

Literacy

This week we're still looking at creating a non-fiction text about an animal that you create. We've already looked at one report on the fascinating Rhiswanozebtah, so now you're going to create your own animal and write a report about that. Keep checking the example for ideas about how you can present your information ([A message from Talk for Writing](#)).

Activity 1:	Activity 2:	Activity 3:
<p><u>Extra Information</u></p> <p><u>Brackets</u> We use brackets for extra information (as well as commas and dashes). The explorers (who have recently returned from Mongolia) are setting off on a new safari tomorrow. Your turn: The skin of a Rhiswanozebtah is covered in feathers (which are _____) and fur. Rhiswanozebtahs live in different places (like _____) and tend to live alone. Try and think of 2 more</p> <p><u>Connectives.</u> additionally, in addition to, also, furthermore and moreover Most Rhiswanozebtahs can run at a speed of 30 miles per hour. In addition to this,</p> <p><u>Adverb Starters</u> Try introducing an attention-grabbing fact by varying your sentence starter « Interestingly, « Surprisingly, « Weirdly, « Intriguingly, « Unusually, « Astoundingly Eg Weirdly, Rhiswanozebtahs will sleep with one eye open</p>	<p><u>Practice</u> Try using your new writing skills to present information about this blue-headed iguana. Use clues in the picture or try researching some extra facts.</p>  <p>Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four animals. They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. Furthermore, their wingspan reaches 2.8 metres and they can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs. <u>Additionally</u>, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin. Mature Rhiswanozebtahs are famous for their thick fur. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature. NS: Try adding brackets or an interesting fact starter</p>	<p>To create your own mixed-up animal, you can visit switch zoo (https://www.switchzoo.com/) or try cutting out pictures of animals from magazines and newspapers to put together.</p> <p>Draw and label your creation with key features about its appearance.</p> <ul style="list-style-type: none"> • What is it a mix of? • How big are they? How heavy? • Do they have fur/feathers/patterns? • What is their habitat? • What is their diet? • Do they have any special behaviours (dancing? singing?) • How many are there? <p>Now organise your ideas into paragraphs and begin writing! Remember:</p> <ul style="list-style-type: none"> • Brackets (or dashes!) • Additional information • Scientific language (including habitat, diet and juvenile) <p>NEXT STEP: Edit your work for spelling and punctuation. Ask someone to read your report and test them on what they've learnt.</p>

Spelling

Before half term we were looking at words ending in -able and -ible. Revise this ending with some new words here. [Words ending in -able and -ible](#) [Words ending in -ably and -ibly](#)

- | | | |
|-------------------------------|--------------------------------|--|
| 1. legible
leg-i-ble | 2. noticeable
no-tice-a-ble | 3. possible
pos-si-ble |
| 4. possibly
pos-si-bly | 5. reasonable
rea-son-a-ble | 6. reliable
re-li-a-ble |
| 7. sensible
sen-si-ble | 8. terrible
ter-ri-ble | 9. terribly
ter-ri-bly |
| 10. tolerable
tol-er-a-ble | 11. tolerably
tol-er-a-bly | 12. understandable
un-der-stand-a-ble |
| 13. visible
vis-i-ble | 14. visibly
vis-i-bly | |

This week we are also looking at a new Spelling Rule 43 - Adding suffixes beginning with vowel letters to words ending in -fer [Adding suffixes beginning with vowel letters to words ending in -fer](#)

- | | | |
|--------------------------------|------------------------------------|-----------------------------------|
| 1. referring
re-fer-ring | 2. referred
re-ferred | 3. referral
re-fer-ral |
| 4. preferring
pre-fer-ring | 5. preferred
pre-ferred | 6. transferring
trans-fer-ring |
| 7. transferred
trans-ferred | 8. reference
ref-er-ence | 9. referee
ref-er-ee |
| 10. preference
pref-er-ence | 11. transference
trans-fer-ence | |

Follow these steps to learn the spellings:

- 1) Find out their meaning, use a dictionary or search 'define____' on a search engine.
- 2) Illustrate (draw) the word.
- 3) Use your neatest handwriting to write them in sentences.
- 4) Give yourself a mini-spelling test. Re-learn the ones you got wrong!



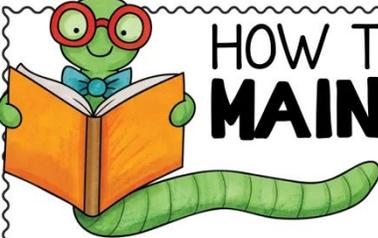
Reading - Well done everyone who is reading as much as possible on www.getepic.com and their own books!. Remember you can log on here if you need a book! You can use it as an app or a website. The code to get in is xrw7868

epic!

Your class has read 75 more books
and earned a new badge to hang on
your classroom, Readerpillar!



We are looking at knowing what the **main idea** of a text is. You might remember on your star tests to get a new AR level we often have to think about this question. But when you're **researching a topic** it also helps you to decide **which parts of a book to read** or not read. Look out for a topic sentence at the start of a paragraph. Just like we use **P.E.E.L** an author will often **start** with their **main point** - and so show us their main idea or topic.



HOW TO FIND MAIN IDEA

BEFORE YOU READ:

- Read the title.
- What is the text about?
- What is the topic?

DURING THE READING:

- Look for and carefully read text features.
- Is the text fiction, non-fiction...
- Look for information, words, and pictures that are repeated.

AFTER YOU READ:

- Think about the most important point about the topic.
- What details or examples back up and support the main idea?

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main idea

the most important
information about the topic

main idea →

Kangaroos are interesting animals. They have excellent hearing. Kangaroos cannot walk backwards, but they are good swimmers. Most kangaroos eat grass.

THE EIFFEL TOWER

Here is an information leaflet about the Eiffel Tower. What is it mainly about?

