

**Well done to Phoebe, Katherine and Eljay
for their comments on the blog!**

**Well done to Channel and Somaya for their
wonderful thank you letters to the NHS!**

**Well done to Ichita, Efe and Katherine for
scoring in the Top 3 places in our Mathletics
leaderboard!**

**Well done to everyone for sending in your
memories and thank yous for the YearBook**



Reminders

Yearbook Messages: Please make sure your message for our yearbook is either posted on the blog or emailed to school admin. Your message should say what you have enjoyed about your time at Pooles Park.

Blog: <https://pooles-park-primary-school.j2bloggy.com/> If you don't have your LGFL password email: admin@poolespark.islington.sch.uk

Fiver Challenge : Though we have finished the fiver challenge, if you were particularly proud of your logo or sales pitch you can enter them into the national competition!

Weekly Competition criteria

Logo

Your team's logo should create an impact and communicate to your customers what the product or service is, it should stand out and be easy to remember.

They'll need to provide their Logo Competition submission in **JPEG** or **PDF** format.

Sales Pitch

Imagine if you were on Dragons' Den, how would you persuade the Dragons to invest in your team? You'll need to prepare an 'Elevator Pitch' that's no more than 60 seconds to explain the key features and benefits of your product or service.

Your Sales Pitch Competition submission needs to be in video/audio format such as: **MP3, MP4, MOV, WMV** or **AVI**.

Please send your entry to the school email address and ask for it to be forwarded onto Miss Murphy. All entries must be in by the end of the school year-17th July.

Computing

Online Safety - Cyberbullying

Cyber bullying is a specific type of bullying that takes place online. Due to the nature of cyber bullying, some people do not realise they are being a bully or are being bullied - but if the behaviour online is **repeatedly** done with the desire to cause emotional distress to another person then it is **still bullying**.



Cyber bullying is just as serious as bullying that takes place on the street and in the playground and it must be stopped. **Both the police and schools** have policies and procedures for dealing with cyber bullying to make sure that the actions are reported, the behaviours are stopped and the victim is supported.

Just because you are unable to see if a person is upset by a message or a picture being shared, doesn't mean they aren't upset. It is also important to understand that by liking cruel comments or sharing mean videos online, you are contributing to the bullying even if you did not post it in the first place.

Discuss these questions with an adult at home.

1. What is cyber bullying?

- Bullying that only happens once
- Bullying that happens over the internet
- Bullying in school
- Bullying done by adults

2. Which of these is NOT cyber bullying?

- Sending hurtful messages via email
- Posting embarrassing pictures of someone on social media
- Calling someone names in the playground
- Calling someone names in a chat room

3. Who can cyber bully you?

- Only people that know you
- Only people under 16
- Only people over 13
- Anyone with access to the internet

4. You CAN'T be cyber bullied on ...

- email
- X-box
- social media
- phone calls

5. What should you do if you think someone is cyber bullying you?

- Block them
- Bully them back
- Tell an adult
- Tell your friends

6. Which of the following will NOT protect you online?

- Making lots of friends online
- Having a password
- Only being friends with people you know in real life
- Keeping your personal information private

7. Who should you share your password with?

- A parent or carer
- No one
- Everyone
- Your best friend

8. If someone sends you a nasty message online what should you do with it?

- Delete it
- Save it
- Show it to your best friend
- Ignore it

9. If someone sends you a nasty message online what should you NOT do?

- Show it to a parent or carer
- Show it to a teacher
- Save it
- Delete it

10. If someone posts a picture or video of someone else online that might upset them what should you do?

- Like it
- Share it
- Tell an adult
- Ignore it

Find the answers here:

<https://www.educationquizzes.com/ks2/personal-social-and-health-education/cyber-bullying/>

P4C

Discussion: *What does 'home' mean to you?*



Windrush Day was held last Monday. Find out more here:

<https://www.bbc.co.uk/newsround/43793769#:~:text=Windrush%20Day%20takes%20place%20on,all%20needed%20to%20be%20rebuilt.>

Windrush Day takes place on 22 June, remembering the day when around 500 migrants from the Caribbean arrived at Tilbury Docks in Essex in 1948.

