

R.E.

### Celebration of the Mass

**ask** - Read the information about Mass.

The Big Day

The children in St. Ignatius Church in Tokyo, Japan, had been preparing for many months for their First Holy Communion. They started by exploring how the Mass began, so we will do the same.



### How did the Mass begin?

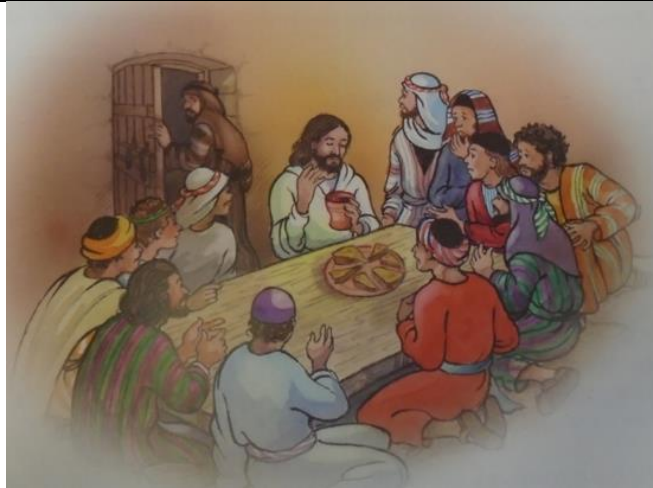
What happens at Mass happened at the Last Supper which Jesus shared with his apostles.

Jesus told the apostles that he would have to suffer and die, but that he would rise from the dead. Then, he would go back to his Father and send his Spirit to be with them. They were very puzzled. They didn't know what to say, so they waited to see what would happen.

It was the feast of the Jewish Passover. Jesus wanted to celebrate this important feast with his very close friends, the apostles.

### The Last Supper

This is what happened. Every year, the Jewish people ate a special meal called the Passover meal. Jesus told the apostles that he had been longing to eat this Passover meal with them before he suffered.



So when they were all seated around the table, "Jesus took some bread, and when he had given thanks, broke it and gave it to them, saying, 'This is my body which is given to you. Do this in remembrance of me.' Taking the cup, Jesus said: 'This cup which is poured out for you is the new covenant in my blood'" (Luke 22:19-20)

- Task 2** - Study the faces of the apostles in the picture above.
- What questions do you think they want to ask Jesus?
  - How do you think they are feeling?

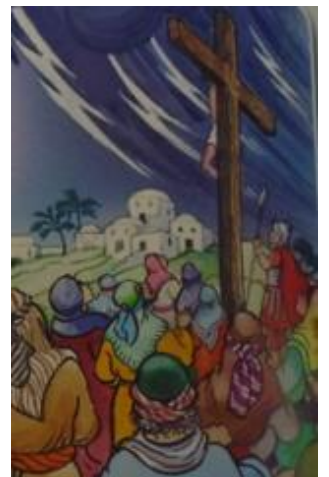
**Task 3** - Read the information about the meaning of the Last Supper.

Jesus knew that he was going to be betrayed, handed over to his enemies and that he would be put to death on a cross. He freely accepted this suffering and offered his life in love to his Father. This was the most perfect sacrifice which took away the sins committed by everyone, through all ages, right down to you and me and people yet to come.

### The Sacrifice of the Mass

By his death on the cross, Jesus shows his great love for his Father and for us. When Jesus died on the cross, he gave everything to God the Father. This is why we call Jesus' death a sacrifice of love. Jesus' love did not die when he died. His love was so perfect it overcame death and he rose triumphantly.

At Mass we celebrate that Jesus is alive and always with us. His act of self-giving love is made present for



us when the bread and wine is changed into his Body and Blood. This is a mystery - we don't understand how it happens, but we believe that it takes place through the power of the Holy Spirit and the action of the priest at Mass.

We understand that if we are to take an active part in the Mass we must join Jesus, with all his followers, in offering ourselves in love to the Father and to all people.

### Our Part in the Mass

The reason why we should go to Mass on Sundays and take an active part in it is:

- to be able to offer ourselves in love with Jesus to the Father;
- to receive Jesus in Holy Communion;
- to get the strength to be able to love all our brothers and sisters in the world.



**Task 4** - How is Sunday a special day for you?

Are there any ways you can make Sunday different and show God that you love Him?

**Task 5** - Think about the reasons that pupils have given for going to Mass on Sundays:

"I go to Mass to talk to Jesus."

"It makes me feel peaceful to go to Mass."

