queen	

## THE TOWER OF LONDON

After a school trip to the Tower of London, these children gave a short presentation in assembly. They each chose a topic that interested them.



After William the Conqueror defeated King Harold at the Battle of Hastings, he needed castles and towers to protect himself and keep control of England. The Tower of London was one of those buildings.

The first person to be imprisoned in the White Tower was Ranulf Flambard. He was the Bishop of Durham and the chief tax collector. He had made himself very rich and King Henry I accused him of extortion (forcing people to hand over more money to him than they needed to). One night, while a feast was going, he had friends smuggle in a rope inside a gallon of wine. Inviting his guards to join him, he soon got them drunk. Then he used the rope to let himself down from a window. Outside, his friends were waiting with horses; and so he also became the first person to escape from the tower.



Many years ago, according to a legend, an enormous, ghostly bear appeared beside the Martin Tower. It frightened a guard to death! Literally! He dropped down dead on the spot. Now you might think: "What would a bear be doing there?" Well, in 1251, King Henry III received a present from the King of Norway. It was a polar bear and a long chain was attached to a collar, so that it could hunt for fish in the River Thames. Maybe the guard was scared by the real bear: it was white and he wouldn't have seen one before. The ghost hasn't been seen since.

The Tower of London had been standing for 400 years when Henry VIII was born. He used it for all sorts of things, such as a fortress and a prison. He also used it as a storehouse for his own precious possessions. In fact, he and Anne Boleyn lived there for a while. He had coins minted there and even kept a menagerie of wild animals there.



1. Why did William the Conqueror order the construction of the Tower of London?

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2. Ranulf Flambard held two important positions. What were they?

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- ### 3. What does extortion mean?

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4. Sanjeev suggests that Ranulf Flambard has two 'firsts' – two records. What are they?

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5. What phrase suggests that Hannah doubts the story of the ghostly bear?

What is Hannah's explanation for the guard being scared to death?

7. Seth says the Tower of London has had many uses. Tick the ones he mentions.

## storage of vegetables

1

## prison

**minting coins**

1

games room

1

## fortress

1

## menagerie

1

storehouse for possessions

1

#### **living accommodation**

## DRUMS AND DRUMMING

Here is some information about drums and how widely they have been used.



### HISTORY

Drums are among the oldest of musical instruments, dating approximately from 5000 BC in the Middle East, China and India. Drums have been used not just for music, but also in religious ceremonies and to communicate over long distances. A good example of this is the African **talking drum**, which imitates the sounds of the human voice.

### MILITARY USES

The Chinese used drums to motivate their soldiers, set a marching pace and to transmit orders. Aztecs in battle were known to communicate to their warriors by means of drumming. The same is true of British forces in the past, when the sound of a drum could be heard over the noise of battle.

### DRUM DESIGN

The design of drums hasn't changed much over the years, consisting of at least one drum skin, or membrane, stretched over a cylinder made of wood, metal or plant gourd. The sound – percussion – is created by striking with the hand or by using a stick or sticks. A set of different drums together plus cymbals form the modern drum kit.

### ANIMAL DRUMMERS

Some apes send out a message of their dominance by beating their chest or clapping. Rodents, such as Kangaroo Rats, perform a similar action – sometimes when danger is near – by drumming their paws on the ground.



1. Where has evidence of the earliest drums been found?

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2. What is distinctive about the talking drum?

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3. Describe **three** ways in which drums have been used in battle.

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4. What is a **membrane**?

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5. What materials might be used in the making of a drum?

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6. What is the word that means the striking of a drum to produce a sound?

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7. How does the modern drum kit differ from single drums?

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8. Which animals use drumming to communicate?

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9. Explain why animals make drumming sounds.

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## PLANETARY FACTS

Here are some facts about the planets nearest to the Earth.

### MERCURY



Named after the Roman messenger to the gods, Mercury is the smallest planet and the closest to the Sun. Thirteen times a century, it passes in front of the Sun. This is called a **transit**. The next time is 9<sup>th</sup> May 2016.

**Moons:** none.

**Orbit period:** 1 Mercury year = 88 Earth days.

**Surface temperature:** 427° C facing the Sun and -173° C away from the Sun, due to the planet having very little atmosphere.

### VENUS



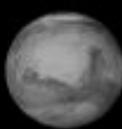
Named after the Roman goddess of love, Venus is the second planet from the Sun, can be seen as a bright object in the sky, and is similar in size to the Earth.