Britain was just starting to recover from World War Two back then. Thousands of buildings had been bombed, lots of houses had been destroyed and it all needed to be rebuilt.

In the Caribbean, lots of young men and women had served in the British armed forces because at the time, many Caribbean countries were still under British rule and not yet independent.

After the war, some of these people answered an advert to come to Britain where there were lots of different jobs to do. Other people just wanted to see Britain, which they had heard so much about.

They got on a ship - the Empire Windrush - which left the Caribbean to travel thousands of miles across the Atlantic.

This was the first time so many Caribbean people had come to live in Britain. Many more arrived in the following years.

It was 22 June 1948 when the Empire Windrush arrived at Tilbury Docks in Essex.

When the passengers landed they didn't always get the friendly welcome they had hoped for. Many of them experienced racism and discrimination and often found it hard to get proper home to live in and to make friends with British people.

It wasn't always easy for the new arrivals to get jobs. Some companies said they didn't want black people to work for them. Later, many of their children were bullied at school because of the colour of their skin. Some of them suffered racial attacks and in later years there were riots in cities across Britain.

It is more than 70 years since the Empire Windrush sailed to Britain from the Caribbean. An estimated 500,000 people now living in the UK who arrived between 1948 and 1971 from Caribbean countries have been called the Windrush generation.

But, some of the people who arrived in the UK as children with their parents were later told - wrongly - that they live here illegally.

In 1971 these people were told they could stay permanently but the government didn't keep a full record of them. Some of these people didn't apply for official paperwork like a UK passport.

In 2012 there was a change to immigration law and people were told they needed official documents to prove they could get things like free hospital treatment or benefits in this country.

This led to some being sent to immigration detention centres and facing deportation.

On 21 August 2018, the then-Home Secretary Sajid Javid announced that - after a review of 11,800 cases - 18 members of the Windrush generation who could have been wrongfully removed or detained would get a formal apology from the

government.

He also said that anyone who had left the UK would also be helped to return.

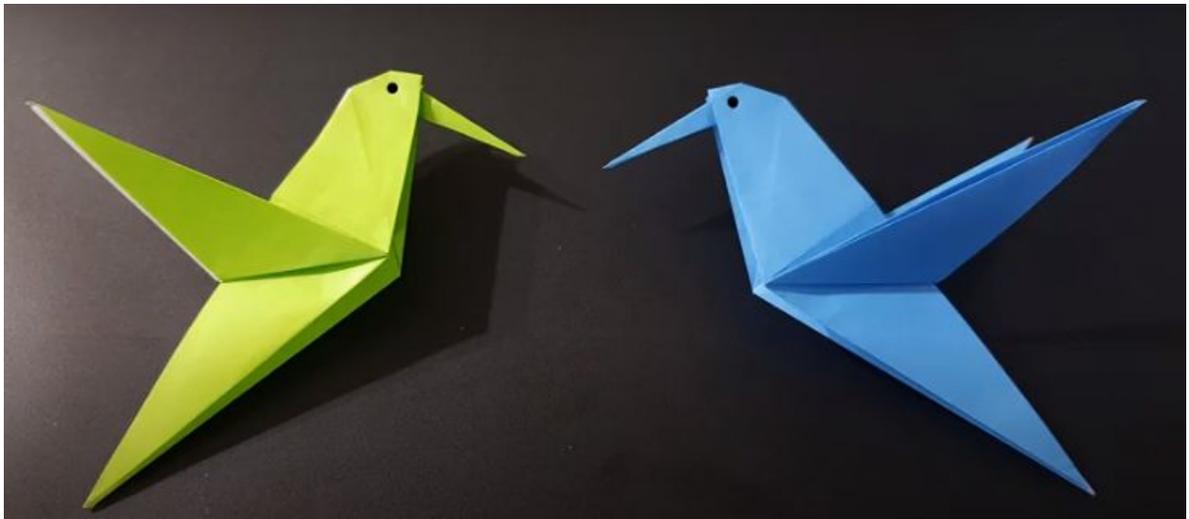
The prime minister at the time, Theresa May, apologised to Caribbean leaders and reassured them that no one from the Windrush generation will have to leave the UK.

She said Windrush migrants were "part of us" and that there was no question of forcing anyone who had made their life in the UK and was here legally to leave.

