

Literacy: This week we're going to be sports journalists!

Activity 1:	Activity 2:	Activity 3:
<p>Commentator challenge:</p>  <p>Watch the video of the top 5 Arsenal goals of 2019 https://player.arsenal.com/video/best-2019-top-five-goals-year.</p> <p>Your job is to create your best commentary to describe the goals.</p>  <p>Write down your commentary and perform your goal commentary for the people at home</p> <p>Pro tips: DESCRIBE THE ACTION—What happened? Who did it? USE ADJECTIVES— Graceful, strong, impressive, energetic USE ADVERBS— Calmly, perfectly, powerfully, instinctively DESCRIBE THE EMOTION—How do the players and fans feel? Delighted, ecstatic, adoring, bewitched, full of admiration, shocked, overjoyed, relieved.</p>	<p>Now read the article on the next page about Pierre-Emerick Aubameyang and answer the comprehension questions.</p> <p>For your next challenge you are a Sports Journalist.</p>  <p>Imagine you will have a few minutes with Auba to ask some questions. What do you want to know about Auba?</p> <p>OUR CAPTAIN</p> <p>How...? Why...? When...?</p> <p>Make your questions informed, fun and original!</p> <p>INFORMED— You could ask Auba something about the facts you have learnt in this Home Learning Pack. FUN— You could ask him about his favourite things or to choose between 2 options and explain his answer. ORIGINAL – Try to ask questions which you don't think Auba will have been asked before.</p> <p>Choose your top 3 questions to write down. Answer them as if you are Auba. To get in a creative mindset, why not do some drama hot-seating with a family member!</p> <p>Bonus: Ask an adult to tweet your questions and posters to @AFCCCommunity, they will retweet their favourites!</p>	<p>Arsenal have had some brilliant strikers in their history, but can you build the perfect striker?</p> <p>Create a poster to show what would make the best possible striker.</p> <p>Think about your favourite strikers and their best attributes. Attributes are the skills or characteristics they have. Finishing? Heading? Passion? Movement? Touch? Power? Speed?</p> <p>Explain your point - Why does a top striker need this attribute?</p>  <div data-bbox="1058 1234 1505 1435" style="border: 1px solid red; padding: 5px;"> <p>ATTRIBUTE: Touch PLAYER: Vivianne Miedema WHY IS THAT IMPORTANT? To control the ball in all situations.</p> </div> <div data-bbox="1058 1458 1505 1671" style="border: 1px solid red; padding: 5px;"> <p>ATTRIBUTE: Finishing PLAYER: Ian Wright WHY IS THAT IMPORTANT? Top strikers take their chances.</p> </div> <div data-bbox="1058 1693 1505 1899" style="border: 1px solid red; padding: 5px;"> <p>ATTRIBUTE: Speed PLAYER: Thierry Henry WHY IS THAT IMPORTANT? To get away from defenders.</p> </div>

PIERRE-EMERICK AUBAMEYANG OUR CAPTAIN

Pierre-Emerick Aubameyang, often known by the nickname Auba, is the most dynamic striker in the Arsenal squad at the moment. He joined the club midway through the 2017/18 season and became an instant hit with the fans. He even scored on his debut against Everton in a 5-1 victory.

Auba had a fantastic season last year becoming the eighth different player in the history of Arsenal to win the Golden Boot for scoring the most goals in a season. He is an explosive striker; 27 of his goals last season were scored with his right foot and 4 with his left. Auba has always been known for his speed and he proved this last year when he clocked 34.75km/h during one match!

Before he joined Arsenal he played for Borussia Dortmund in Germany.

There he won the German Cup in 2017 and was also the top goalscorer in the league. When he left Germany he had scored 141 times in 213 games. Auba plays for the Gabon national team and is the top scorer in the country's history. He won the African Player of the Year award in 2015.



Auba was always destined to be a footballer. His father, Pierre-Francois, was a footballer who won 80 caps for Gabon. Pierre-Francois later looked for talented young players as a scout for AC Milan. Fans and players love Auba as he always plays with a smile on his face. He is full of personality and sometimes celebrates goals by wearing superhero masks!