"I want to receive Jesus in the Holy Communion."

Think of two other reasons and write them down.

Science

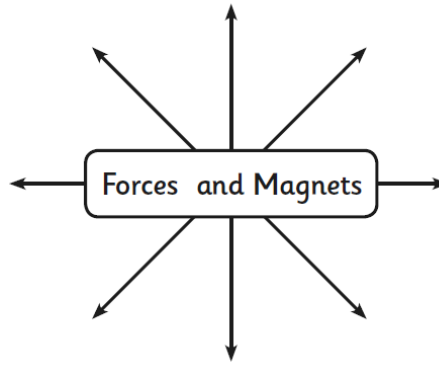
## Forces and Magnets

**Task 1** - Draw or write what you already know about forces and magnets. You could use the mind map shown below to do this.

How do things move?

What makes things speed up or slow down?

Which materials are magnetic?



What are magnets used for?

What different forces are there?

What are some different types of magnets?

### Task 2 - What Is a Force?

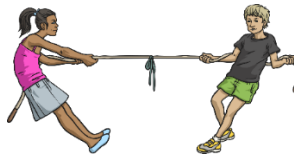
A force is a push or pull acting on an object as a result of the object's interaction with another object.

Forces can make objects stop or start moving.

Identify the pushes and pulls in the pictures below. Write a sentence to say what is happening. The first one is done for you.



The rower pulls the oar.



Task 3 - Below are some pictures of children using pushing and pulling forces. Write down **push** or **pull** in the force box.

Does the force cause something to start or stop moving? In the second box write **start** or **stop**.

1. Force:

Start or Stop?



4. Force:

Start or Stop?



2. Force:

Start or Stop?



5. Force:

Start or Stop?



3. Force:

Start or Stop?



When you kick a football, what type of force do you use? Can you describe other sports or activities that involve pushing or pulling?



### Making Things Move

Forces make things move. Whenever an object starts to move or moves faster, it is a force making this happen.

Forces can also make things stop moving or slow down.

But what is a force?

- Forces are pushes and pulls.
- These pushes or pulls will always change the motion of an object. They will either make it start to move or speed up, slow it down or even make it stop.

Cyclists sometimes travel over different surfaces.

By pushing the pedals harder or faster, he can change the motion of the bicycle. It will speed up.

When the cyclist pulls on the brakes, the brake pads will push on the wheels, changing the bicycle's motion. It will slow down, and eventually stop.



These surfaces all exert a force on the bicycle. This force is called friction.

Friction is a force that holds back the movement of an object. Friction acts in the opposite direction to the movement of the object.

The driving force pushes the bicycle, making it move.



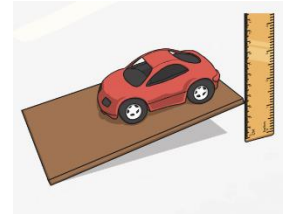
Friction pushes on the bicycle, slowing it down.

#### Task 4 - Investigate friction

Set up your own investigation into the amount of friction created by different surfaces.

You will need:

- A toy car (or any toy vehicle that you may have at home)
- Different surfaces (this can be any different surfaces that you can find at home too - such as books, lego boards, tray, chopping board - as long as they have different textures). Make sure you ask permission to use items from around the house.
- A ruler (don't worry if you don't have a ruler - you can use other objects to measure such as how many blocks high the platform is)



1. Place the car at the end of one of the boards.
2. Place the ruler at the side of the board, so you can measure the height of the board as you lift the end.
3. Lift the end of the board that the car is on 1 cm at a time.
4. Watch the car carefully, and notice at what height it starts to move.
5. Try this with each of the boards with different surfaces.

Use the template below to record your ideas and findings.

Which surfaces will you test?

Which surface do you predict will create the most friction for the toy car?

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Measure how high the ramp needs to be for the car to start to move over each surface.  
Record your results below.

Surface	Height of Ramp When the Car Started Moving

Which surface created the most friction for the toy car?

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Which surface created the least friction?

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Was your prediction accurate?

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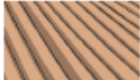



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Can you explain your findings? Why did the different surfaces create different amounts of friction?