The government also announced that a day celebrating the contribution of the Windrush generation and their descendants - Windrush Day - would be held annually on 22 June.

PSHE

Wellbeing Craft - Origami



<https://origamimadesimple.com/origami-hummingbird/>

Citizenship

TFL - Discussion with an adult



Journey Planning

1. What modes of transport are there in London?
2. How will you travel to secondary school?
3. What risks are involved in travelling?

Explore these journey planners:

<https://citymapper.com/london?lang=en>

<https://tfl.gov.uk/Widgets/JourneyPlanner>

Which one do you prefer?

Make sure you apply for a Zip Card if you don't already have one.

<https://tfl.gov.uk/fares/free-and-discounted-travel/11-15-zip-oyster-photocard>

Behaviour while using transport

Discuss these questions with an adult:

1. What is vandalism?
2. What is the result of vandalism?
3. Who does it affect?
4. How do you think passengers feel about vandalism?
5. How would you feel if someone vandalised your home?



**Secondary Transition
Into University**

GIVING ADVICE

Giving advice is a useful skill and can be really helpful for other people. In this activity you are going to think about the worries that you and other Year 6 students may have about secondary school and come up with some top tips to practise giving advice.

STARTER

'**Top Tips**' can be short, useful **pieces of information** to help others. Think about all the different activities you have completed about preparing for secondary school.

What **three top tips** would you give to someone who is worried about starting Year 7? You might want to think about a worry they have and suggest something they could do that might help.

For example, if someone is worried about being in a rush or forgetting their books, your top tip might be to pack your bag the night before.



MAIN ACTIVITY

If you created a worry jar, pick out **one** of your worries and read it out loud. Can you think of a piece of advice for that worry? If you get stuck, try asking a friend or family member what advice they might give.

Your task is to use your top tips and the things you have learnt to help **give advice** to a Year 6 student about moving into Year 7. You may like to use the worries in your jar to help you decide which advice to give.

You can be creative and give your advice in different ways. Use the information and success criteria on the next page to make sure you work is really high quality.



I'm worried about having too much homework.

Choose **one option** below to give your advice:

WRITE A LETTER

Write a **letter of advice** to yourself or to another student. Think about the **layout** of your letter. How do you start and finish a letter?

Dear _____

I am writing to you about _____

MAKE A VLOG

Imagine you are the creator of a YouTube channel. **Record a video** of you giving someone advice. Think about writing a **script** first.



DRAW A COMIC STRIP

Give your advice through a comic strip. Use a **storyboard** to draft your scenes. What **drawings** will you include to show someone's worries?



INTERVIEW SOMEONE

Become an interviewer for the day! You could choose to interview a friend or family member about a worry. Think about writing a **script** first.

"Welcome _____, thank you for joining my interview. Today we will talk about your feelings about Year 7..."

To make sure your work is high quality, make sure you include the following things:

- ✓ An **introduction** and a **conclusion**
- ✓ Give advice on **3 different worries** and how that person can overcome them
- ✓ Include **2 things they can look forward to** about year 7
- ✓ Make sure you write in **full sentences**.

REFLECTION

Take a worry from your jar (this could be a new worry, or the worry you've given advice for). Try re-writing this worry into something to look forward to.

For example:

"I'm worried I won't make any friends." < "I'm excited to meet lots of new people."

SKILLS QUEST



A **skill** is something you are good at doing, something you learn and can get better at. The box below gives some examples of skills. *Can you work out what the missing letters are to reveal the skill?*

Te__mw__rk Pr__ble__ S__lv__ng Or__ani__atio__
 __omm__nic__tion Le__de__sh__p C__eat__vi__y

You have developed lots of **fantastic skills** at primary school during lessons, by taking part in clubs and even during playtime! Think back to your time at primary school and write an **example** of when you developed each of the skills below.