<p><u>The Eiffel Tower</u></p> <p>Erected in 1889 and named after its engineer, Alexandre Gustave Eiffel, the Eiffel Tower is the most visited monument in the world. The tower welcomed its 250 millionth visitor in 2010.</p>	
<p>The greatest number of visitors (taking on the 300 steps to the first level and another 300 to the second level, before taking a lift to the top of the tallest structure in Paris) are from France. This accounts for around 10% and is closely followed by holidaymakers from Spain, Italy, the USA and Britain.</p>	
<p>When it opened, famous visitors included the Prince of Wales, Thomas Edison – known for inventing the world's first practical electric lightbulb, and Buffalo Bill.</p>	

What is the leaflet mainly about? Tick the correct one.

It was named after its engineer

Visitors to the Eiffel Tower

The tallest structure in Paris

Write **two** sentences from the leaflet that helped you to make your choice:

The answers are at the very end of this booklet - don't cheat, you will only be cheating yourself of learning the skills!

THE STATUE OF LIBERTY

Here is an information leaflet about the Statue of Liberty. What is it mainly about?



The Statue of Liberty

Built on Liberty Island in New York Harbour by Gustave Eiffel in 1886, the Statue of Liberty was a gift from the people of France to the USA. Some of the money for it was raised in France.

The sculpture is of a female figure representing Libertas, the Roman goddess of freedom. She wears a long robe and holds a torch as if lighting the way and a tablet of stone symbolising the law. At her feet are broken chains, also suggesting freedom.

Often referred to as *Liberty Enlightening the World*, the statue must have been a welcoming sight to migrants fleeing to the safety of the USA from European tyrants.

What is the leaflet mainly about? Tick the correct one.

The statue is in New York harbour

It was constructed in France

It represents freedom

Write **two** sentences from the leaflet that helped you to make your choice:

IDEAS ABOUT MUSIC

Read this information about making music. Then, alongside each statement, write down whether it is the **main idea** or a **detail** that supports the main idea.

There are a few ways you can change the pitch of a guitar string. You can tighten it or make it shorter. You can also use a thinner string.

you can change the pitch of a guitar string _____

you can tighten it or make it shorter _____

you can use a thinner string _____

You pluck a guitar string to make it vibrate. When playing a xylophone, you strike the bars. To produce a sound, you have to create a vibration.

you pluck a guitar string to make it vibrate _____

when playing a xylophone, you strike the bars _____

to produce a sound, you have to create a vibration _____

Stringed instruments can be plucked harder. Percussion instruments can be struck harder. This is how we change the volume of a note.

stringed instruments can be plucked harder _____

percussion instruments can be struck harder _____

this is how we change the volume of a note _____

You can make your own instruments. It is important to gather together the right materials. Tins, rubber bands, balloons and seeds are useful.

you can make your own instruments _____

gather together the right materials _____

tins, rubber bands, balloons and seeds are useful _____

SCHOOL DAYS

Here, children from different countries are describing what school is like. Alongside what each one says, tick the **main idea**.



Food and eating together as a family is a big thing in Spain. My grandparents like to prepare food so we can eat lunch together. So our lunch break lasts from 12 noon till 3pm. Then school finishes at 5pm.

school day fits family life

grandparents prepare food

school finishes at 5pm



You're not forced to wear a school uniform, but most schools in Australia have them. Because it's hot, teacher says "No hat, no play!" So, if we don't bring a hat in the summer, we don't get out at breaktime.

uniform is not compulsory

it's hot in Australia

clothes to wear at school



In Brazil, in the schoolyard, I like to play Queimada. It means 'Burnt.' If you touch the ball when the other team throws it, we say you are burnt and die. When everybody is 'dead', the game is over. It's great!

schools have 'schoolyards'

a popular breaktime game

the game needs two teams



In India, if you have money, you can go to a good school. But some teachers in poor government schools don't always show up, or else they write a problem on the board and then leave. I want to learn.

schools for rich and poor

teachers don't show up

India has good schools

THE EVOLUTION OF FOOTBALL

For hundreds of years, games involving kicking or running with a ball have taken place in many parts of the world. Read the following paragraphs and tick the phrase that sums up each main idea.



Royal Engineers AFC won the FA Cup in 1875

There were many early versions of ball games, but, in England, something resembling football became so popular in the early 1300s that King Edward II tried to ban it. He was worried that people weren't practising archery enough, at a time when he was at war with Scotland.

early versions of football

football was very popular

war with Scotland

In spite of the attempts of other kings to ban the game, more and more people played. The trouble was, lacking in any rules, football could be very violent – some of it deliberate. Sometimes, as many as 1000 people played at a time. In the chaos, there were many injuries.

more people played

it lacked rules

sometimes, 1000 played

Football was very popular at public schools in the 18th century. As a result, in 1848, a meeting was held in Cambridge to agree on a set of rules. These included such things as throw-ins and goal kicks. These rules were added to in later years and set the scene for the creation of new football clubs and regional matches.

a set of rules

throw-ins and goal kicks

new football clubs

Find the answers to your reading activities at the end of this document!

Reading Challenge: Test out your skills, you will need at least an hour. You might want to split it up in to three slots, maybe of 30 minutes each.

Click on the link [CHANGES](#) for the reading booklet.

[Changes](#) for the questions booklet to go alongside. Open them on separate tabs if you're online so that you can move between the two of them!

[Year 5 Teachers Guide.qxp](#) - you can check your answers from page 19.

Maths

Set a new routine this week. What time is maths going to be everyday? Aim for 30 minutes a day.