**Moons:** none.

**Orbit period:** 1 Venus year = 224.7 Earth days.

**Surface temperature:** 462° C. Its covering of cloud layers creates a greenhouse effect, trapping the heat. It is thought that Venus once had oceans but as the planet's temperature increased, they evaporated.

### MARS



Named after the Roman god of war, Mars is the fourth planet from the Sun. Reddish in appearance, it is called the Red Planet. Recently, signs of water have been found.

**Moons:** two – Phobos and Deimos.

**Orbit period:** 1 Mars year = 687 Earth days.

**Surface temperature:** -5° C to -87° C. Mars has been volcanic in the past. It has the biggest dust storms in the solar system, sometimes lasting for months and covering the entire surface of the planet.

### JUPITER



Named after the king of the Roman gods, Jupiter is the fifth planet from the Sun, and two-and-a-half times more massive than all the other planets in the solar system combined. Its Great Red Spot is a storm that has raged for at least 350 years.

**Moons:** 67, including Io, Calisto, Europa and Ganymede. (It is thought that Europa has water under a frozen surface.)

**Orbit period:** 1 Jupiter year = 11.86 Earth years.

**Surface temperature:** -108° C.

1. Which of these four planets is the smallest?

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2. Which planet is similar to the Earth in size?

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3. Which planets have moons?

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4. Which planet has the hottest surface temperature?

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5. Keeping in mind that Earth takes 365 days to orbit the Sun, which of these planets take longer to orbit the Sun than the Earth?

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6. Two of the planets experience different kinds of storms. Which planets?

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7. Name the two places where astronomers have discovered evidence of water.

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8. How often does Mercury pass between us and the Sun?

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9. Draw lines to match up the planets with what they meant in Roman times.

Jupiter

Goddess of love

Mars

Messenger of the gods

Venus

King of the gods

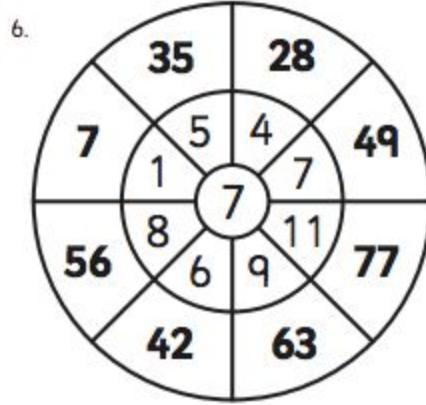
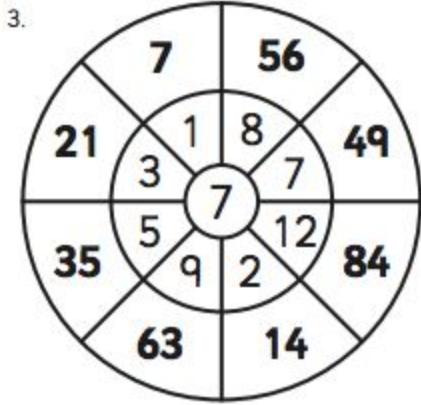
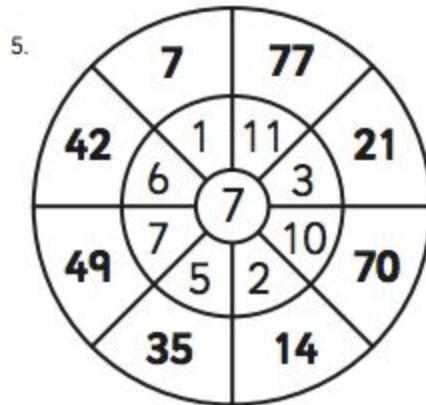
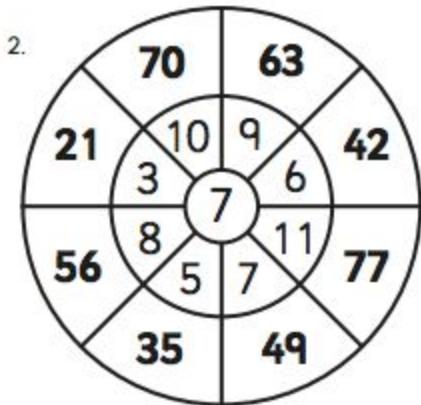
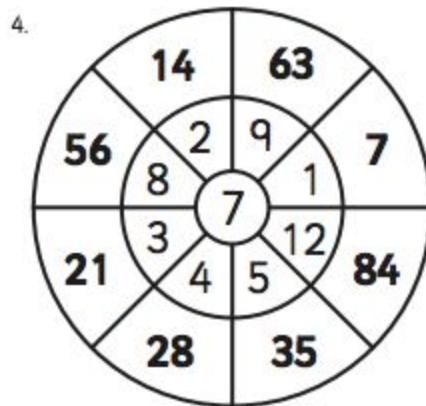
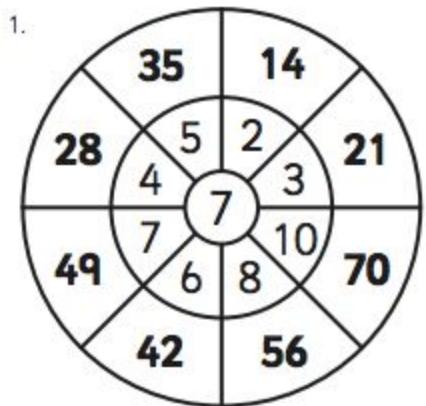
Mercury