SKILL	EXAMPLE OF WHEN YOU DEVELOPED THIS SKILL AT PRIMARY SCHOOL
CREATIVITY 	<i>Example: Building a bridge in Art and Design</i>
LEADERSHIP 	<i>Example: Joining the school council</i>
COMMUNICATION 	<i>Example: Taking part in a debate on recycling</i>
PROBLEM SOLVING 	<i>Example: Creating a student survey to improve school dinners</i>
ORGANISATION 	<i>Example: Making a homework timetable</i>
TEAMWORK 	<i>Example: Playing in the basketball team</i>

Maths

Please use the White Rose Maths resources you will find on the following link; there is one video to watch per day (see Summer Term - Week 10 (w/c 29th June))
<https://whiterosemaths.com/homelearning/year-6/>

The daily activities to go with these sheets are on the school website, underneath this home learning sheet. You will also find an answer sheet here to self-mark.

In Year 6, the expectation is that children can recall all of their times tables up to and including 12. Use this website to help you practise:

<https://www.timestables.co.uk/>

Literacy

Nelson Handwriting



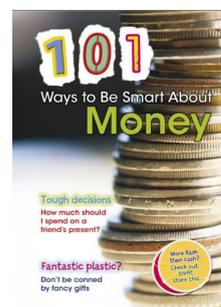
Nelson
Handwriting

Words to practise

accident
accidentally
actual
actually
address
answer
appear
arrive
believe

Reading

Myon Book Recommendation



Read this ebook that links to our learning about finance.

https://readon.myon.co.uk/reader/index.html?a=101_smmon_f11

Spellings

Practise spelling with J2Blast Spellings

<https://www.j2e.com/j2blast>

Topic

Geography Skills Booklet

The Compass?



Activity 4

Use the eight point compass to give detailed directions to the questions below:

1. What direction do I need to travel from Oceania to Asia?
2. What direction do I need to travel from Africa to South America?
3. What direction do I need to travel from Africa to Europe?
4. What direction do I need to travel from Antarctica to Asia?

Map Symbols?

Activity 5

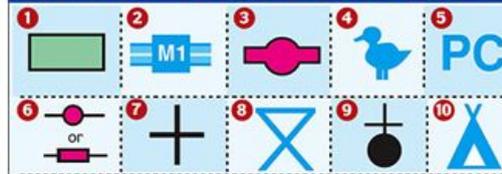
A map is a representation of places which can show Physical or Human Geography. Maps were often on paper however now maps are electronic and can be used on phones and tablets. All maps use symbols. Symbols are used so we can show different features on maps. Map symbols are the same on all maps.

Answer these questions below:

1. What is a map symbol?
2. What are map symbols used for?
3. Why are map symbols used?
4. Are map symbols used on all maps?
5. How has the presentation of maps changed over recent years?

Challenge: can you identify another 10 symbols?

HOW WELL DO YOU KNOW THE SYMBOLS?

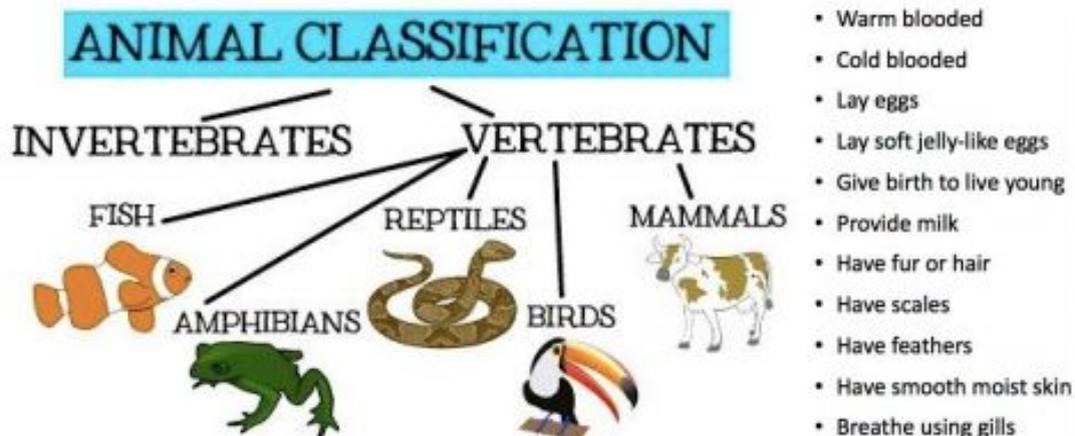


Identify the map symbols shown above

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Science

Last week we learnt about how we could use **branching keys** to help us **classify** animals according to their **characteristics** (just like **Carl Linneaus!**). Can you remember any of the characteristics of the 5 **Classes** of **vertebrates**?