We are using **White Rose Maths Home learning** resources. **You can find the worksheets and answers on the school website.** [Home Learning - Year 5.](#)

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

Daily practise:

First do these quick divisions, using your timestable knowledge to think of how many groups there are. **Then remind yourself how to do the bus stop method and solve questions 1-3!**

$16 \div 8 =$

$24 \div 3 =$

$36 \div 6 =$

$12 \div 2 =$

$18 \div 2 =$

$25 \div 5 =$

$15 \div 3 =$

$36 \div 4 =$

$20 \div 5 =$

$49 \div 7 =$

$35 \div 7 =$

$36 \div 6 =$

$30 \div 6 =$

$63 \div 9 =$

1. 468 divided by 6
2. 315 divided by 7
3. 5264 divided by 8

$$186 \div 6 =$$

	0	3	1	
6		1	8	6
		no groups of 6 can be made		
		3 x 6 = 18		
			1 x 6 = 6	

Timestable focus: 8 times table

All these questions involve using the 8 times tables to work out these missing multiplication facts.

- | | |
|------------------|------------------|
| 1) ___ x 8 = 32 | 16) 8 x ___ = 64 |
| 2) 8 x 5 = ___ | 17) ___ x 8 = 80 |
| 3) 8 x ___ = 8 | 18) ___ x 8 = 48 |
| 4) ___ x 8 = 24 | 19) 4 x 8 = ___ |
| 5) 8 x 10 = ___ | 20) 7 x 8 = ___ |
| 6) ___ x 8 = 0 | 21) 8 x ___ = 72 |
| 7) 8 x ___ = 48 | 22) ___ x 8 = 0 |
| 8) ___ x 8 = 72 | 23) ___ x 8 = 64 |
| 9) 8 x 8 = ___ | 24) 8 x ___ = 24 |
| 10) 8 x 4 = ___ | 25) 8 x ___ = 56 |
| 11) 2 x 8 = ___ | 26) 8 x 4 = ___ |
| 12) 8 x ___ = 56 | 27) 9 x 8 = ___ |
| 13) ___ x 8 = 16 | 28) 6 x 8 = ___ |
| 14) 8 x 9 = ___ | 29) 8 x ___ = 40 |
| 15) ___ x 8 = 40 | 30) 8 x ___ = 64 |

Can you rewrite these facts as division facts?

Spanish

Remind yourself how to talk about the weather in spanish. [La Canción del Tiempo y el Clima.](#)

¿ Qué tiempo hace? *What is the weather like?*

Hace sol: it is sunny
Hace viento: It is windy

Hace buen tiempo: it is a nice weather
Hace mal tiempo: it is a bad weather

Hace calor: it is hot
Hace frío: it is cold

Está lloviendo : it is raining
Está nevando : it is snowing



With "hace..." you can add "mucho" for "very":
Example: "Hace **mucho** sol": "It is **very** sunny"

Try to use it!

I Ejercicio I

Haced corresponder la ciudad y el tiempo *(match up the city and the weather)*

- | | |
|---------------------|-------------------------|
| 1. En Cadiz ... | A. ... hace calor |
| 2. En Barcelona ... | B ... está lloviendo |
| 3. En Palma ... | C. ... hace sol |
| 4. En Madrid ... | D. ... hace mal tiempo |
| 5. En Sevilla ... | E. ... hace viento |
| 6. En Salamanca ... | F. ... hace buen tiempo |

I Te toca a ti I *Write some sentences for the other cities*

1. Valencia  : _____

2. Cordoba  : _____

3. Malaga:  : _____

4. Granada:  : _____

Now let's practise having a conversation in Spanish. Can you write a script or a comic strip, using as many of these phrases as possible?

English	Spanish	Notes
Hello!	¡Hola!	Used as a general greeting. 'H' is always silent in Spanish, when it stands alone, (except when it's next to ch), so the word is pronounced Ola. Exclamations in Spanish begin with an inverted exclamation mark and end with a standard English exclamation mark.
Welcome	Bienvenido	This changes to Bienvenidos if more than one person is being welcomed.
How are you?	¿Cómo estás?	Questions in Spanish begin with an inverted question mark and end with a standard English question mark so that questions can be identified in long sentences.
Fine thank you, and you?	Bien gracias, ¿y tú?	The inverted question mark shows where the actual question begins.
What is your name?	¿Cómo te llamas?	Read 'll' as a 'y' sound.
My name is...	Mi nombre es...	Insert a name!
Where are you from?	¿De dónde eres?	
I'm from....	Soy de...	Insert a place or country name.
Good morning	Buenos días	
Good night	Buenas noches	
Goodbye	Adios	
See you later	Hasta la vista	Again 'H' is silent so this is pronounced Asta la vista.
See you tomorrow	Hasta mañana	'ñ' is pronounced 'ny' so this is read as Asta man-yana.
Have a nice day!	¡Que pase un buen día!	
Do you speak Spanish?	¿Hablas español?	Ablas espan-yol?
Yes, a little	Sí, un poco	
Excuse me!	¡Perdón!	

How would you ask a question about the weather? And answer it?