PIERRE-EMERICK AUBAMEYANG OUR CAPTAIN

1. How many Arsenal players have won the Golden Boot, including Auba?

2. How many goals did Auba score with his left foot last season?

3. Which club did Auba play for before joining Arsenal?

4. What country does Auba play for?

5. Where did Auba's father work as a scout?



ANSWERS: 1) 8 2) 4 3) Borussia Dortmund 4) Gabon 5) AC Milan

Spelling

Words with a long 'ee' sound, spelt ei after c

1. deceive

de-**ceive**

2. conceive

con-**ceive**

3. receive

re-**ceive**

4. perceive

per-**ceive**

5. ceiling

ceil-**ing**

6. conceit

con-**ceit**

7. receipt

re-**ceipt**

8. deceit

de-**ceit**

[Spelling Rule 45 - Words with the /i:/ sound spelt ei after c](#) you can learn the spellings here or follow these steps:

- 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 -

This week we are going to practice our **inference** and **prediction** skills. We will look at one non-fiction text before we explore another text in more detail.

(Answers are at the end of the pack)

The Moon

Do you ever look at the Moon at night and see the Moon shining down and lighting up the night-time town? Do you wonder what it would be like to visit the Moon or wonder why it shines so bright? Read on to find out all about our planet's moon.

Moon and Sun

The Moon shines very brightly, but it is only reflecting the light of the Sun because it cannot make its own light. When the Sun comes back up for our daytime, it appears as if the Moon has disappeared, but it doesn't, it's just harder to see because the sky is so bright. Sometimes, if you look carefully, you can see the Moon in the sky during the daytime.

Orbit

The Moon is the Earth's only natural satellite (that means something that orbits a larger object). It takes the Moon about 28 days to go around the Earth once; we call this a lunar month. During this time, we only ever see the same side of the Moon as it rotates slowly whilst it moves around us. The side we see is called the 'near side'.

During its orbit, the angle between the Earth, Moon and Sun changes so the part of the Moon that is lit up cannot always be seen from Earth. This is what gives us the phases of the moon, when it is waxing (growing bigger) and waning (getting smaller) with shapes including crescent and gibbous.

The eight phases of the Moon are:

			
First Quarter	Waxing Crescent	New Moon	Waning Crescent
			
Third Quarter	Waning Gibbous	Full Moon	Waxing Gibbous

The Moon



Moon Facts

- Average temperature in the day: 107°C
- Average temperature at night: -153°C
- Distance from Earth: 238 857 miles (384 403km)
- Diameter (distance from one side to the other): 2160 miles (3476km)
- Length of Day: 708 hours

What Is It Like on The Moon?

The Moon is extremely hot during the day but very cold at night. The surface of the Moon features a vast number of craters that have occurred after collisions with comets and asteroids. The Moon has many mountains, the tallest of which is Mons Huygens. It is 4700 metres tall; half the height of Mount Everest.

The Moon does not have an atmosphere like Earth does and therefore it is not possible to breathe on the moon without a special suit and tanks containing oxygen. The moon is also a very dry place and was thought to be completely without water. However, about a decade ago, traces of water were discovered. Some people now believe that humans may one day be able to live on the Moon.

Only 12 people have ever walked on the Moon. The first person to do this was Neil Armstrong on 20th July 1969. When he first walked on the Moon, he famously said, 'That's one small step for man, one giant leap for mankind'. There were two other men on the mission: Edwin 'Buzz' Aldrin and Michael Collins. Together, they formed the crew of the Apollo 11 mission. It took them just over three days to get there from Earth, blasting off in a Saturn V rocket from the Kennedy Space Centre, USA on July 16th 1969.

Did You Know...?
'Selenophobia' is the fear of the Moon.

You may have seen a film of people bouncing, rather than walking on the Moon. It isn't quite the same as walking on the Earth because the Moon's gravity is weaker than the Earth's gravitational force so people take longer to return to the surface when they go up in the air.