Watch this clip about the platypus.
<https://www.tigtagworld.co.uk/film/why-do-we-classify-PRM00146/>



- Which two animals mentioned have features similar to a platypus?
- Which vertebrate group does a platypus belong to?

This second clip, narrated by David Attenborough, gives more details about how a platypus breeds:

<https://www.bbc.co.uk/programmes/p004jl2c>

Try jotting down some ideas as you watch.



Talk or think about why scientists found it difficult to classify the platypus.

Talk or think about the features of a dragon.



Which animals do you think have features or characteristics similar to a dragon?



Dragons are sometimes drawn with scales like a reptile and wings like a bat.

- **How do we know when an animal is mythical or fictional?**

Watch this clip about Carl Linnaeus.

<https://youtu.be/lmQVnEMWtFc>

In the past, scientists were able to recognise fictional animals when they appeared to have features from different groups.

Create a mythical vertebrate creature and label its features:

- Has it got fur, hair, scales, feathers or a smooth moist skin?
- Has it got legs, wings, fins or a tail?
- Does it live on land or in water?
- Does it breathe air with lungs or use gills?
- Is it warm or cold blooded?
- Does it lay eggs or give birth to live young?

Describe which animals your creature might be related to.

I can make up a mythical animal with features from two or more different vertebrate groups.

Glossary of terms

Characteristic: Characteristics are features of living things which help scientists classify them.

Classification: Classification is the method scientists use to group living things.

Vertebrate: A vertebrate is an animal with a backbone.

Have a go at the quizzes on the following website:

<https://jr.brainpop.com/science/animals/classifyinganimals/easyquiz/>

RE/P4C

So far we have looked at the practise of **Ahimsa** which is followed by many in the religions of Hinduism, Buddhism and Jainism (<https://kids.kiddle.co/Ahimsa>) and at the idea of '**Grace**' (the love, compassion and forgiveness given by God because God wants people to have it, not necessarily because of anything they have done to earn it).

This week we will be looking at **Ummah**: **Ummah** means community or the worldwide community of Muslims.

- What does the word community mean to you? Who is part of your community? Are you part of different communities?

There is no living leader of the Ummah. **Allah** is the only one who Muslims follow. The Ummah aims to promote the welfare of everyone in the Muslim community. The Ummah benefits from a shared language – most Muslims learn **Arabic** so they can read the **Qur'an**. The Ummah supports the worldwide community of

Muslims by:

- supporting one another financially, for instance through the giving of Zakah
- encouraging the members of the community to take care of one another
- encouraging people to live the best life they can and not engage in wrong doing

- Watch some of the following clips about Islam and read through the article. Write down what the word Ummah means to Muslims and why it is important to them.

<https://www.bbc.co.uk/programmes/b05pc1c9/clips?page=1>



What community do you belong to? What similarities or differences does it have to the Ummah? We would love to hear about your community for our magazine.

UNDERSTANDING
The Ummah

Fizzah and Bilal share with us what being a member of the Ummah, the worldwide community of Muslims, means to them.

Welcome to the latest of our series of articles looking into different communities and why these communities are so important to their members. Most of us believe we belong to a community or, usually, more than one community whether it is a school, a family, a swimming club, cubs, where we live or the team we support. For many Muslims, the most important community they belong to is the Ummah, the worldwide community of Muslims, united by their belief in Allah.

Many Muslims think of the Ummah as being like a worldwide family of Muslims, people who all believe the same thing, they even call one another brothers or sisters. They all have one shared language – whatever language they use in their everyday lives, all Muslims learn Arabic so they can read the Qur'an – it makes it much easier when a whole community has a shared language. Probably the most important part of the Ummah is that everyone is equal whether you are rich or poor, a female or a male, a child or an adult, black or white. The Ummah encourages people to care for one another, to live a good life and to support other Muslims financially. It is estimated that in Britain, during the month of Ramadan in 2016, £100 million was donated to charitable causes – the equivalent of £38 per second!