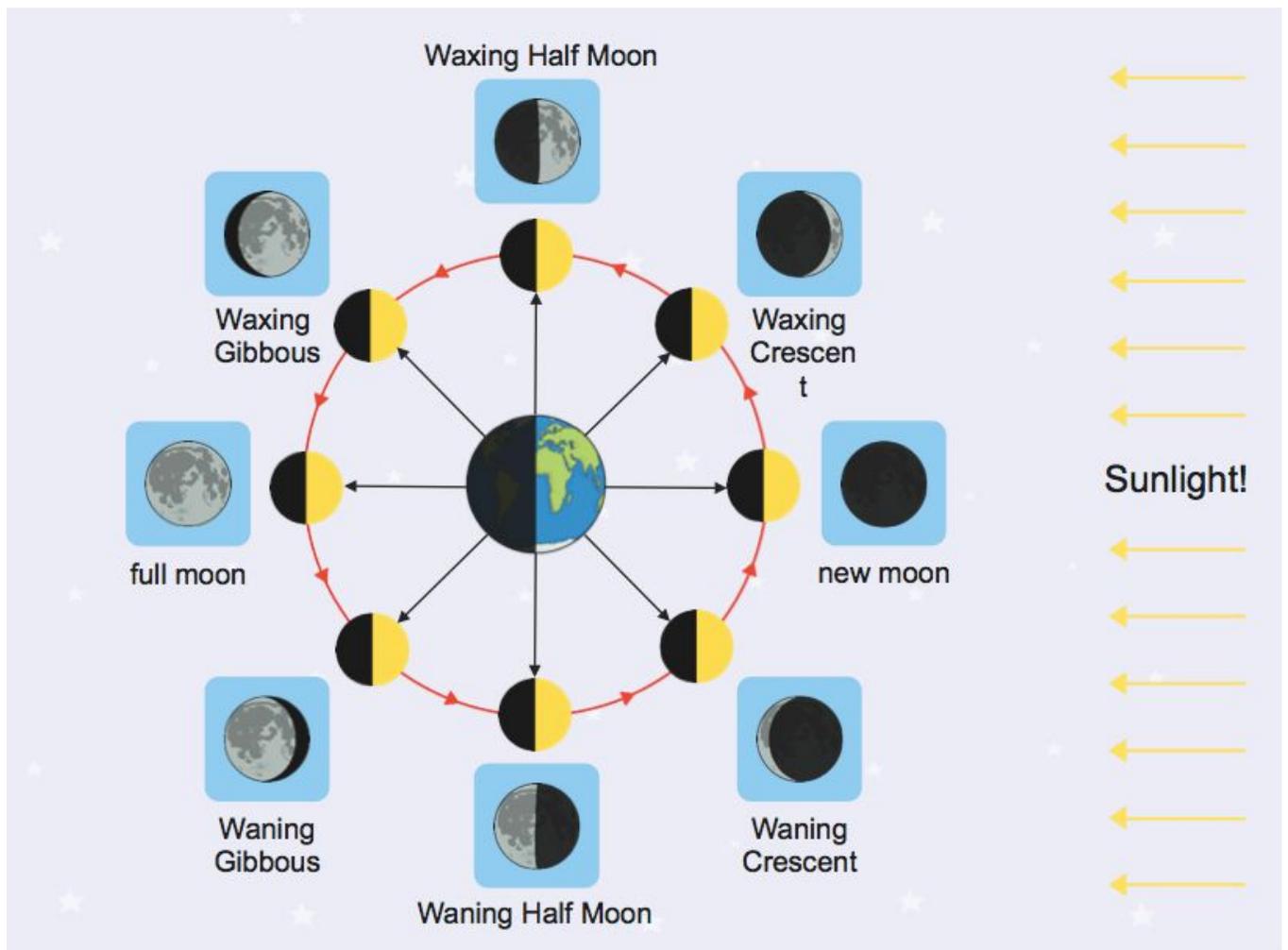
Science - Earth and Space .

Why Does the Moon Appear to Change Shape?

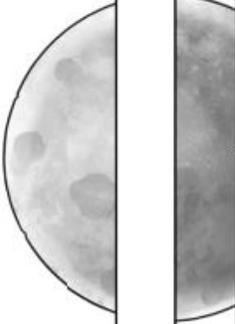
The Earth travels around the sun while slowly turning on its axis, held in place by the sun's gravity. The moon travels around the earth. Earth's gravity stops it flying off into space.. The Moon reflects the Sun's light. What part we see of the Moon depends on where the Moon is when orbiting the Earth.

Watch this video [Mr. Lee - Phases of the Moon rap](#).

On the next page is a template for you to complete over the next month. Every day take the time to spot the moon in the sky and draw its shape.



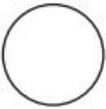
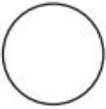
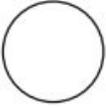
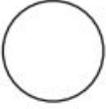
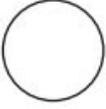
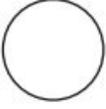
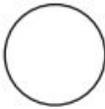
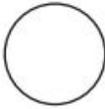
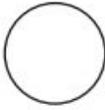
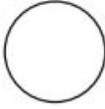
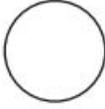
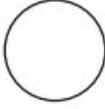
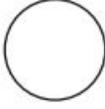
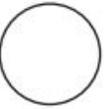
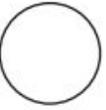
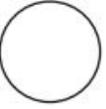
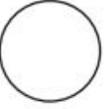
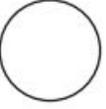
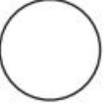
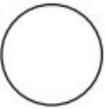
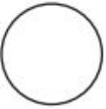
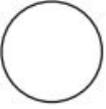
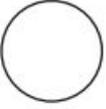
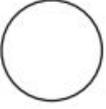
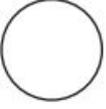
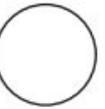
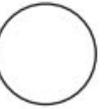
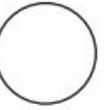
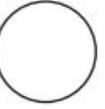
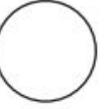
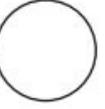
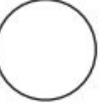
My Moon Diary



Time at which Moon is checked each night:

Month of diary commencement:

Shade the circle so that the section of the Moon that is illuminated remains. Draw clouds over it if you can't see it!

 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____
 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____
 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____
 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____	 Date: _____
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Bonus Mini-experiment:

Last half term we looked at materials and their properties. Sometimes chemical changes can change the properties of a material like metal. Can you restore the properties of metal so that it is no longer tarnished? Have a go!

