

Year 6 pack 5

RE



Life in the Risen Jesus

Have you identified...

- The cross = suffering
- Rays of light = resurrection
- Dove = Holy Spirit
- The Host = the Eucharist



Thinking deeply ...

When the Risen Jesus went back to heaven, he sent his **Spirit** to help us. Think of how this **Holy Spirit** works in the lives of the inspirational people – spot the fruits of the Spirit.

Examples of how the Risen Jesus works through people.



People who welcome Jesus into their lives and allow him to work through them are usually those with the fruits of the Holy Spirit.

Saint Vincent de Paul

Vincent de Paul had a happy childhood and a good education.
Find out in what way did he want to dedicate his life to Jesus?
Jesus knew Vincent de Paul was able to live a life of faith, hope and love.
So how was Jesus able to work through him?



What symbols do you see in this image which may help us to understand the lives of inspirational people?

Give reasons for your answer.

In the lives of inspirational people, we usually find:

1. Suffering which is symbolised by the cross
2. The person has a very close friendship with Jesus
3. The Holy Spirit is at work - so we can identify fruits of the Spirit in their lives



Saint Damien

Sometimes suffering helps people to hand over their lives to Jesus. When they do this, Jesus is able to help them and to work through them.



In what ways did Damien suffer?

How do you know he wanted to dedicate his life to Jesus?

Do you think he had faith, hope and love in Jesus? Why?

How did he show his love for others?

Saint Bakhita

God works in mysterious ways.

Bakhita had a very tragic childhood.

Eventually, when she went to the Convent School, she began to learn about Jesus. She was eager to know more and before long she became a Catholic.



What was Bakhita's one desire?

What did that help her to do?

What type of person did she become?

What evidence is there of the fruits of the Holy Spirit in her life?

St. Edith Stein

Jesus worked in mysterious ways through Edith Stein.

What was her childhood like?

Why did she take an interest in the Catholic Faith?

How did she get to know more about it?

Who do you think was helping her most of all?

What did she do?



In what ways was Jesus able to work through Edith Stein to help others?

Did she show evidence of faith, hope and love? How?

Fr Pedro Arrupe in prison



What did he miss most?

Think of how he was feeling?

Fr Pedro and the atomic bomb

What choices did Fr Pedro have when he saw the casualties of the atomic bomb?

What choice did he make?

Who do you think inspired him?

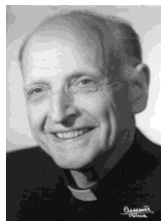


The moments of greatest suffering for Fr Pedro ...


How did Fr Pedro feel in the moments of greatest suffering?

What were the last words he spoke when he had a severe stroke?

Who do you think was helping him?



To find out more about these people and their lives use google for your research.

PE	<p>PE with Joe. This is a 30minute work out with Joe every day from 9am. If you miss the live workout all the workouts are on YouTube for you to catch up with when you are ready. Try and complete this everyday as well as going outside once a day to exercise.</p>  A man with long brown hair, wearing an orange long-sleeved shirt and black shorts, is standing in a room with a white fireplace mantel behind him. He is holding a blue resistance band with both hands, and his legs are slightly apart in a wide stance. He is looking directly at the camera with a slight smile.
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<https://whiterosemaths.com/homelearning/year-6/> use this hyperlink

Work through the videos

Lesson 1 Find the rule

Lesson 2 Finding expressions

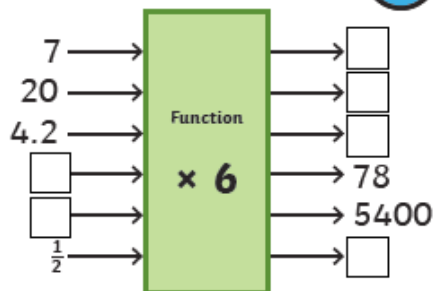
Lesson 3 Substitution

Lesson 4 Solve simple one step equations.