Prayer

The Ummah is united by prayer. Muslims all pray in the same language, Arabic, with the same body language, facing the same place and addressing the prayer to one God. The timing of their prayer moves around the world as the earth rolls around the sun.

Sharing what you have

Muslims are asked by their religion to give some of their money to help those less fortunate, as a sign of thanks to Allah. Allah is referred to by 99 beautiful names, three of which are: Allah the Giver of All, the Satisfier of All Needs, the Generous One. Zakah, the third pillar of Islam, requires Muslims to give £1 from every £40, 2½% during the time of Ramadan. Charity is also given at other times of year too. At Eid ul Adha, Muslims also donate so that food is given to those in need. This is called Qurbani. It is the giving of a sacrifice of an animal or of money to show submission to Allah. This sacrifice or money is then distributed to those in need. These practices bring the Ummah together: everyone is involved, the richer help the poorer, everyone remembers God.

Pilgrimage

Muslims all hope to go on the Hajj (pilgrimage) to Makkah. The Hajj shows them what the Ummah really is. Everyone is equal with people wearing simple white clothes and completing each aspect of the pilgrimage together. Whether richer or poorer, black or white, male or female, everyone completes the same journey together. However not all Muslims can go on the Hajj to Makkah. There are 2 billion Muslim people and only about 3 million per year go to Makkah for the Hajj. But there is unity in aspiring to go, and in facing the Ka'bah every time Muslims pray, so the Ummah is strengthened by the fact that the Ka'bah is the centre of the world for all Muslims.

In the Qur'an it says, 'You have been the best of communities brought forth for humankind: commanding good, forbidding evil, and believing in Allah.' (Sūrah Āli 'Imrān: 110). I wonder if this sums up the Ummah?

What community do you belong to? What similarities or differences does it have to the Ummah? We would love to hear about your community for our magazine.



We spoke to Bilal about what the Ummah means to him as a teenager living in London.

Why is the Ummah important to you?

The Ummah is important to me as a Muslim because it means we should stick together and know who to seek for help, also it ensures a special bond between Muslims. A sense of safety if you will.

How do people know you belong to the Ummah?

People know I belong to the Ummah because of the way I dress, my respect for all people, not just Muslims but non-Muslims too. I am self-controlled and respectful, Aklaq, to other children of God. I feel part of the Ummah through the special greetings we give one another, for example, As-salamu alaykum, when I am talking about religion or praying together peacefully in the mosque side by side. It doesn't matter what tradition you are, we are all under the same umbrella, followers of Muhammad (pbuh).

'The Ummah is important to me as a Muslim because it means we should stick together and know who to seek for help'

What do you do regularly that makes you feel part of the Ummah?

I pray in groups, read Qu'ran to kids and make sure my community is clean and safe. When I see the wide presence of Muslims around the world and when I go to the Middle East to see the Holy Sites, I feel part of a big community. The Ummah makes me feel amazing, knowing people will have my back no matter what. It makes sure that I am filling my mind with education and that is the best feeling.

What are your responsibilities as part of the Ummah?

I always help out in the community; that means teaching kids how to read Arabic, read the Qu'ran, telling them stories and teaching them how to pray. I also make sure there are no extreme ideas and most importantly help non-Muslims understand what real Islam is.



Fizzah is a teenage girl attending school in London. We asked her about being part of the Ummah and what it means to her.

Why is the Ummah important to you?
It gives me a sense of belonging to a family with a common goal. It also gives me a voice based on my religion, not my colour, ethnicity or any other identifying factor.

How do people know you belong to the Ummah?
I think my hijab distinguishes me as part of the Muslim Ummah and I see it as my outward Islamic identity, differentiating me from others. The unity shown by Muslims around the world with our common goal of worshipping our Lord, Allah, makes me feel connected with one collective voice, the voice of the Ummah.

What do you do regularly that makes you feel part of the Ummah?
I attend my mosque regularly as well as a Saturday Islamic school which gives me a sense of being part of a bigger team. I also take part in various activities such as sports tournaments, stage plays, workshops and interfaith meetings. Being part of the Ummah makes me feel safe and wanted by people who are experiencing the same things as I am. It also brings a closer connection through the things we have in common which can help others understand the message Islam wants to convey.