If you have any old pennies or two pence coins, they are probably dirty. They start life a shiny pale red-orange colour but become dark and dirty when they have been used for years.

1. Mix together a quarter of a teaspoonful of salt and a teaspoonful of vinegar in an egg-cup. You can use an ordinary spoon when you do this and it will come to no harm. Then put some of the liquid on top of the coin you want to clean.
2. Leave it there for about a minute.
3. Wash the liquid off with clean water and you will see that the coin is a lot shinier. Repeat this on the other side. This is because oxygen causes the penny to tarnish, this is called 'oxidation' and it's a bit like rust on iron. The vinegar cleans it by causing another chemical reaction.

News!

You can now keep in touch with your class on our new blog!

<https://pooles-park-primary-school.j2bloggy.com/>

- 1: Log into LGFL using your long LGFL username and your password
- 2: Click 'view'
- 3: Find your year group
- 4: Write a comment to let your friends and the adults in school know how you've been doing and what you've been up to

All comments will be checked by Miss John and then approved for everyone to see and reply to.

You might not see the comments straight away because they need to be checked first! We'd love to know how the children are so please give it a try!

If you don't have your LGFL password email admin@poolespark.islington.sch.uk

<https://pooles-park-primary-school.j2bloggy.com/>

Cooking Fruity Pancakes

Ingredients

200g can pears in fruit juice

1 tbsp of sultanas or raisins

½ tsp mixed spice

Pancake batter:

100g plain flour

Pinch of salt

2 eggs

150ml water

150ml skimmed milk

Spray oil or low fat margarine
for frying

Equipment

Small saucepan with lid

Measuring spoons

Mixing spoon

Weighing scales

Mixing bowl

Fork or whisk

Measuring jug

Non-stick frying pan

Ladle

Pastry brush



A very easy and fun way to make your own pancakes from scratch - particularly on Shrove Tuesday.

Method / What to do

1. Gently heat the canned fruit and sultanas or raisins in a saucepan with enough juice to cover the base of the pan. Add the mixed spice and cook, with the lid on, gently for 10 minutes.
2. To make the pancake batter mix the flour and salt together in a large mixing bowl.
3. Make a well in the flour and add the eggs.
4. Whisk the mixture making sure all the flour is removed from the edge of the bowl.
5. Mix the water and milk together and gradually add to the flour mixture. Stir all the time. Ensure that there are no lumps or bits left on the edge of the bowl. Your mixture should be lump-free and be the same consistency as thin cream.
6. Add a few sprays/drops of oil to the frying pan and put on a high heat until really hot then turn down the heat to medium.
7. Ladle or spoon (about half a ladle or 3 tbsp for an 18cm pan) the mixture into the pan. As soon as the batter hits the pan, tip it from side to side to make an even and fairly thin covering on the base.
8. After about 60 seconds lift one edge to check it is cooked. Once cooked flip over and cook the other side.
9. Repeat the process using a few sprays / few drops of oil on a pastry brush in-between each pancake. This will make about 6 pancakes.
10. Serve the pancakes with the fruit.

Teaching points

- Vary the fruit used for filling, for example canned apricots in juice with a few drops of vanilla essence.
- Serve with any fruit, low fat yoghurt or a thin spreading of low fat margarine.
- Stack the pancakes alternating with grease-proofed paper layers, on a plate over a saucepan of simmering water. This will keep the pancakes warm as you make up the whole batch.

Topic - History: Ancient Greece

Read the information below then answer the questions at the end.

Temples were places of worship for the Greeks - just like we have mosques or churches today.

If you go to visit the country Greece, you'll notice some of the ruins of the temples still exist! The most recognizable feature of the Greek temples are the massive columns.

<https://www.touropia.com/famous-greek-temples/> Modern architects copy the Greek style to show they are powerful, well educated, just like they believed the Greeks were. For example, the British Museum in London is built in a Greek style!

The Greeks built temples to their gods and goddesses. Some temples were small, while others were very grand and beautiful with amazing decorations.

Every city in Greece had a 'patron' god or goddess. People believed patron gods protected them from harm.

When people needed help from the gods, they went to the temple to pray. They might go if they were feeling sick, going on a journey or worried about the harvest on the farm.

To please the gods, people brought gifts of money, flowers, food and drink. They offered these gifts as sacrifices. Animals, like cattle, were sometimes killed as sacrifices. Then people feasted on the roasted meat.



A famous temple called the Parthenon still exists today. It was built 2452 years ago, in 432 B.C. The Ancient Greeks built it in honour of Athena, the goddess of reason, intelligent thinking and arts. They believed she lived in the Parthenon and watched over the city of Athens, which was probably named after her. Athena was the favourite daughter of Zeus. She didn't have a mother. Instead, she sprang full grown and clad in armour from Zeus' forehead. She was fierce and brave in battle and was allowed to use Zeus' weapons including his thunderbolt. Her holy tree was the olive tree and she was often symbolised as an owl.