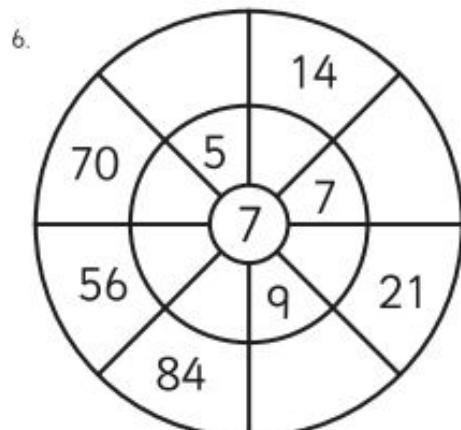
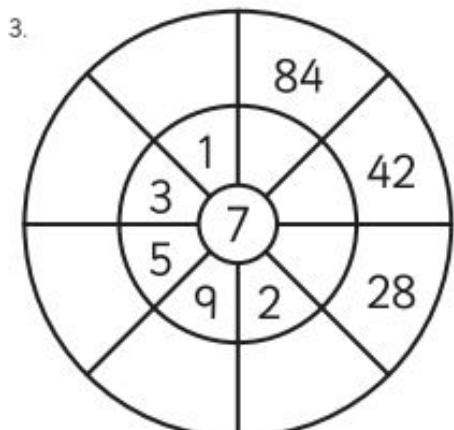
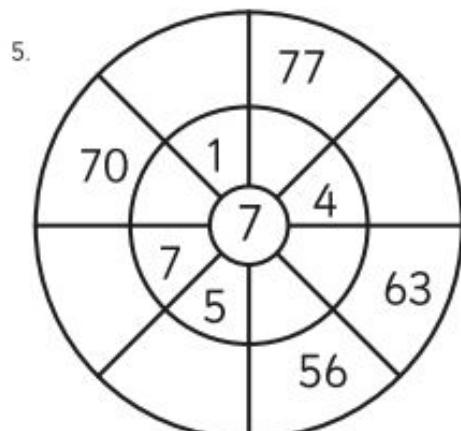
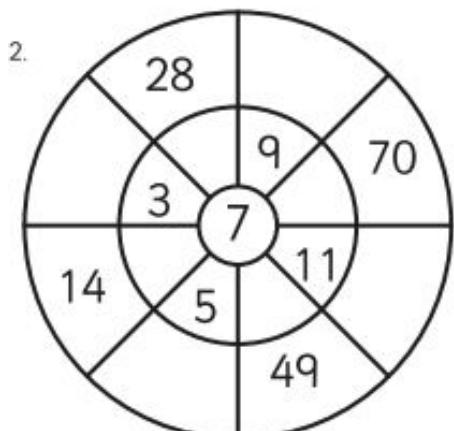
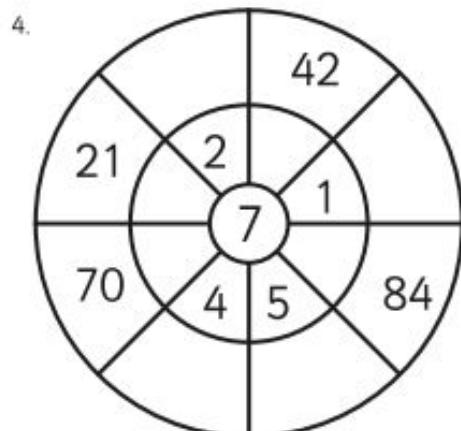
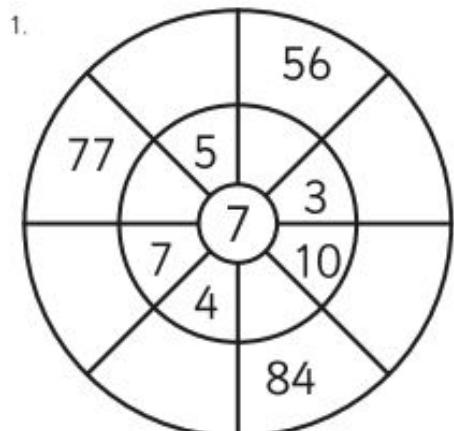
God of war