1. The Moon cannot make its own _____
 - a) Gravity
 - b) Water
 - c) Light
 - d) Heat
2. How far away is the Moon from the Earth in km?
 - a) 3476km
 - b) 384, 403km
 - c) 2160km
 - d) 238 857km
3. Explain what a Lunar Month is.
4. What does 'waning' mean? Use 'waning' in a sentence about a new subject
5. Why can humans not live on the Moon (at the moment)? Use evidence from the text to support your answer
6. Explain in your own words what you think Neil Armstrong meant when he said 'That's one small step for man, one giant leap for mankind.'
7. Would you like to visit the Moon? Explain your answer fully using evidence from the text to support your answer.

Prediction and Inference

We're going to read Dick Whittington on the Oxford Owl website

<https://www.oxfordowl.co.uk/api/interactives/27299.html>

Remember your login for oxford owl is : Class: CaledonianRd **or** HollowayRd Password: PoolesPark123

Chapter 1

- What is Dick Whittington's job before he leaves for London?
- How does Dick feel when he sees the Squires son?
- What kind of person is Dick's master? Use evidence from the text to support your answer
- Find three words or phrases that tell you that London town is a busy place. Does Dick find this exciting or scary?
- When do you think this story is set? Give a reason using evidence from the text.

Chapter 2

- This chapter starts with a 'grand and noisy procession'. Suggest a synonym for 'procession' using clues in the story.
- Find the word for someone learning a trade
- Why does Dick want to become a merchant?
- What do we know about Dick's character so far? Use evidence from this chapter and chapter 1 to develop your ideas.
- Dick went to London to search for his fortune and a better life. What do you think he will do to achieve this? Do you think he will succeed?

Chapter 3

- How does Dick get a job working for the merchant?
- What chores does Dick have to do in the kitchen?
- 'The Merchant is not kind, he only gives Dick a job because he wants all the rats caught.' Do you agree or disagree with this statement? Why?
- This chapter is called 'Nobody can stop you dreaming' and this is also the last line of the chapter. Why do you think the author has repeated this phrase? What do you think it means? How might it link to the story?

Related tasks:

- Draw a picture of Dick Whittington in London Town to help you imagine the story (should it have bright colours or dull colours?)
- Sketch a story map of what's happened so far
- Research London in the 1400s to imagine what life was like then

Reading for Pleasure

Fictional Future: Think of a character in the book you're reading - what job do you think they would be good at in our world? (If they already have a job, what else could they do?)

Design a poster with them in their new job and reasons why they might be good at it

Fantasy sports league: nominate players for a fictional "dream team" and make a case for why those athletes should be on the team.



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:

Remind yourself of how we divide using bus stop method (including remainders)

1) $45 \div 4 =$

2) $178 \div 3 =$

3) $425 \div 6 =$

4) $714 \div 5 =$

5) $935 \div 6 =$

$186 \div 6 =$

$$\begin{array}{r} 031 \\ 6 \overline{) 186} \\ \underline{6} \\ 18 \\ \underline{18} \\ 0 \end{array}$$

no groups of 6 can be made (under 18)
 $1 \times 6 = 6$
 $3 \times 6 = 18$

Maths Game: The remainders game
<https://nrich.maths.org/6402>

You can play this game against the computer but it also works with two players.

- Player 1 thinks of a number between 1 and 100 (eg 65)
- Player 2 asks a number to divide it by (eg 4) and Player 1 reveals the remainder (remainder 1)
- Player 2 keeps guessing divisors until they think they can guess Player 1's number

The screenshot shows the game interface. At the top, there are buttons for numbers 2 through 10. Below them is a large empty box for the number being guessed. To the right, a table shows the scoring system:

Clues	Points
1	12
2	12
3	11
4	9
5	6
6	3
7+	1

Below the table, it says 'Total score: 0 from 0 attempts'. A message box shows 'Wrong answer: -15 point'. At the bottom, there is a button that says 'Open the modulator'.