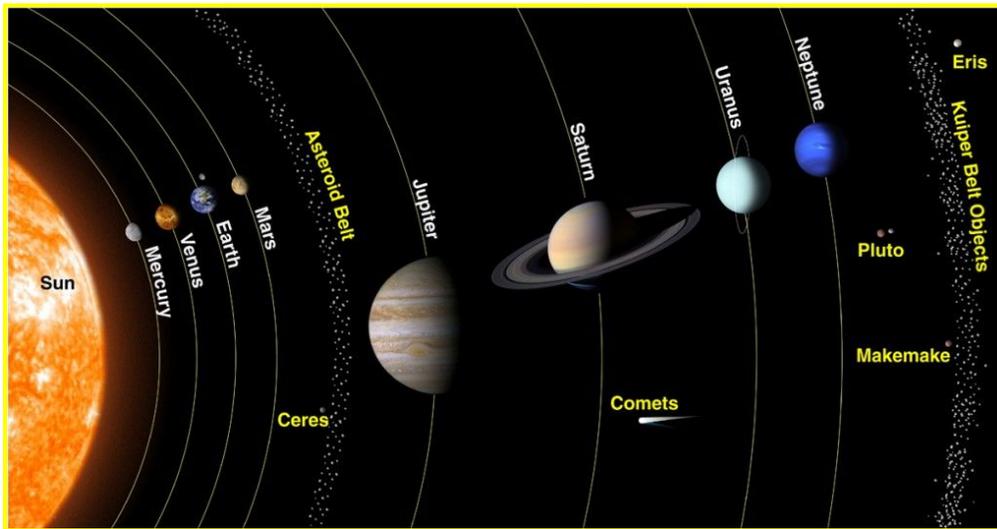
[Who were the ancient Greek gods and heroes?](#) You can find out more here.

1. How long ago was the Parthenon built?
2. Where is the Parthenon?

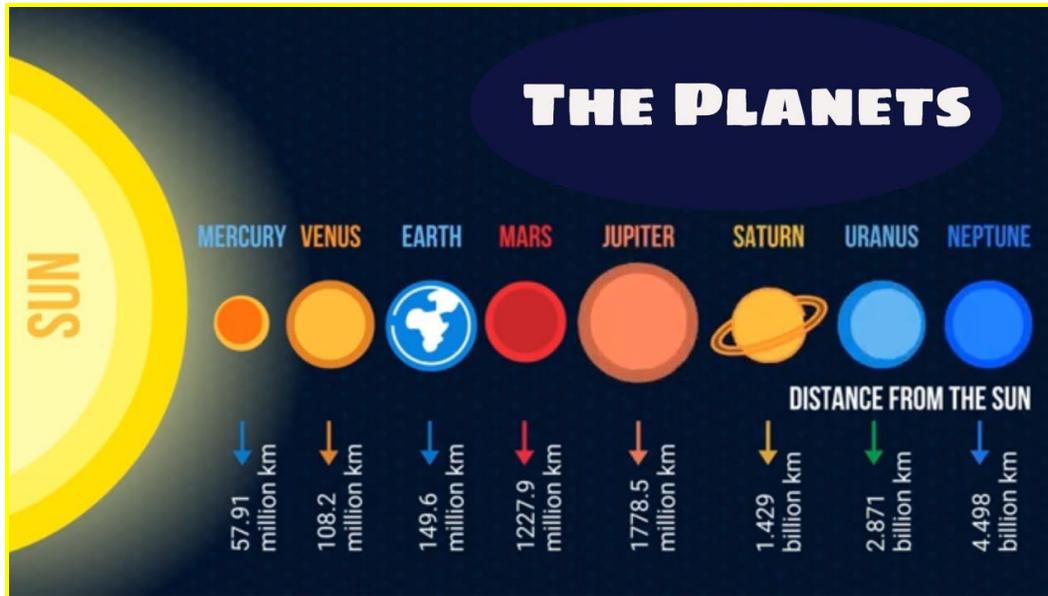
3. Name three things that people would leave in a temple to please the gods.
4. What feature do lots of Greek temples have?
5. Which famous building is built in a Greek style? Have you noticed other buildings with columns in London?
6. How do we still know what Greek Temples look like? Use the text and your knowledge of materials to support your answer.
7. Draw the Parthenon temple including a statue of Athena. Draw an interior (inside) view and an exterior (outside) view. Label the features.

Art

Create a poster or make a model of the planets that orbit (circle) around the sun. Because some of the planets are so huge, and the distances between the planets are so long, you don't need to worry about scale. But try to communicate which planets are bigger and smaller. The sun in the poster below does not show how enormous it is. 50 million earths could fit inside the sun! This video gives you an idea of just how big planets and stars in space can get! [Planet and star size comparisons from smaller to larger](#)



If you want to do some extra research about how the solar system formed take a look at this! [How our Earth and solar system were formed](#)



RE

What is the Jewish holy book?

The Jewish holy book is known as the Tanakh or Hebrew Bible. The word Tanakh comes from the first letters of the three different parts of the book:

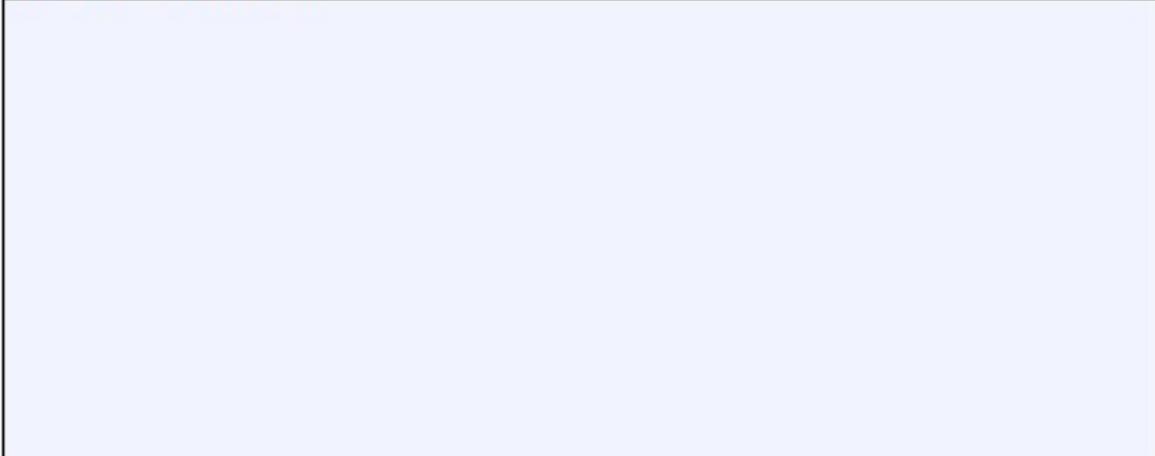
- The Torah (T) which is the first five books of the Hebrew Bible. The Christian Bible also begins with these books, in the part which Christians call the Old Testament.
- The Nevi'im (N) which are the books of the Jewish prophets such as Joshua and Isaiah.
- Ketuvim (K) which is a collection of other important writings.