What are your responsibilities as part of the Ummah?
It is important to always give a good impression as I feel I am a representative of Islam in everything I do, from my manners all the way through to my appearance. This is an important part of a Muslim's life and one that I take particular care in ensuring I do this to the best of my ability.

'Being part of the Ummah makes me feel safe and wanted by people who are experiencing the same things as I am'

RE Today
Services Photocopiable by purchasing institutions

31

P4C: How would the world be different if there was no such thing as communities?

Economics

Last week we looked at **Lesson 2: Spring - Savings, Spending and Need vs Want?**

- What does the word 'interest' mean when we are talking about savings accounts?
- What are the benefits of saving your money in a bank?
- Is your money safe in a bank?

This week we will be looking at budgeting and debt. Please read through the following powerpoint- there are notes underneath each slide to explain a little further.

Summer: Making a budget and different types of dept

<https://www.citypayitforward.com/yr6-curriculum/#>

- 1) What does it mean to 'budget'?
- 2) What does it mean to be in 'debt'?
- 3) We know interest from a savings account is a great thing- the bank gives you extra money for free for saving your money with them. Interest is very different when we are talking about borrowing- this is extra money you have

to pay back (more than you even borrowed!) What is better: a high interest rate on a loan, a low interest rate on a loan or not borrowing at all?

- 4) What is the difference between a debit card and a credit card?
- 5) Name 5 ways you can keep your banking information secure.
- 6) What is Phishing and what should we do if we receive this kind of email?

If you want to set up a savings account, you can go with a parent or carer and have an appointment at the bank where they can talk you through all the benefits and help you keep your money safe.

Art

100 SILLY DRAWING PROMPTS



ANIMALS

- Draw a llama surfing.
- Draw a fish swimming in something other than water.
- Combine two animals to create a new one.
- Draw a shark eating a cupcake.
- Draw a crab at a birthday party.
- Draw a seahorse in a blizzard.
- Draw a dinosaur crying.
- Draw an animal with arms for legs and legs for arms.
- Draw a pug on a treadmill.
- Draw a horse throwing a horseshoe.
- Draw a shark waterskiing.
- Draw a walrus in a beach chair.
- Draw a circus elephant standing on a ball.
- Draw a koala bear sitting on a trash can.
- Draw a lizard putting on lipstick.
- Draw a squirrel roasting a marshmallow.
- Draw an octopus with spoons for legs.
- Draw a mouse riding a motorcycle.
- Draw a flamingo doing ballet.
- Draw a butterfly eating a steak.
- Draw a cat chasing a dog.
- Draw a lobster dancing.
- Draw a cat playing a sport.
- Draw a chicken skydiving.

It's National Schools Sport Week!



We all know that playing games and doing physical exercise is a great way to make us feel better and spend time together.

Your challenge is to think of a fun physical activity for every day of the week. It can be anything you like: bouncing a ball, having a dance off, doing a Joe Wicks workout or a running race in the park!

Use the following page to plan and track your activities. We would love to see what you and your family have got up to, so please send any pictures or a copy of your weekly activity list to us.

Have fun!



If you are struggling to come up with ideas, here are some websites which might help:

<https://www.youthsporttrust.org/60-second-physical-activity-challenges>

<https://www.youthsporttrust.org/pe-home-learning>

There are also lots of online videos to follow:

- BBC Supermovers
- Cosmic Yoga on Youtube
- Kidz Bop dancing on Youtube

Ensure your activities result in **SMILES**:

Safe

Everyone feels physically and emotionally safe to take part

Maximum participation

Everyone is fully involved all of the time

Inclusive

Everyone can take part; activities are designed to suit and develop their abilities

Learning

Everyone can develop personal, social, creative, thinking and/or physical skills

Enjoyment

Activities recognise everyone's personal needs and interests

Success

Everyone feels they are making progress

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<i>Example</i>						
What activity will you try?						
How will you play?						
Who is playing?						
Who will you challenge?						
How will you capture the memory?						
What did you learn?						

challenge to complete each day
me 2020?
ou complete, colour a section of
an you complete the rainbow to
ak You rainbow before the week



YOUTH
SPORT
TRUST

her