If you identify the number correctly after

- 1 or 2 divisions - you gain 12 points
- 3 divisions - you gain 11 points
- 4 divisions - you gain 9 points
- 5 divisions - you gain 6 points
- 6 divisions - you gain 3 points
- 7 or more divisions - you gain 1 point

If you guess incorrectly, you lose 15 points so be sure when you guess

As you play the game more, think about any shortcuts you might find to give answers quicker (eg if they ask you to divide by 10 or 5)

Times Table Focus: 7 times table

$7 \times 10 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$7 \times 12 = \underline{\quad}$

$35 \div 7 = \underline{\quad}$

$7 \times 11 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$63 \div 7 = \underline{\quad}$

$70 \div 7 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$56 \div 7 = \underline{\quad}$

$84 \div 7 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

Spanish - Family

First watch the video if you can, do you think you can recognise any words? Some are similar to English! [Learn family members in Spanish with BASHO & FRIENDS \[Viewer's Choice\] - Mi familia.](#)

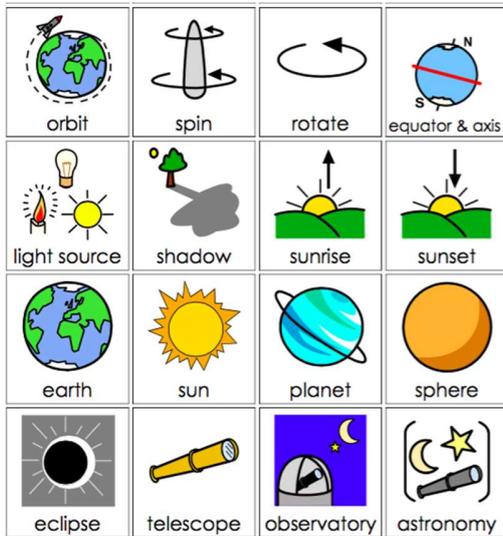
	masculino		feminino
granddad	abuelo	grandma	abuela
father	padre	mother	madre
son	hijo	daughter	hija
nephew	sobrino	niece	sobrina
brother	hermano	sister	hermana
cousin	primo	cousin	prima
uncle	tío	aunt	tía
husband	esposo	wife	esposa
grandson	nieto	grand daughter	nieta

1. **Draw and label** a picture of your family and label it with the spanish words! Give it the title 'Mi Familia'.
2. **Copy and complete** the text below:

Mi familia es *[grande - big , pequeño - small]*. Hay *[number]* personas en mi familia. Yo me llamo *[your name]*. Las personas en mi familia son mi _____, mi _____, mi _____ y mi _____ *[list your family members, for example my mum = mi madre]*.

1. Start by watching Stargazing, Series 2, Stargazing Challenge: Phases of the Moon

(KS2) to learn more about how we see the moon. If you're using a printed pack, find the moon information sheet and read it!



2. **Review:**

Last week we were using **observation skills** to notice how the **Moon** changes shape. Continue with your moon diary, noting down the shape of the Moon each day. Go back to your notes and see if you name the type of Moon. Is the Moon appear to be getting bigger (**waxing**) or getting smaller (**waning**) this week?

Is the moon really changing size?

No, it's just the result of where the Moon is as it circles (**orbits**) around the Earth. Depending where the Moon is, different amounts of it get lit up by the sun - which the Earth is orbiting around. When the moon is

between the Earth and Sun it is lit up on the side that faces away from the Earth, so we can't see it. We call this a **New Moon**. The side facing us is in shadow! Some people think there's no Moon, now you can tell them it's just because it's not being lit up!

Do you have any more questions about the moon? Add them to our class blog!

<https://pooles-park-primary-school.j2bloggy.com/blog/year-5/>

3. **Learning the order of the planets:**

Can you create your own **mnemonic** to remember the names of the **planets** in our **solar system** (which all **orbit** around the **star** we call the **Sun**).



4. Watch this video about our **Solar System**: [Solar System 101 | National Geographic](#). Choose a planet to research more about and make a poster all about it. If you're working from a posted pack, I've included research on Mars for you to get started.

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

Philosophy for Children

Ask your family when they are free to do some philosophy!

Watch this video together first [SOAR: An Animated Short on Vimeo](#) about a girl who helps a pilot find his way home before it is too late.