**Maths**

We are using **White Rose Maths Home learning** resources. Please start with **Summer Term week 1** and keep moving on through to **week 2 and 3**. [Home Learning - Year 5](#) This is **new learning** so watch the videos first if you can. Check the answers when you're done and spend time working out **why you got things right or wrong**, so that you really learn.

If you're finding the White Rose a bit hard on your own you could use the Bitesize lesson as it's AMAZING for revision. [Click here - Year 5 and P6 lessons](#) (or google bbc bitesize home learning).





Division by 7 Set A		Division by 7 Set B	
$21 \div 7 =$	$70 \div 7 =$	$49 \div 7 =$	$7 \div 7 =$
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$35 \div 7 =$	$35 \div 7 =$	$14 \div 7 =$	$42 \div 7 =$
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$42 \div 7 =$	$21 \div 7 =$	$49 \div 7 =$	$77 \div 7 =$
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**Spanish**

Practise singing our weather song! [The Weather Song in Spanish / La Canción del Tiempo y el Clima](#)

## El Tiempo

*Match the vocabulary to the correct picture.  
Write what the weather is like today.*



hace frío



está nublado



llueve



hace viento



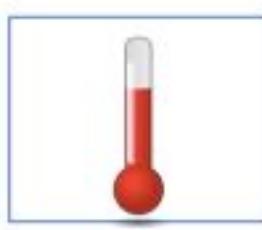
nieva



hace sol



hay tormenta



hace frío

**¿Qué tiempo hace hoy?**

Hoy \_\_\_\_\_

**Weather phrases:**

Make a vocabulary poster or comic strip drawing (illustrating) the weather phrases from the song.  
Copy the vocabulary accurately in **spanish**:

hace calor - it's hot

hace fresco - it's cool

hace frío - it's cold

hace viento - it's windy

está despejado - it's clear

está nublado - it's cloudy

no está nublado - it's not cloudy

está lloviendo - it's raining (right now)

está nevando - it's snowing right now

afuera está feo - it's 'ugly' weather outside (the weather is bad)

está bonito afuera - it's beautiful outside

los truenos - thunder

los rayos - lightning

el tiempo - the weather

el clima - the weather

¿Qué tiempo hace? - how's the weather?

Cuando - when

Necesito usar el bloqueador - I need to use sunblock

Quiero más helado por favor - I want more ice cream please

Me pongo los guantes y un abrigo - I put on gloves and a coat

Cerca del fuego permanezco - close to the fire I remain

Normalmente camino más lento - normally I walk more slow

Quiero estar en mi cama durmiendo - i want to be in my bed sleeping

Chocolate caliente estoy tomando - hot chocolate I am drinking

Escupo - I listen (to) / I hear

Veo- I see

Hacer un picnic yo quisiera - to go on a picnic I would like

No sé - I don't know

Necesito preguntar - I need to ask

If you want to do even more, why not join in with these lessons online!

<https://www.thenational.academy/online-classroom/year-5/foundation#subjects>

**Science - Materials**

Investigate these items - do you have an example in your home to look at? See what properties the materials they are made from have. Add a tick or cross to the boxes.

Property Item \	Hard	Soft	Transparent	Bendy	Rigid	Stretchy	Waterproof
Item							
Mug							
Chair							
Towel							
Pencil							
Door							
Ruler							
Gloves							
Salt Pot							
Shoe lace							

2) Explain why the following materials are selected to make the following items.