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Use these words to help you explain your ideas.

rough  smooth  surface  force  friction 

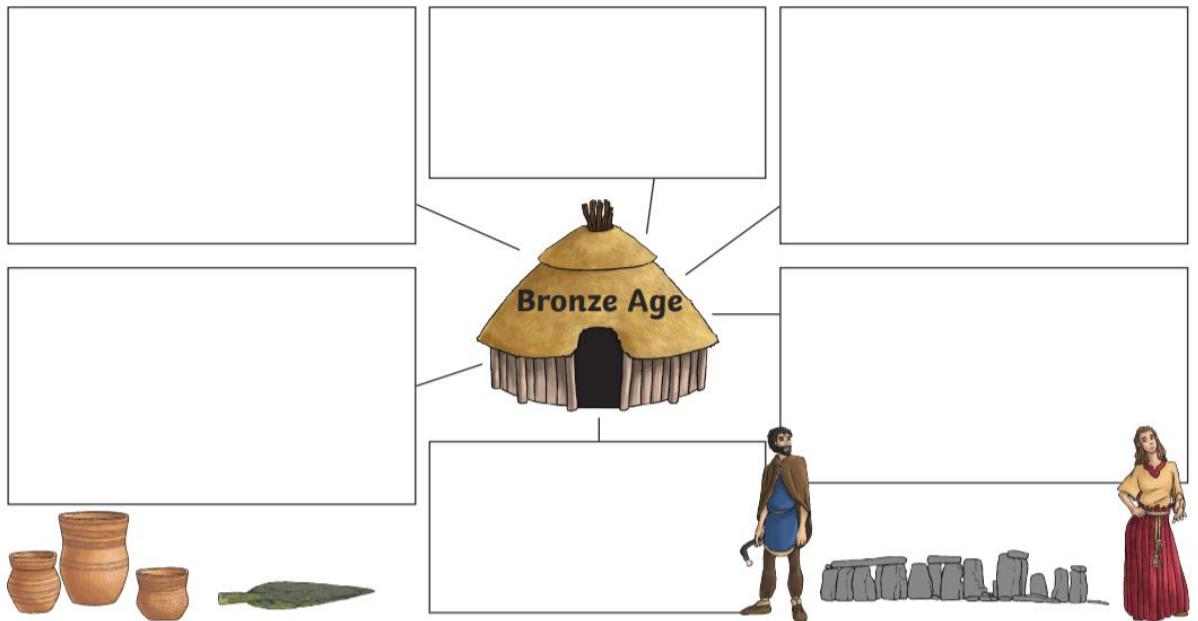
As you lift the ramp, gravity will pull the car down.  
Friction will be pushing opposite to this.

Surfaces that create a lot of friction will need to be lifted higher for gravity to overcome the friction and pull the car down the ramp.

Surfaces that don't create much friction will not need to be lifted much, as it will be easier for gravity to pull the car down.

History

**Task 1** - Research Bronze Age. Record your research findings using the template below. You could also include questions that you have or would like to find out about the Bronze Age.



**Task 2** - Read the information about Stone Age and Bronze Age houses. What similarities and differences can you find? You could use a table, like the one below to show your findings.

Similarities	Differences

Stone Age Houses

During the Palaeolithic period (around 800 000BC - 10 000BC), humans in Britain sheltered from ice and cold inside caves. These were ready-made houses for them to take shelter in quickly.



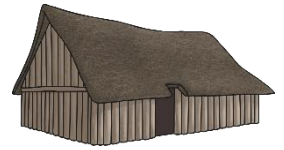
Evidence found from Mesolithic times (around 15 000BC) indicates a circular structure made from wooden posts. There are no houses remaining, but archaeologists have found marks in the ground that they believe were made from timber poles. The frame may have been round or conical, like a tepee. They may have used animal skin, thatch or turf to cover the frame. There was evidence to suggest that the floor was covered with a layer of moss, reeds and other soft plant materials.





During the Neolithic period (4,000BC and 2500BC), Stone Age houses were rectangular and constructed from timber.

None of these houses remain but we can see the foundations. Some houses used **wattle** (woven wood) and **daub** (mud and straw) for the walls and had thatched roofs.



Other houses from the Neolithic period, like the ones uncovered at **Skara Brae**, were built from stone.

They were built into mounds of rubbish known as **midden**. Midden could include small stones, shells, mud and animal bones.

It provided some stability as well as insulation.

These houses were usually round.

They had beds, storage shelves and a hearth in the middle.

Roofs were made from materials such as straw, animal skins or turf laid over driftwood.



### Bronze Age Houses

The weather in Britain had become warmer and drier at the end of the Stone Age.

The Bronze Age (from 2100BC) saw another change in climate. The wetter weather forced people to move from the hills, which were easier to defend, in to the valleys, where it was easier to grow food and find shelter. The spread of farming meant the end of large burial sites, as the fields were needed for animals to graze. Large areas of woodland started to be cut down to make more land available for farming.