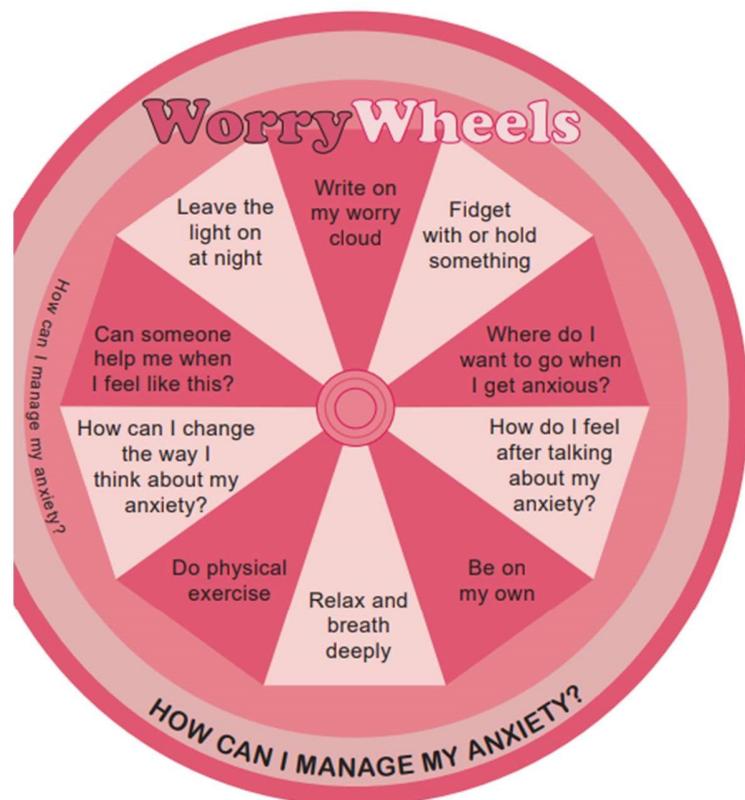
Discuss the talking points together with your family. Can you be **collaborative** together?

Talking Points

- Were the girl and the boy similar in any way?
- Why do you think she wanted to help him?
- Can you imagine what it would be like to fly into outer space?

PSHE

Ms Pattison has added a new story onto the Pooles Park youtube channel called 'Everybody Worries'. <https://www.youtube.com/watch?v=xzgSuXb3xYo>
 It's okay to be worried about things but sometimes our worries can overwhelm us and we need to stay calm and find ways to manage them.
 Here are two worry wheels that show how your worries might change your behaviour and how you can help manage your own worries.



Task:

Draw a large balloon on a piece of paper. Inside the balloon, write or draw things that can worry you. They might be things that worry you now or have worried you in the past. Try following the balloon meditation (activity 3) <https://www.hdfs.hs.iastate.edu/wp-content/uploads/2018/03/Relaxation-Activities-for-ChildrenPDF.pdf>

Here's a game where you can type your worries on an envelope, pump up a balloon and watch them drift away [Balloon Game](#)

RE

Read the following parable then use the following activities to think about it's deeper meaning.

The parable of the Good Samaritan

Jesus loved talking to people. He loved telling them about God and how God wanted people to be kind and to 'love one another'. He really wanted them to understand this- and so he told them the best way was to 'love your neighbour as you love yourself'.

One man wasn't very sure what Jesus meant by this, so he asked him a question. 'Who is my neighbour?' he asked.

Jesus answered by telling a story.

There was once a man travelling from Jerusalem to Jericho. It was a long hot dusty road. On the way he was attacked by robbers. They took his clothes, beat him up, and went off leaving him half-dead.

Luckily, a holy man - a priest - was on his way down the same road, but when he saw him he turned away and walked on by on the other side.

Then another man came along. This man was also a holy man. He worked in the temple in Jerusalem. But he too carried on walking, taking no notice of the injured man.

Next, a visitor from another country (a Samaritan) travelling the road came across the injured man. When he saw him, his heart went out to him. He gave him first aid, disinfecting and bandaging his wounds. Then he lifted him onto his donkey, led him to an inn, and made him comfortable.