The Torah has 613 commandments which are called mitzvah. They are the rules that Jews try to follow. The most important ones are the Ten Commandments given to Moses.

The Torah is so special that people are not allowed to touch it. It is kept in a safe place called an ark in the Jewish temple and when people read from the Torah, they use a special pointer stick called a yad to follow the words.

More information can be found on the BBC Bitesize webpage [What Is Judaism?](#)

Now draw a picture of the Torah scrolls in the box below. Underneath, write a paragraph with 5 fascinating facts about the Torah. There are 5 sentence starters to help you.

The Torah Scrolls

The Torah scrolls are kept in the...
The Torah Scrolls contain...
When Jewish people read the Torah they...
I was surprised to learn...
The Torah is important for Jewish people because...

The Torah inspires people to pray and look to it for guidance. This is similar to other religions too. It helps people when life gets tough. Do you ever say a prayer? Take a look at the prayer below. Notice that some of the words are hebrew. Does it remind you of a prayer you know? Think about what is tough right now and **create a short prayer (it can be for whatever your faith or religion is).**

A JEWISH PRAYER FOR HEALING

Merciful God, we pray to you for the recovery of all who are facing illness or pain. We join our prayers with all who love them. Grant them renewed strength and courage. Strengthen in them the healing powers You have placed within us all. Guide the hearts and hands of those who are entrusted with their care. Help all of us who share the anxiety of this illness to be brave and hopeful. Inspire us with courage and faith. Grant your blessings to all who call upon you.

Oh God, who blessed our ancestors, Abraham, Isaac, and Jacob; Sarah, Rebekkah, Leah, and Rachel, send your blessings to all who are ill. Have mercy on them, and graciously restore their health and strength. Grant them a *r'fu-ah sh'lei-mah*, a complete recovery. May healing come speedily.

May the knowledge of Your love and ours give added hope to them and to their dear ones. May they find even greater strength because our prayers are linked to theirs.

When pain and fatigue are my companions, let there be room in my heart for strength.

When days and nights are filled with darkness, let the light of courage find its place.

Help me to endure the suffering and dissolve the fear, renew within me the calm spirit of trust and peace.

Ba-ruch a-tah A-do-nai, ro-feh ha-cho-lim. We praise You, Eternal God, the Source of healing and health.

Philosophy for Children

What's your opinion? Share it with someone at home. Do they agree or disagree? Why? Can you think of another point of view? Finland tries out Robot teachers:

Talking Points

- Would you like to have a robot teacher at home during lockdown?
- What might robots teachers be best at?
- Why might it be good still to have human teachers?

Fun Activity

- Take turns in pretending to be a robot teacher.
- Make up a story about a future world in which robots help humans in lots of ways.



<https://youtu.be/iTo70tpsAb4?list=RDCMUCl8zB2LZOiLLV0jYUMpTEgA>

Finland School Tries Out Robots as Teachers: from Scroll-In: a pilot program at primary schools in the southern Finnish city of Tampere.

<https://www.youtube.com/watch?v=iTo70tpsAb4&feature=youtu.be&list=RDCMUCl8zB2LZOiLLV0jYUMpTEgA>

The piano short film: <https://www.youtube.com/watch?v=0uHCMt3wm04&feature=youtu.be>

Talking Points

- Share some memories, especially of growing up, maybe even on the phone with grandparents.
- Would we be happier if we forgot the sad times in our lives?
- Would life be much poorer without music and art?

Linked Activity

- Ask an older person in your family to tell you about a difficult time from their earlier life.
- Discuss what memories you might want to share about the current lockdown in years to come.



<https://youtu.be/0uHCMt3wm04>

The Piano - Amazing Short from Vietnam is the reminiscence of a man who has touched the story of his life.

Music

Miss Haydon has made us all a singing assembly which you can find on Pooles Park Primary School's new youtube channel!

- Warm up: [Voice warm-up](#)
- Learning on my way: [On My Way](#)
- Familiar favourites: [Key Stage Two singing assembly 11 05](#)

And if you're feeling creative, how about writing your own song? [English KS2: Write song lyrics](#)

Some people had trouble getting into the music activities - here are the log-ins. Have an explore! ;

Caledonian Road

- 1** | Go to **<https://islington.charanga.com/yumu>**
- 2** | Enter your username and password in the boxes on the screen.
Your username is: p1221985
Your password is: violet
- 3** | Click on the Log In button.
- 4** | All done! Click on the world to get started.

Holloway Road

- 1** | Go to **<https://islington.charanga.com/yumu>**
- 2** | Enter your username and password in the boxes on the screen.
Your username is: p1221993
Your password is: prelude
- 3** | Click on the Log In button.
- 4** | All done! Click on the world to get started.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Daily Mile! 15 minutes.	10 x 100 step sprints. Take a break in between! 	Can you think of ten ways to move? Time a minute of each. 	Run 3 x 5 minutes. Take a break in between. 	Jog or walk slowly for 7 minutes. Then run fast for 3 minutes. Then jog slowly for 5 minutes. 	Rest your legs today. Play catch with a ball or roll up some socks or a hat to use! 	Stamina day: can you keep running for 15 minutes without stopping, go slowly, pace yourself! 	Time yourself! How long does it take to do a thousand steps? Count 10 groups of 100! 
PE challenge	Just for Fun Be a supermover!	Catch - object control 	Cosmic Yoga (youtube) https://www.youtube.com/watch?v=u8sEfrXRuAw&list=PL8snGkhBF7nhEc52v4C1S9yqjBQSLCmT4&index=8&t=0s 	Catch - object control 	Start the 60 Second Challenge https://www.islingtoncs.org/sites/default/files/default/files/YST%20Personal%20Challenges.pdf Keep track on the sheet on the next page! 	Make your own yoga: create a series of 10 balances. Can you do them without wobbling?	Dance! Make a playlist with a song for everyone at home. Dance for the whole of the song!