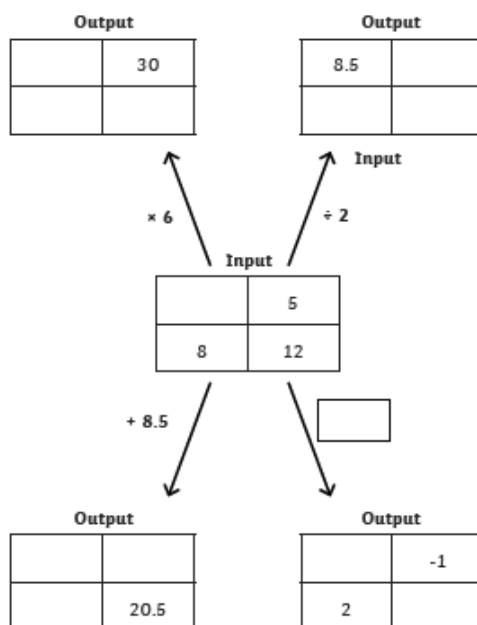
Then go back to the wk beginning 1.6.20 and do the family challenge.

Now try these:

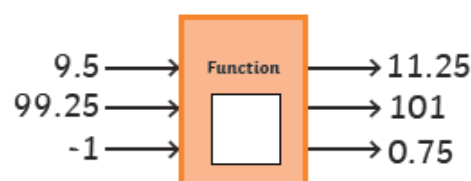
- 1) This is a one-step function machine. Give the missing inputs and outputs.



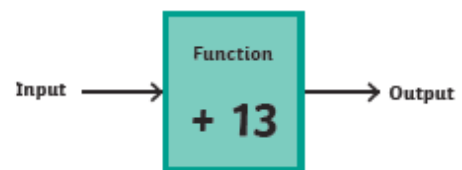
- 2) This one-step function machine has four different outputs. Find the missing outputs, inputs and function.



- 3) Give the missing function for this one-step machine.



- 1) Do you agree or disagree with each child's statement about this function machine? Give an example to support each of your answers.



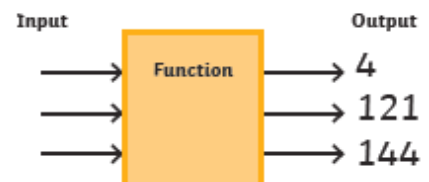
a) George: As 13 is a prime number, I think that every output will also be a prime number.

b) Jia: As the function machine always adds, I think that the output will always be a positive number.

c) Alice: I think that if the input is a positive even number then the output will always be odd.

- 2) Look at the outputs from this function machine.



- a) What could the function be?
b) Could the output ever be 169? Explain your answer.




- 1) Rhys uses cubes to write expressions for function machines. Draw the missing inputs and expressions. The first one has been completed for you.




a)

Input	$+ 3$	Output
	\rightarrow	
y	\rightarrow	$y + 3$


b)

Input	$+ 5$	Output
	\rightarrow	
	\rightarrow	


c)

Input	$\times 3$	Output
	\rightarrow	
	\rightarrow	


d)

Input	$\times 5$	Output
	\rightarrow	
	\rightarrow	

e)


Input	$\times 3, + 1$	Output
	\rightarrow	
y	\rightarrow	$3y + 1$


f)


Input	$+ 5, \times 2$	Output
	\rightarrow	
	\rightarrow	


- 1) Four children write expressions to describe their pocket money for the week. Are their expressions correct or incorrect? If an expression is incorrect, write the correct expression.



a)  I spent half my pocket money going to the cinema. Then, I washed the car and earned £7. $y \div 2 + 7$

b)  I cleaned my bedroom and earned £4 to add to my pocket money. Then, my mum tripled my total pocket money for getting a great school report! $3(y + 5)$

c)  I spent £3 of my pocket money on a magazine. Then, I completed my paper round and earned £10. $10(y - 3)$

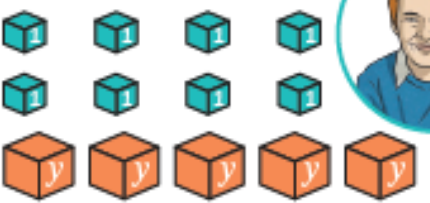

d)  My grandpa gave me £12 to add to my pocket money. Then, I gave half of all my pocket money away to charity. $y + 12 - 2$

twinkl.com

- 1) Harry is using the following cubes to form expressions.



Using any amount of the cubes, how many different expressions can you write that use addition and/or multiplication?

twinkl.com

Challenge cards using addition, subtraction, multiplication and division.