In the morning he took out two silver coins and gave them to the innkeeper, saying, "Take good care of him. If it costs any more, put it on my bill - I'll pay you on my way back."

Based on Luke Chapter 10, verses 25-29

In order to understand this story, it is really important to think about what the people listening to the story would have expected to happen. They might have really expected the Priest to help. They would have expected the same with the Levite. Using a Samaritan as the hero in the story would have been a real surprise because Jesus was telling the story in Israel, and there was real hatred between the people of Israel and the Samaritans.

What does this story really mean?

You have already written what you think the meaning of this parable was. Parables were stories with a hidden meaning that Jesus told to make a point. The end of the story shows Jesus explaining the meaning of the story. Read it below.

What do you think?' Jesus asked. 'Which of the three was a neighbour to the man attacked by robbers?'

'The one who treated him kindly,' the man replied. Jesus said, 'Go and do the same.'

Based on Luke Chapter 10, verses 30-33

After you have read the end of the story answer these questions.

Why do you think Jesus told this story?

One reason Jesus told this story was to teach people how to behave. How might people have been behaving for Jesus to need to tell this story?

Who is your neighbour?

It is clear from the story that Jesus wanted people to understand that their neighbour could be anyone, certainly not just the person living in the next door house. This teaches many Christians nowadays to love and care for all others, even other people different from themselves. People who are not religious or who come from religions other than Christianity also have this belief. It is often called the Golden rule.

Think about who your neighbour is (remember, do not just choose next door neighbour!). Why is it important to 'love your neighbour' or follow the Golden rule?

My neighbour is...	It is important to love this neighbour because...

Good Samaritans in my area

At the moment we all have to stay in our houses as much as possible to keep us all safe. Lots of people are helping people in their local community. Almost a million people have signed up to help people on an App called GoodSam. I bet you can guess why it is called that!

Think about what is happening where you live. Draw or write about one or two examples of people being 'Good Samaritans' in your area.



Topic - History: Ancient Greece

Read the information and have a go at the key tasks at the end.

Greece today is all one country but in Ancient times it was divided into lots of 'city states' which had very different customs and attitudes. Two of the most famous were Athens and Sparta.

In Athens, the attitudes focussed on culture, philosophy and democracy. Athenian society valued plays, music and art and produced beautiful statues and temples (such as the Parthenon) that we can still see today. Much of what we know about science, mathematics and philosophy comes from Ancient Athenian thinkers.

As children, boys were taught literacy, mathematics, debate and PE so that they could be active citizens when they were older. As men, they would run their home and participate in politics and culture. Girls were not allowed to go to school. Instead they trained to be good wives and very few knew how to read or write. They were often married at 13 and from then on would stay inside the house and obey their husband.

In Sparta, life was very different. Spartans were mostly soldiers and lived a very simple life that valued strength, honour and discipline. Even today, the word 'spartan' describes a strict lifestyle with very few luxuries.

Life for Spartan children was supposed to prepare them to be warriors. If a baby appeared weak or sickly, they were often left to die. Both boys and girls left home at age 7 and went to school where they were trained to fight and hunt. Men joined the army until they were 30 when they were given land by the state. Women were considered valuable members of society and could own their own land and do business in the market.

Have a look at this short clip about a Spartan and Athenian 'Wife Swap' which compares the cultures: <https://www.youtube.com/watch?v=uLyW5UYPYs>

Key Tasks:

- Summarise the information by using a Advantages/Disadvantages chart for each city state - think about life for different people
- Imagine you are an Ancient Greek - which City State would you choose to live in? Write a persuasive advert giving all the reasons why people should choose to live there (or why they shouldn't choose to live anywhere else)
- Draw an ideal Spartan and an ideal Athenian. Label their key similarities and differences

Advantages	Disadvantages

Here are some extra clips to help spot more similarities and differences

[Spartan School Musical](#) [Spartan Head Teacher](#) [Athenian Thinkers](#)

Art

Ancient Greece was famous for its dramatic art and pottery. This week, we're going to have a go at designing an Ancient Greek amphora (vase). You only need two colours. The Greeks used orange and black but using another bright colour might be an interesting experiment. You might choose the bright colour as your background or your images.