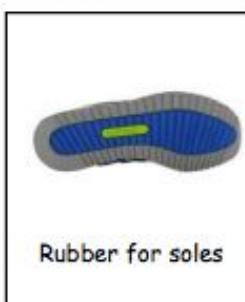
The words below may help you (provide more than one reason).

*rigid      flexible      impermeable      durable      smooth      warm      insulator*

*grip      soft      hard      transparent      opaque      light      tough*



Glass for windows



Rubber for soles



Wool for a jumper



Plastic for a socket



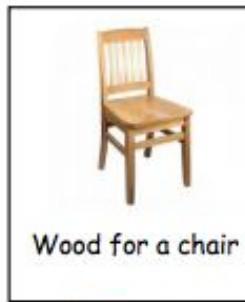
Leather for boxing gloves



Cotton for a towel



Rubber for a hot water bottle



Wood for a chair

**Materials** mean the stuff that things are m\_\_\_\_\_ from. We still call things materials whether they are n\_\_\_\_\_ or manufactured. Some examples of natural materials are m\_\_\_\_\_, w\_\_\_\_\_ and clay. R\_\_\_\_\_ comes from a p\_\_\_\_\_, although it doesn't feel like something natural. Some examples of manufactured materials are n\_\_\_\_\_ and p\_\_\_\_\_. Remember that materials can be c\_\_\_\_\_ to give a new material. We should all make an effort to r\_\_\_\_\_ and re-use the world's natural materials.

nylon	rubber	made	natural	metal	plant
recycle	combined	wood	plastic		

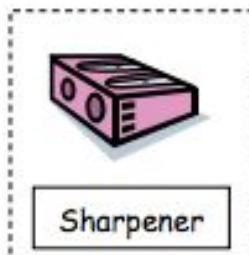
Name the materials used to make the following everyday items (some items may be made from more than one material).

These words will help you:

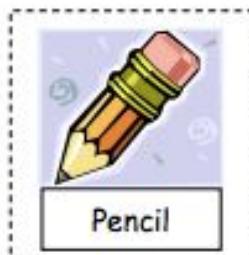
rubber      metal      wood      plastic      glass      cotton      leather



Chair



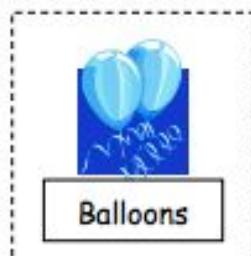
Sharpener



Pencil



Glasses



Balloons



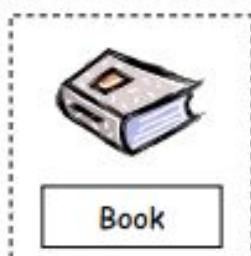
Door handle



Keys



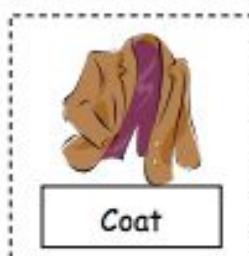
Saucepan



Book



Barbecue



Coat



Shoes

**Materials focus: Glass**

Take a look at this video [Tour a state-of-the-art glass factory](#), showing how glass is made! Why do we use glass? What properties does it have? Imagine you are a salesperson trying to sell glass from your factory.

Create a poster advertising your material.

Challenge: Does glass always have the same properties? Why or why not?

**Topic - History: Ancient Greece****Who were the ancient Greek gods and heroes?**

Your task is to illustrate (draw) a picture showing all of the Greek Gods living on Mount Olympus. Read the descriptions to decide what the gods should look like, be creative! If you're learning online click on the bbc bitesize link above.

*The Greeks had numerous gods and many stories and myths that surrounded them. Greek mythology consists of all the stories and tales about the Greek gods, goddesses, and heroes. It is also the religion of Ancient Greece as the Greeks built temples and offered sacrifices to their major gods.*

*Greek Myths claimed that the **Titans** were the first or elder gods, there were twelve of them including the parents of Zeus, Cronus (God of Time) and Rhea (Mother Goddess / Goddess of Nature). They ruled during what was called the golden age. But then they were overthrown by the Olympian Gods (their children) led by Zeus. **The twelve Olympian gods were the major gods of the Greeks and lived on Mount Olympus. They included:***

- **Zeus** - Leader of the Olympians and god of the sky and lightning. His symbol is the lighting bolt. He is married to Hera, his sister.
- **Hera** - Queen of the gods and married to Zeus. She is the goddess of marriage and family. Her symbols are the peacock, pomegranate, lion, and cow.