FIVE MINUTE FRENZY

https://www.math-drills.com/multiplication/multiplication_five_minute_frenzy_left4_0212_001.php

Use this link to practise your times tables

Addition, Subtraction, Multiplication and Division Challenge Cards **4**

$$\begin{array}{r} \square 7 2 \square \\ \times \quad \square 7 \\ \hline 61103 \\ 349160 \\ \hline 410263 \end{array}$$

Complete this missing number calculation:

Addition, Subtraction, Multiplication and Division Challenge Cards **5**

There are 16 416 cuddly toys. They are shared equally between 456 boxes. How many cuddly toys are in each box?

Addition, Subtraction, Multiplication and Division Challenge Cards **6**

Complete this missing number calculation:

$$\begin{array}{r} 246 \\ 27 \overline{) 6 \square 42} \end{array}$$

Addition, Subtraction, Multiplication and Division Challenge Cards **7**

Complete this missing number calculation:

$$\begin{array}{r} 266.75 \\ \square 8 \overline{) 7469} \end{array}$$

Addition, Subtraction, Multiplication and Division Challenge Cards **8**

Is this statement correct?
Prime numbers are one less or one more than a multiple of six.

Addition, Subtraction, Multiplication and Division Challenge Cards **9**

What is the lowest common multiple of 15 and 10 multiplied by the lowest common multiple of six and 20?

Answers

4. 8729×47 5. 36 6. 6642. 7. 28

8. Correct for every prime number apart from two and three

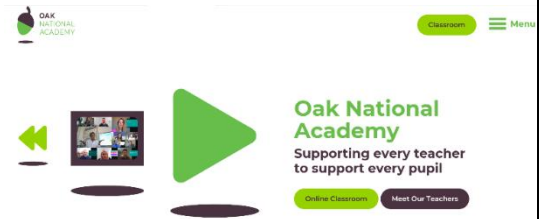
9. $(30 \times 60) = 1800$

<https://www.thenational.academy/>

For your maths lessons in this pack we are going to use the National Academy materials use the above link to find the page.

Click Classroom
Select Year 6
Then Subject and click on maths

There are 10 lessons on Co-ordinates and shape. Do what you can. Remember to take the introductory quiz first which is there for you to find out what you already know.



Use the worksheet below to help you see what to do for question 20

- 1 Subtract fifty from one hundred and forty.
- 2 Write three-tenths as a percentage.
- 3 Divide sixty-four by eight.
- 4 Write eight-tenths as a decimal number.
- 5 Double nought point three two.

For this group of questions you will have 10 seconds to work out each

- 6 How many millimetres are there in five point two centimetres?
- 7 Look at your answer sheet. Circle the factors of two hundred.
- 8 What is the difference between five hundred and ninety and nine hundred and forty?
- 9 Look at your answer sheet. Mark the parallel lines.
- 10 What number must be multiplied by five to give one hundred and fifty?
- 11 What must be added to seven pounds eighty to make nine pounds?
- 12 What is seventy-seven millimetres to the nearest centimetre?
- 13 Callum scores forty-two in his first game of snooker and fifty-nine in his second game. How much has he scored altogether?
- 14 What is the total of four point eight and six point seven?
- 15 b has a value of twelve. Calculate two b minus two.

For this group of questions you will have 15 seconds to work out each

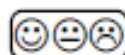
- 16 What is the difference in temperature between Buxworth and Dawlish if the temperature in Buxworth is minus eight degrees Celsius and the temperature in Dawlish is minus three degrees Celsius?
- 17 Write a multiple of nine between one hundred and twenty and one hundred and thirty.
- 18 What is the time six hours after twenty-one hundred hours?
- 19 Four stickers cost one pound sixty altogether. How much would seven stickers cost?
- 20 Look at your answer sheet. What is the size of angle A ?

Summer Test 5

Name:

Class:

Date:



5-second questions

1	
---	--

2	%	$\frac{3}{10}$
---	---	----------------

3	
---	--

4		$\frac{8}{10}$
---	--	----------------

5		0.32
---	--	------

10-second questions

6		5.2 cm
---	--	--------

7	20 30 40 50 60
---	----------------

8		590 940
---	--	---------

9	
---	-------------------------------------------------------------------------------------

10		150
----	--	-----

11	£	£7.80
----	---	-------

12	cm	77 mm
----	----	-------

13		42 59
----	--	-------

14		4.8 6.7
----	--	---------

15		$2b - 2$
----	--	----------

15-second questions

16	°C	-3°C -8°C
----	----	--------------

17		120 130
----	--	---------

18		21:00
----	--	-------

19	£	£1.60
----	---	-------

20		
----	--	---------------------------------------------------------------------------------------

Total marks

/20

How well did you do?