This week, you'll decide what your central image will be. Common images on Greek pottery would be pictures of famous scenes from myths (Gods and Goddesses, Hercules fighting a lion, Theseus defeating the Minotaur) or activities from daily life (sewing, working on farms, marketplaces).

We will do two vase designs to start with - one Ancient and one Modern. For your modern design, think of a scene from a famous story you know or of a daily task in your life. Then try sketching it out. Key techniques are the use of only two colours, clear shapes with not many details. It might take a few versions to find one you want to turn into a vase design next week. Look at the images below to inspire you or search for more.



Music - Pulse and rhythm

If you are starting to explore music it's helpful to know about pulse and rhythm. They're the foundations to every song. **Pulse** is a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). **Rhythm** is the pattern of long and short sounds as you move through the song.

[What are pulse and rhythm?](#) Watch the two videos on the BBC bitesize website. Then try and create your own rhythm piece using just your voice and body.

- 1) Using sounds from your body and voice create a musical piece. *How might the example below sound?*



- 2)
- 1) Start with a steady **pulse** 1 2 3 4 1 2 3 4 1 2 3 4
 - 2) Add a **rhythm** - a pattern of sounds of different lengths

Computing - algorithms

Robotify Me!

- 1) Write the instructions (an **algorithm**) for something you've done today.
- 2) Would a **robot** version of themselves be able to follow this?
- 3) Is the algorithm precise enough? **Test** it, ask a family member to have a go!

Algorithms are a precise sequence of instructions or set of rules for completing a task.

Challenge: Can you record the steps of your rhythm song as an ALGORITHM? Use the cards below. Test it to see if it's precise, then de-bug it to fix any steps that aren't clear.



A recipe is a type of algorithm. Find a recipe to cook together with an adult.

- 2) [Mr. Lee - Phases of the Moon rap](#). This week see if you can master the lyrics and the **rhythm** of the words for the lyrics for Group 1.

GROUP 1

It goes new moon, waxing crescent, first quarter,
waxing gibbous,
Full moon, waning gibbous, third quarter, waning
crescent

Those are the phases of the moon! (Repeat 3X)
Those are the phases uh uh ooo

You see it in the sky, most nights
Moon lookin so fine, so bright
Uh, but it doesn't make its own light
You can see it because it
Reflects the sun's light

It don't really ever look the same
8 different phases and they all have names
If you wanna know why then listen
It depends on the moons position

Relative to the earth, this is how it works
New moon phase is where we start first
When the moon between the earth and sun
Look in the sky and you see none of
It lit, but if you wait a bit
You slowly begin to see more of it
Until we have a toenail shaped
Crescent
Ain't this a great way to learn a lesson?

GROUP 2

It goes new moon, waxing crescent, waxing
gibbous, first quarter,
Full moon, waning gibbous, third quarter, waning
crescent

Those are the phases of the moon! (Repeat 3X)
Those are the phases uh uh ooo

And we slowly start to see more
Till we at the first quarter, one fourth
And even though it's lookin half lit
It's a quarter way gone around its Orbit

Now let's get down to business
The next phase up is called a
Waxing gibbous
If the right side lit up you know its waxing
Think about the first letter in relaxing

And we keep on moving to the full moon
All lit up pretty like a show room
The sun, earth, moon lined up a straight line
So the whole side lit up most of the
Time

Except a lunar eclipse, when the moon is under
The shadow of the earth that we call a penumbra
The rest is pretty much the same
Reverse the order change wax to wane

GROUP 3

It goes new moon, waxing crescent, waxing
gibbous, first quarter,
Full moon, waning gibbous, third quarter, waning
crescent

Those are the phases of the moon! (Repeat 3X)
Those are the phases uh uh ooo

Phases of the moon... (Repeat 4X)

The moon takes 29.5 days
To change from the first to the last phase
Its gravitational pull causes our tides
Along with the sun, low and high

Apollo 11
First men on the moon, yeah, U.S reppin'
Now try to identify
The phases of the moon that you see in the sky