Bronze Age roundhouses were circular structures with a **wattle** (woven wood) and **daub** (mud and straw) wall or a dry stone wall. Some houses had to be built on stilts as they were constructed on wetlands. Roundhouses usually had thatched roofs or were covered with turf that lay over a wooden cone of beams. They would have a fireplace in the centre of the house that would always be kept burning. The fire was important for cooking and keeping warm.

In the Bronze Age, people no longer used one dwelling for everything.

A farming household might have consisted of two houses.



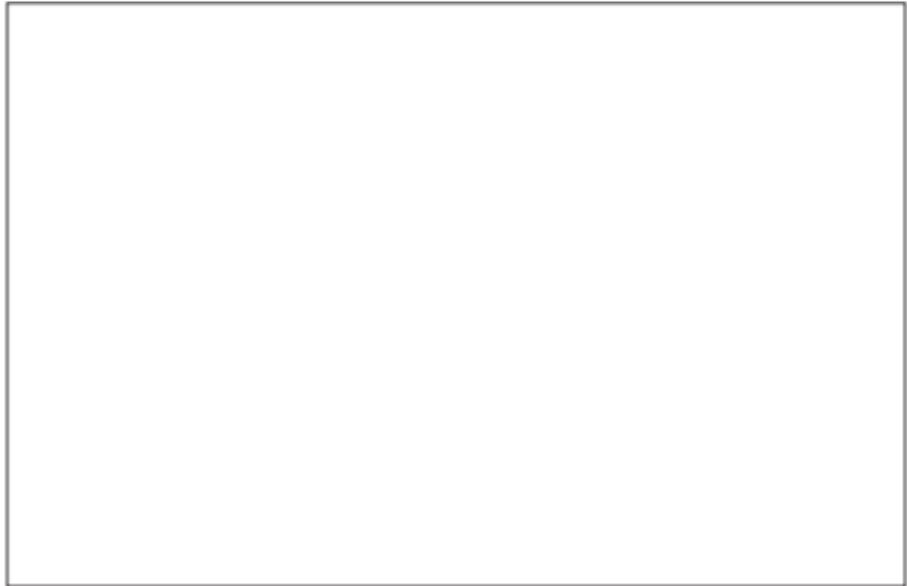
A main house would be used to live in and an outhouse used for cooking and textile production.

DT

**Task 1** - The earliest, well-dated image of a wheeled vehicle dates from 3500 - 3350 BC. It was discovered on a clay pot found in Poland. Find out about when people started used wheeled vehicles and horses.



**Task 2** - Design your own wheeled vehicle (wagon). Draw a picture of it and label the parts with what they are and what you will use to make it. The vehicle needs to have wheels and if possible, an axle. Use the template below to design your vehicle.

Materials I will use to make my vehicle:	Equipment I will need and techniques I will use:
	
Labelled diagram of my vehicle:	
	

**Task 3** - Make your vehicle using your design. Send school a photo of your vehicle.

**Task 4** - Evaluate your vehicle by answering the questions below.  
Did your product work?  
What went well during making?

What problems did you have and how did you overcome them?  
Would you change anything about your product?

PE



Keep up with your exercise by being as active as you can. Remember, it's super important to make sure we stay active. This will help lift up your mood and boost your energy levels. Try to make sure you are getting some exercise each day. You can access videos for PE at Home with Mr Fletcher and Mr Graham on the school website. You could also go for a walk each day.

Computing

Log in to Purple Mash and go to the 2Dos section.



2Dos

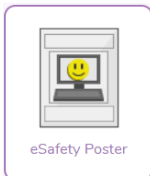
### Internet safety

It is likely that you are using the internet a lot more than usual at the moment to access home learning and carry out research for tasks. It's important to know which online behaviours are safe and which are unsafe.

Have a go at sorting online behaviour into safe and unsafe using the Purple Mash task shown below. This has been added to your 2Dos.



Using the safe and unsafe behaviours task to help you, create a poster or a leaflet explaining to others how to stay safe when online. Both of these have been added to your 2Dos so that you can choose which one you want to do.



You can access a wide range of resources on Purple Mash for Reading, Writing and Maths too. The following Maths activities can be found in the 'Games' section of Purple Mash. Why not try them out?



Fraction Wall



Sequence Snake



Fractonio's Pizzeria



Monster  
Multiplication