Colour the numbers of the questions you got right. Some questions may appear more than once.

Use	13	15	16	19		
Count	2	4	16			
Facts	1	3	5	7	10	17
Calculate	8	11	13	14	19	
Shape	9	20				
Measure	6	12	18			
Data						

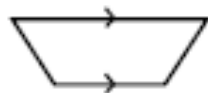
Answer

answer and w

90
30%
8
0.8
0.64

answer and v

52
20, 40 and
50
350



30
£1.20
8 cm
101

11.5
22

answer and v

5°C

126

03:00
£2.80

60°

More Maths	<p>In the Home tools/Maths, find the multiplication calculator.</p> <p>This allows you to practise your times tables at your speed and whichever times tables you need to be working on.</p> <p>Once you have clicked on the calculator there are 2 options. Only do the Assessment one when you are ready to test yourself...Good luck. Play this one every day!</p>

<https://classroom.thenational.academy/lessons/information-leaflet-lesson-1-reading-focus/activities/1>

Use this hyperlink to go onto this website. There are 5 lessons about information leaflets.

<https://classroom.thenational.academy/subjects/by-year/year-6/subjects/english>

The screenshot shows the 'Classroom: Year 6' interface. At the top, there's a green header with the 'Classroom: Year 6' title and three buttons: 'Year Group', 'Subjects', and 'Schedule'. Below the header, the main content area is titled 'Information Leaflet' with a sub-header '5 Lessons'. There are four lesson cards displayed in a 2x2 grid. Each card has a title, a small 'Aa' icon, and a 'Start lesson' button. The lessons are: Lesson 1: reading focus, Lesson 2: reading focus, Lesson 3: Identifying features, and Lesson 4: Formality.

Information Text: Non-Chronological Report

The Pyramids of Ancient Egypt

The pyramids were tombs¹ that were built for the pharaohs – the kings². The size of the pyramid is believed to signify³ the level of importance⁴ of the person entombed¹ inside. Due to their belief that a mummified person would live forever⁵, the ancient⁶ Egyptians built these tombs¹ to keep their bodies safe when they departed⁷ from the world.

It is not known how many men it took to build a pyramid, with estimates ranging from 2000 to 100,000! Pyramid building would always⁸ happen when the Nile was flooded which is thought⁹ to be because the water was used to transport the stone¹⁰.

The Tomb

From the outside, the pyramids looked quite simple but inside were various passages and chambers, some with secret entrances and trapdoors¹.

The mummified body of the pharaoh would be placed in a sarcophagus (a large stone coffin)², which was then surrounded by other chambers containing precious¹¹ items that were thought⁹ to be needed in the afterlife. Other chambers might be used for family members.

Hieroglyphics

The chambers and passages were intricately decorated with pictures and hieroglyphics. At the Pyramid of Unas, many hieroglyphics were found – they are believed to tell stories of the King, religious tales, requests for help from the gods in the journey to the afterlife and serve as a warning to grave robbers!

The Sphinx

The sphinx is a mythical creature with a Pharaoh's head, the body of a lion and sometimes the wings of a large bird. The word means 'father¹² of dread' or 'the terrifying one'. Made of limestone, it sits near the Pyramids of Giza and is the largest stone statue in the world, at over 73m long, 19m wide and 20m high. It was believed¹³ to have been built during the reign of Khafra with the face made in his likeness. In mythology, the sphinx is believed to have asked impossible¹⁴ riddles and eaten anyone who answered incorrectly.

Which Is the Oldest Pyramid?

Over 130 pyramids have been found in Egypt. The oldest, the Pyramid of Djoser, was built over 4000 years ago in Saqqara, south of Cairo. It was designed by the architect, Imhotep, and built during the third dynasty. This¹⁵ is thought⁹ to be the oldest monumental structure in the world made from cut stone.

Where Are the Most Famous Pyramids?

The most famous pyramids are those in Giza. The largest of these pyramids is known as the 'Great Pyramid of Giza' and was built for Pharaoh Khufu. It took over 20 years to build and stood over 140 meters high, with many smaller pyramids surrounding it. Because the outer layer of stone has worn down, the pyramid now has a rough⁹, rocky surface. However, when the pyramid was originally built, it would have had an outer layer of stone with a smooth appearance³. This pyramid is one of the 'Seven Wonders of the Ancient World'; in fact, it is the only one still standing. Built over 4500 years ago, this pyramid was the tallest man-made¹⁶ structure in the world until the 1300s. Approximately 2,300,000 limestone blocks were used, each weighing on average 2.5 tons.