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<p>Power Warm up for 2 minutes. 10 x 100 step sprints. Rest in between!</p> 	<p>Agility sock ladder (see the next page!)</p>	<p>Intervals Fast 1 minute then Slow 1 minute Repeat x 6</p>	<p>Distance Jog slowly for 5 minutes to warm up.</p> <p>Run for 5 minutes and see how far you go.</p> <p>Cool down for 2 minutes by jogging slowly.</p>	<p>Agility side stepping (see the next page!)</p>	<p>Stamina Keep running for 10 minutes without stopping, go slowly, pace yourself!</p> <p>Give yourself two one minute breaks when you need them.</p>	<p>Speed Time yourself! How long does it take to do a thousand steps? Count 10 groups of 100!</p> 

Physical Education Activities: Agility

Try these two activities to improve your Agility skills!

Task one: Sock ladder



Lay out 6 socks or similar line markers to make a "ladder" make sure there is enough space in between socks to jump into.



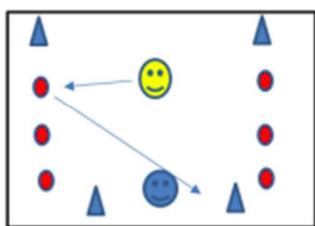
Look at the foot patterns in the picture. See if you can copy them and move from one end of the ladder to the other without stepping on a sock!

Technique: Start slowly to begin with and get faster... if you make a mistake start slower again.

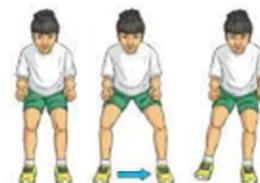
Game: Start with trying all the foot patterns. Which ones do you like performing? Choose one of your favourites and see how many laps you can do in 30 seconds. Introduce an object by carrying a ball or pair of socks and throwing and catching to a partner as you get to the end of the ladder!

Task two: Side stepping and object control

First practice sidestepping between 2 markers to improve your technique.



Move with a low body position and try to touch the markers each time. Move onto retrieving objects that are placed either side of you like the markers and throwing them towards a target or a partner. Spread them out and have fun using your sidestepping to quickly pick them up and try throwing them to a partner or past them into a goal



Technique: Stay low and pick up the ball with your right hand if it is on your right and your left hand if it is on the left.

Game: Field the objects as quickly as possible, using your sidestepping and try throwing them to a partner to catch. Next, try beating your partner by throwing the ball past them into a goal or just at a target.

To find out more about agility watch this video:

https://www.youtube.com/watch?time_continue=6&v=laNjXnB-79U&feature=emb_logo

Nonfiction Reading answers

1. What word can be used to complete the sentence below:

The Moon cannot make its own... Tick one

- gravity
- water
- light**
- heat

2. How far away is the Moon from the Earth in km? Tick **one**.

- 3476km
- 384 403km**
- 2160km
- 238 857km

3. Explain what a lunar month is.

Pupil's own response, such as: A lunar month refers to the time it takes (28 days) for the moon to orbit (go around) the Earth once.

4. Waning means 'getting smaller' or sometimes 'getting less'. An example is 'As more people shop online, business in high street stores is waning.'

5. Why can humans not live on the moon?

Pupil's own response, such as: Humans cannot live on the Moon because there is hardly any gravity to keep them pulled down to the surface; it is extremely hot in the day and very cold at night and there are only very small traces of water. There is also no atmosphere which means we couldn't breathe without special suits and tanks of oxygen.

6. Explain in your own words what you think Neil Armstrong meant when he said 'That's one small step for man, one giant leap for mankind.'

Pupil's own response, such as: I think that Neil Armstrong meant that as he was physically stepping foot on to the Moon, mankind was actually discovering new things about the universe and gaining a better understanding of it.

7. Would you like to visit the Moon? Explain your answer fully using evidence from the text to support your answer.

Pupil's own response, such as: Yes, I would like to visit the Moon because only 12 people have stepped foot on it so far so it would be a unique experience. It would be fascinating to look down on Earth from the Moon.

OR

No, I would not like to visit the Moon because the conditions would be very uncomfortable and dangerous. Comets and asteroids crash into the Moon and it gets very cold at night.