- **Poseidon** - God of the ocean, earthquakes, and horses. His symbol is the trident. He is Zeus' and Hades brother.
- **Dionysus** - Lord of wine and celebrations. Patron god of the theatre and art. His main symbol is the grapevine. He is the son of Zeus and the youngest Olympian.
- **Apollo** - Greek god of archery, music, light, and prophecy. His symbols include the sun, the bow and arrow, and the lyre. His twin sister is Artemis.
- **Artemis** - Goddess of the hunt, archery, and animals. Her symbols include the moon, the bow and arrow, and the deer. Her twin brother is Apollo.
- **Hermes** - God of commerce and thieves. Hermes is also the messenger of the gods. His symbols include winged sandals and the caduceus (which is a staff with two snakes wrapped around it). His son Pan is the god of nature.
- **Athena** - Greek goddess of wisdom, defense, and war. Her symbols are the owl and the olive branch. She is the patron god of Athens.
- **Ares** - God of war. His symbols are the spear and shield. He is the son of Zeus and Hera.
- **Aphrodite** - Goddess of love and beauty. Her symbols include the dove, swan, and rose. She is married to Hephaestus.
- **Hephaestus** - God of fire. Blacksmith and craftsman for the gods. His symbols include fire, the hammer, the anvil, and the donkey. He is married to Aphrodite.
- **Demeter** - Goddess of agriculture and the seasons. Her symbols include wheat and the pig.
- **Hades** - God of the Underworld. He was a god of the Olympians stature, but lived in the Underworld rather than on Mount Olympus.



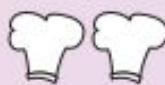
**Art**

Using recycled materials, lego or anything that you can get your hands on, can you create a 3D model of Mount Olympus the home of the Greek Gods?



**Cooking** - Ask an adult to help you make a healthy soup! Swap ingredients if you need to.

# Tomato and Carrot Soup



**Prep:** 20 minutes

**Cook:** 35-40 minutes

**Serves:** 4

## Recipe info

### Ingredients

2 medium onions  
8 medium carrots  
5 fresh tomatoes  
1 clove garlic  
2 tbsp olive oil  
2 tsp ground cumin  
1 vegetable or chicken stock cube  
900ml boiling water  
Handful rocket leaves  
Pinch of salt and pepper  
2 tsp crème fraîche

### Equipment

Peeler  
Sharp knife  
Chopping board  
Garlic crusher  
Measuring spoons  
Large saucepan  
Kettle  
Measuring jug  
Hand blender or food processor  
Large serving bowl

## Description

Good warm or cold, this bright, tasty soup can be made ahead and frozen. This soup is tastiest if the tomatoes are bought in September when they are most ripe and juicy.

## Method / What to do

1. Peel and chop the onion and carrots, then wash and chop the tomatoes, peel and crush the garlic.
2. Gently heat the oil in the saucepan for 2 minutes, then add the onions and garlic and fry for 2 – 3 minutes until soft.
3. Add the cumin, carrots and tomatoes and fry gently for another 2 – 3 minutes.
4. Make up the stock by adding the boiling water and stock cube into the jug, then stir until the stock cube has dissolved.
5. Pour the stock into the pan; bring to the boil then leave to simmer for 20 minutes.
6. Wash and chop up the rocket.
7. Add most of the chopped rocket into the pan, saving a small amount for garnishing.
8. Cook for a further few minutes until the rocket has wilted and the carrots are cooked.
9. Add salt and pepper to taste then stir.
10. Leave the soup to cool for 5 minutes then liquidise using a hand blender or food processor.
11. Pour the soup into a large serving bowl; spoon over the crème fraîche and sprinkle the remaining rocket leaves over the top.



## Variation

- If you prefer a coarse soup with vegetable pieces, do not blend the soup.