The Khufu pyramid complex included five boat pits containing ships. It is not known whether these vessels ever touched water, were intended for the King's use in the afterlife² or perhaps⁸ transferred¹⁷ the King's body along the Nile to his tomb⁶.

Key

1. Words with 'silent' letters.
2. Brackets, dashes or commas to indicate parenthesis.
3. Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).
4. Words ending in -ant, -ance/-ancy, -ent, -ence/-ency.
5. Use of commas to clarify meaning or avoid ambiguity.
6. The correct spelling of a common exception word.
7. verb prefixes (e.g. dis-, de-, mis-, over- and re-).
8. indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).
9. Words containing the letter-string ough.
10. relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
11. Endings which sound like /ʃəs/ spelt -cious or -tious.
12. Homophones and other words that are often confused.
13. Linking ideas across paragraphs using adverbials of time (for example, later), place (for example, nearby) and number (for example, secondly) or tense choices (for example, he had seen her before).
14. Words ending in -able and -ible.
15. Devices to build cohesion within a paragraph (for example, then, after that, this, firstly).
16. Use of the hyphen.
17. Adding suffixes beginning with vowel letters to words ending in -fer.

Become a Silent Letter Detective!

Using books, dictionaries and your silent word spelling list for this week, can you become a silent letter detective? Start by sorting your spelling words into the correct categories and then look for other examples with the same silent letters within them. How many can you find?



Silent 'w'

Silent 't'

Silent 's'

Silent 'u'

Challenge Task

Can you use one of the words you have found in a sentence with a parenthesis in brackets?

Silent 'w'

There are many examples of silent 'w' within words including:

wrestle
wrapper
sword
answer
writer
wrench
wrinkle
wrong

Silent 't'

There are many examples of silent 't' within words including:

mortgage
castle
fasten
hasten
glisten
moisten
thistle
whistle

Silent 's'

There are few examples of silent 's' words and pupils may only include their examples from the spelling list:

island
aisle
debris

Silent 'u'

There are many examples of silent 'u' within words including:

guilty
guarantee
baguette
biscuit
guitar
guess
build
circuit

Challenge Task

Accept any silent letter spellings in a sentence with a parenthesis in brackets,

e.g. My family's Halloween celebrations are always phenomenal (my second favourite time of year) but nothing can beat the excitement of Christmas.

Possible answers

Is this sentence active or passive?

Before bedtime, Joshua always brushes his teeth.



a



Read the sentence below and underline the two words that are modal verbs.

c

Mr Whoops has accidentally jumbled up an antonym of 'polite'. Can you help him to unjumble it?

rdeu



e

Look at these sentences. Underline the root word that could have an il-, ir- or im- prefix added. Write each new prefix word.

b

a) The trains from our local station are very regular.

b) The junior doctor's handwriting was legible.

We must travel north from Summerdown Castle and eventually we should arrive at the Moosejaw Mountains.

Can you think of a more formal synonym to replace this past tense verb? (Use a thesaurus if you need to!)

cried _____

d

Can you add dashes around the parenthesis in this sentence?

The Beatles the world-famous Liverpoolian band first began recording songs in 1962.



f

Is this sentence active or passive?

Underline the object of the sentence.

Before bedtime, Joshua always brushes his teeth.

a

Look at the sentence below and add two modal verbs.



We _____ travel north from Summerdown Castle and eventually we _____ arrive at the Moosejaw Mountains.

c

Mr Whoops has accidentally jumbled up two antonyms of 'polite'. Can you help him to unjumble them?

rdeu csnieonidtera



e

Look at these sentences. Underline the root word that could have an il-, ir- or im- prefix added. Write each new prefix word.

b

a) The trains from our local station are very regular.

b) The new arrangements were extremely practical for everyone to follow.

Can you think of more formal synonyms to replace these past tense verbs? (Use a thesaurus if you need to!)

cried _____
bought _____

d

Can you add appropriate punctuation around the parenthesis in this sentence?