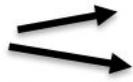


Can you learn how **SIDE STRADDLE AND FORWARD STRADDLE** **SPEED STEP** **SIDE SWINGS**

<https://www.jumpruk.com/the-lock-down-jump-rope-challenge/>

Physical Education Activities: Skill Focus: Object Control

Try these two activities to improve your object control skills!



Task one: Throw and catch (open skill)

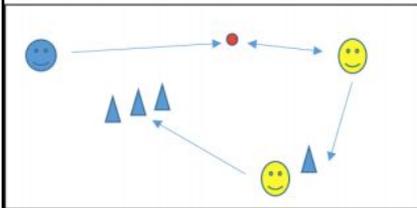


Get a partner to send you a ball (or a pair of socks) at different heights and angles

Technique: Keep looking at the object as it comes towards you. Hands together and fingers spread. Move your feet to get in position.

Game: Start with 2 handed catches and then try to catch with one hand and then your "wrong" hand! Start from about 2 meters away and then increase the distance if you do 5 catches in a row. Try turning around to face the wrong way and get your partner to say "Now" when they throw the object to make it harder!

Task two: Field and target



With a partner, get them to roll or throw a ball towards you from distance. Try to move towards the ball as it is thrown then run towards



another

target.

Technique: Overarm or underarm throw, point to target with free hand as you throw the ball

Game: Field the ball as quickly as possible, travel around the marker and then throw towards the target. Set up 3 different targets...How many goes does it take you to hit all 3 targets?

Health and Safety:

All activities should be performed with an adult or responsible person present. The environment (indoors or outdoors) should be checked for hazards and people taking part should be dressed appropriately including tying long hair back, wearing appropriate clothing and foot ware and not wearing jewellery or watches. All of the activities are intended for pupils to take part on their own physiological terms. Pupils are expected to have fun trying the different games by using the correct techniques. As they get better at performing they may wish to start recording their attempts and setting their own targets to see if they can "improve"

60 Second Challenge

Activity Tracking Sheet

Tick the boxes when you achieve Gold, Silver and Bronze?

Can you keep working hard to achieve Gold, Silver and Bronze?

Name: _____

<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

Reading answers

What is the leaflet mainly about? Tick the correct one.

It was named after its engineer

Visitors to the Eiffel Tower

The tallest structure in Paris

Write **two** sentences from the leaflet that helped you to make your choice:

The Eiffel Tower is the most visited monument in the world.

The tower welcomed its 250 millionth visitor in 2010.

What is the leaflet mainly about? Tick the correct one.

The statue is in New York harbour

It was constructed in France

It represents freedom

Write **two** sentences from the leaflet that helped you to make your choice:

The sculpture is of a female figure representing Libertas, the Roman goddess of freedom.

At her feet are broken chains, also suggesting freedom.



Food and eating together as a family is a big thing in Spain. My grandparents like to prepare food so we can eat lunch together. So our lunch break lasts from 12 noon till 3pm. Then school finishes at 5pm.

school day fits family life

grandparents prepare food

school finishes at 5pm



You're not forced to wear a school uniform, but most schools in Australia have them. Because it's hot, teacher says "No hat, no play!" So, if we don't bring a hat in the summer, we don't get out at breaktime.

uniform is not compulsory

it's hot in Australia

clothes to wear at school



In Brazil, in the schoolyard, I like to play Queimada. It means 'Burnt.' If you touch the ball when the other team throws it, we say you are burnt and die. When everybody is 'dead', the game is over. It's great!

schools have 'schoolyards'

a popular breaktime game

the game needs two teams



In India, if you have money, you can go to a good school. But some teachers in poor government schools don't always show up, or else they write a problem on the board and then leave. I want to learn.

schools for rich and poor

teachers don't show up

India has good schools

women played as well

women in industrial jobs

Preston beat Paris

a legendary match

Germans sang carols

meeting in No Man's Land

some played football

Olympic champions

the first World Cup

Uruguay won

no British team played

early versions of football

football was very popular

war with Scotland

more people played

it lacked rules

sometimes, 1000 played

a set of rules

throw-ins and goal kicks

new football clubs

There are a few ways you can change the pitch of a guitar string. You can tighten it or make it shorter. You can also use a thinner string.

- you can change the pitch of a guitar string** **main idea**
- you can tighten it or make it shorter** **detail**
- you can use a thinner string** **detail**

You pluck a guitar string to make it vibrate. When playing a xylophone, you strike the bars. To produce a sound, you have to create a vibration.

- you pluck a guitar string to make it vibrate** **detail**
- when playing a xylophone, you strike the bars** **detail**
- to produce a sound, you have to create a vibration** **main idea**

Stringed instruments can be plucked harder. Percussion instruments can be struck harder. This is how we change the volume of a note.

- stringed instruments can be plucked harder** **detail**
- percussion instruments can be struck harder** **detail**
- this is how we change the volume of a note** **main idea**

You can make your own instruments. It is important to gather together the right materials. Tins, rubber bands, balloons and seeds are useful.

- you can make your own instruments** **detail**
- gather together the right materials** **main idea**
- tins, rubber bands, balloons and seeds are useful** **detail**