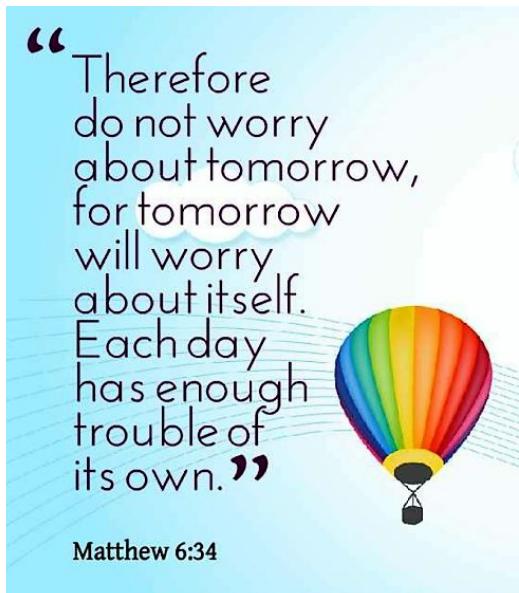
**RE**

The quotes below are things said by Jesus and recorded in the Bible. Discuss their meaning with someone at home.

- 1) What did he mean? Say it in a simpler way.
- 2) What was he challenging people to do?
- 3) Do you agree or disagree with his thinking? Why?
- 3) How could following this idea make a difference to your own or somebody else's life?
- 4) Does it remind you of other advice or saying you've heard in everyday life or from another religious figure?

<b>"You're happy if you make peace. You will be a child of God."</b>	<b>"You are like light for the whole world. Let your light shine so that people see the good things you do and praise your Father in heaven."</b>
<b>"Love your enemies and pray for those who persecute you!"</b>	<b>"When you give something to a needy person, don't make a big show of it. God your Father, who sees what you do in private, will reward you."</b>
<b>"Store up riches for yourselves in heaven. Your heart will always be where your riches are."</b>	<b>"You cannot serve both God and money."</b>
<b>"Why worry about clothes? Look how the wild flowers grow: they do not work or make clothes for themselves."</b>	<b>"Do not worry about tomorrow; it will have enough worries of its own."</b>
<b>"Do not judge others, and then God will not judge you."</b>	<b>"Do for others what you want them to do for you: this is the meaning of the whole Law."</b>

**NS Challenge: Can you choose your favourite quote to turn into an inspirational poster?  
You could use paints, photos or your computer.**



**P4C**

Imagine if we transformed the stairs into keys that played like a piano. Watch this video if you can!

[The Fun Theory 1 – Piano Staircase Initiative](#)

### Talking Points

- If you saw some piano stairs, would you walk on them? Why, why not?
- Is making things fun a good way to change behaviour?
- What makes some things fun, and some not?

Now discuss these questions with everyone at home.

I think...

I agree with .... Because....

In my opinion....

I would challenge ...

What if....

I wonder ....

How...

Why...

On the one hand... on the other hand...

Some people might....

Perhaps...

When....

If .... Then....

### Fun Activity

- Think of one thing you would like to see people change in the way they behave?
- Can you come up with a fun idea to encourage them to make that change?

### Music

Your child enjoys a music lesson at school each week. Poole's Park uses Charanga.com which is an online teaching resource to support their music curriculum.

Your child now has a log in to use the home learning section of the website. Please find their login details in their year group home learning folder. Song resources and lessons have been added to their workspace for them to complete. We hope you enjoy it and feel free to join in with the fun!

Alternatively you can use <https://www.bbc.co.uk/bitesize/subjects/z7tnvcw> to access additional music education.

**VE day History!**

On the 8<sup>th</sup> May it was VE Day. VE Day stands for Victory in Europe Day – it was considered the formal ending of the Second World War following the unconditional surrender of Nazi Germany. Have a look at the PowerPoint attached in this week's home learning section.

Activity 1	Activity 2	Activity 3
<p>Write a paragraph explaining why we have VE Day and how it was celebrated.</p> <p><b>Challenge:</b> Research how VE Day was and is celebrated in different European countries.</p>	<p>Draw your own picture of what a street party might be like – make it colourful. Who might be in your picture?</p> <p><b>Ensure to give it a caption.</b> Remember a caption is a title or a short explanation of the picture</p>	<p>During the war people wrote letters to each other – they often spoke about the fun they would have when the war was over. Write a letter to a friend or relative about what you are looking forward to doing when the current restrictions are lifted.</p>

**Challenge:**

In the news recently there has been a lot of stories about Captain Tom Moore, a Second World War veteran – can you find out what he did during the Second World War?