The Beatles the world-famous Liverpoolian band first began recording songs in 1962.



f

Sheet 1

a) Active b) regular irregular legible illegible c) must should d) wept bawled snuffled, sobbed e) rude f) dashes around the parenthesis The Beatles – the world-famous Liverpoolian band- first began recording songs in 1962.

Sheet 2 a) object –teeth - active b) regular irregular practical impractical
c) two modal verbs that make sense must, ought to, will, could, should, may, might
d) wept bawled snuffled, sobbed bought, acquired, procured, purchased
e) rude inconsiderate
f) dashes ,commas or brackets around the parenthesis The Beatles – the world-famous Liverpoolian band- first began recording songs in 1962.

History

ANCIENT
GREECE

Look at some examples of leaflets that you might find on the internet.

<https://www.discovertelford.co.uk/media/2998/sgct-blists-hill-leaflet-final.pdf> this hyperlink show you the leaflet produced for Blists Hill Ironbridge

Create your information leaflet about the Greek Olympics by using the information you found out from pack 4

Remember to include

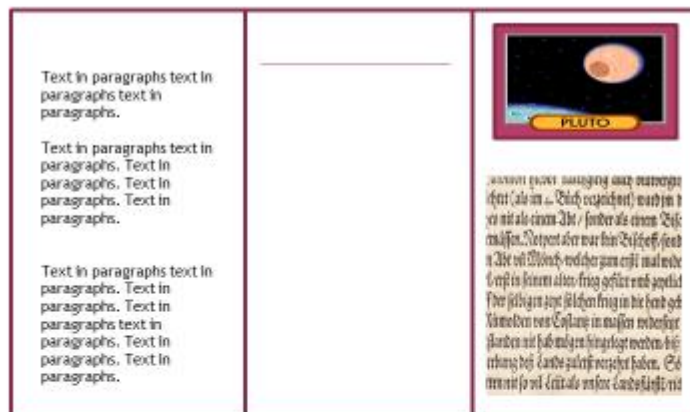
Information Texts

What features could I include in my own information leaflet?

- Page title
- Headings and sub-headings
- Paragraphs with a main introductory paragraph
- Diagrams, pictures or photographs with captions
- Bullet points
- Text boxes

You won't need to include a contents page or index because a leaflet isn't a big as a book.

Your leaflet could be set out like this



Heading

PAGE TITLE

Picture caption

Sub heading

Introductory
paragraph

Other text

HOW COULD YOU ORGANISE THE LEAFLET?

Or, it could be set out like the information text example about the Pyramids of ancient Egypt but add a picture caption.

Try to use some of the silent letters, suffixes, modal verbs, prefixes etc that you have been practicing in this pack.

Spellings
Use this list to choose at least three a day and practice how to say and spell it.

These spellings are the trickier words you should know or are an exception to the rule.

New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht



accommodate



Use letters from the target word to create new words which match each clue.

A barrier that holds back water.

A wide trench filled with water.

The seed from which chocolate is made.

Now, cover the target word and spell it here:



appreciate



Use letters from the target word to create new words which match each clue.

A grain that is used as food.

This is something that a superhero might wear.

To copy a drawing by following over its lines.

Now, cover the target word and spell it here:



communicate



Use letters from the target word to create new words which match each clue.

The playing card with a single spot on it.

You do this to find out how many objects there are.

A public sale where goods are sold to the highest bidder.

Now, cover the target word and spell it here:



convenience



Use letters from the target word to create new words which match each clue.

You have this if you do not have any.

A flat metal disc used as money.

The sound a person makes that comes out of their mouth.

Now, cover the target word and spell it here:



environment



Use letters from the target word to create new words which match each clue.

You might do this if your clothes are creased.

Something you use to help you to cook an egg.

To take something away from a place.

Now, cover the target word and spell it here:



immediately



Use letters from the target word to create new words which match each clue.

You might do this if your bedroom is messy.

A group of people who are working together.


The part of a story where the character encounters a problem.

Now, cover the target word and spell it here:

Answers

dam moat cacao accommodate
ace count auction communicate
iron timer remove environment

rice cape trace appreciate
noun coin voice convenience
tidy team dilemma immediately

Art	<p>https://www.bing.com/videos/search?q=how+to+make+a+mask+of+a+greek+god&docid=608027567643426822&mid=67C65824E5DB582BBC8867C65824E5DB582BBC88&view=detail&FORM=VIRE</p> <p>use this video link to show you how to draw a Greek God</p> <p>Remember to keep drawing, drawing, drawing and practice, practice practice.</p>	
D&T	<p>Design a Greek God mask.</p> <p>Now follow this you tube clip to show you how to make a papier mache mask.</p> <p>https://www.bing.com/videos/search?q=how+to+make+a+mask+of+a+greek+god+using+papier+mache&adlt=strict&view=detail&mid=C749E735E7682E838681C749E735E7682E838681&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2520to%2520make%2520a%2520mask%2520of%2520a%2520greek%2520god%2520using%2520papier%2520mache%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pq%3Dhow%2520to%2520make%2520a%2520mask%2520of%2520a%2520greek%2520god%2520using%2520papier%2520mache%26sc%3D0-52%26sk%3D%26cvid%3D0D9B4DE5923C474A9DD4D88B98F8FD61</p> <p>There are other you tube clips that you might prefer to use.</p> <p>Make the features to show the characteristics of your Greek God.</p> <p>If you were in school we would be using plaster of paris cloth which gives the mask a very hard surface. Obviously you can purchase some and use this to make your mask but be careful as you musn't put any waste down the sink as it will block it up!</p>	
Geography	<p>Using a world map identify where Greece is.</p>  <p>Now go to a map of Greece and the surrounding countries. Try to name as many as you can.</p> <p>Find the capital of Greece and Olympia.</p>	

		
Music	<p>Listen and appraise L'autrie Pastoure Seoit playing traditional early music https://www.bing.com/videos/search?q=+L%27autrie+Pastoure+Seoit&adlt=strict&view=detail&mid=927E29D534B13FE99538927E29D534B13FE99538&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3D%2520L'autrie%2520Pastoure%2520Seoit%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pq%3DI'autrie%2520pastoure%2520seoit%26sc%3D0-23%26sk%3D%26cvid%3DF8E0CC61C9C54D60B6C40169084AF65E Listen out for the sound of the medieval harp Now listen to Rewind and Listen Out! I Want You Back by The Jackson 5. https://www.bing.com/videos/search?q=i+want+you+back+by+the+jackson+5+lyrics+you+tube&docid=607988191444273837&mid=09F5C5D1448229FF23E609F5C5D1448229FF23E6&view=detail&FORM=VIREA</p> <p>This is a listening activity to remember songs, instruments and their sounds. Now reflect – on the work of Jon Boden.</p> <p>Compare and contrast the three different types of music.</p>	

Introduction to microbes

Activity 1.1: How big is a microbe?

PRIMARY & SECONDARY

Activity time: 15 minutes

This short activity gives students an introduction to microbes; teaching them the 3 different types of microbe and how they differ in shapes and sizes.

This activity would be suitable for a school science or biology week.

For this activity you will need:

- ❖ Balloon, glitter and a pin.



1. Prior to the activity fill the balloon with glitter using a funnel and blow the balloon up. You may wish to prepare a few depending on how many times you wish to demonstrate the activity.
 2. At the start of the assembly activity, ask the students if they know what a microbe is, encourage students to give their ideas. They may know that microbes can make us ill, but they may not know that there are 3 different types. Explain that there are 3 types of microbes: fungi, bacteria and viruses and they can be both harmful and useful to us.
 3. Fungi are the largest microbe and they can be useful or harmful. Give an example of useful and harmful fungi, for example Penicillium is a fungi used to create the antibiotic penicillin which is used to kill bacteria! Students may not know that mushrooms that we eat are also a type of fungi that is good for us. An example of harmful fungi is one that cause's athlete's foot; an itchy foot condition.
 4. Bacteria are the middle size microbe and can also be useful or harmful. Again give examples of both useful and harmful bacteria. For example lactobacillus is a useful bacteria used to make dairy products such as yoghurt, there are other 'probiotic' bacteria found in yoghurts that can aid in our digestion of food. Examples of harmful bacteria are ones that can cause chest infections or food poisoning in spoiled food. Bacteria also come in different shapes: rods, balls or spirals.
 5. Viruses are the smallest type of microbe and are mostly harmful. Some scientists can use viruses in their lab to help make new medicines, but generally all viruses are bad. Viruses cause colds and flu.
 6. Remind the children of the names of the microbes and their sizes. Explain that most microbes are too small to see with the naked eye and that it can be hard to understand their shapes and sizes.
 7. Ask the children to imagine that if a fungi, the largest of the 3 microbes, was the size of the room they are in, how big do they think a bacteria would be in comparison? Show the children the balloon and explain that this is how big the bacteria would be. Ask how big they think a virus would be in relation to this. Pop the balloon and explain that a virus would be the size of a piece of glitter.
- ❖ Optional: if there is an interactive board in the assembly hall/room you could also play the e-Bug how big is a microbe animation, which can be found [here](#).
 - You can see a member of the e-Bug team giving an introduction to microbes here: <https://www.youtube.com/watch?v=VXzmCYJ9fj4>

Spread of Infection

Activity 2.1: Respiratory hygiene, giant sneezes

PRIMARY & SECONDARY

Activity time: 20 minutes

This visual interactive activity shows students the importance of proper respiratory hygiene in preventing the spread of infection.

This activity would be suitable for a school hygiene or health event for instance during cold and flu season.

For this activity you will need:

- ❖ A spray bottle
- ❖ A mask to go over the spray bottle (optional)
- ❖ Green food colouring
- ❖ Length of white roll out paper or lining wallpaper
- ❖ Tissues or paper towels
- ❖ Disposable plastic gloves
- ❖ Marker pens (optional)
- ❖ Meter ruler or tape measure (optional)



Before this activity you will need to:

- Create a sneezing runway down the middle of the assembly by placing white paper in a long strip.
- Fill one spray bottle with water and green food colouring to symbolise snot.

1. Ask for 6 students to volunteer or use pre-arranged volunteers from the assembly group to be 'sneezers'; tell students that they will be demonstrating a huge sneeze.
2. To demonstrate the distance a sneeze and microbes in the sneeze travel, students should take turns holding the bottle at the end of the runway and simulate a sneeze by squeezing the trigger once over the paper.
3. Before 'sneezing' (squeezing the trigger) ask students how far they think the sneeze will travel, you could ask 2-3 different volunteers sat closest to the runway to mark on the paper with a marker pen where they think the sneeze will travel to.
4. After 'sneezing' ask a volunteer to measure how far and how wide the sneeze spreads with

a meter ruler or tape measure and determine which student guessed the closest. Repeat this with another 'sneezing' volunteer.

5. The next step is to observe what happens when we put our hand over our nose when we sneeze; the microbes stay on our hands and can spread to anything we touch. You may wish to put some fresh paper on the runway for this demonstration.
6. From the group of 'sneezing' volunteers have one student be the new 'sneezer' and a second student should be the 'sneeze catcher', they will need to put on the disposable glove and hold their hand about 2 – 5cm away from the spray bottle nozzle. Before 'sneezing' ask students what they think will happen- will the sneeze travel as far as before?
7. Students should notice that the hand catches most of the sneeze but some still escapes on the paper. Ask the 'sneeze catcher' to show the assembly the hand covered in the 'snot' spray and then ask them to place their hand on the white paper sprayed side down. Explain that sneezing in your hand can spread the microbes to things that we touch, so if you do sneeze into your hand, for example if you don't have a tissue, you should wash your hands as soon as possible.
8. Finally, we want to observe what happens when we cover our nose with a tissue during sneezing. Ask the last two 'sneezing' volunteers to be the 'sneezer' and the 'sneeze catcher'; the catcher will hold the tissue directly in front of the spray nozzle. The sneeze is successfully caught in the tissue and won't infect anyone else if the tissue is thrown in the bin straight away. Make sure there is a bin nearby and ask the sneeze catcher to throw the tissue away.
9. Ask students to recite what they have learned, for example by repeating the phrase 'catch it, bin it, kill it'. Reinforce that catching a sneeze in a tissue is the best way to prevent the spread of microbes to others around you.

➤ You can see a member of the e-Bug team demonstrating this activity here:

<https://www.youtube.com/watch?v=XzCs3XSGm0Y>



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<p>Picture news</p>	<p>Read through each of the young people's experiences of lockdown. Do you agree with any of them or do you have any advice for anyone?</p> <div> <p>I carried on going to school throughout lockdown, which was very strange at first.</p> <p>There weren't many of us in school and none of my friends were there. We had to continue to be careful with handwashing and try to social distance – some of the younger children found this hard!</p> <p>Most days were quite fun as we did lots of project-based tasks and I made some new friends.</p> <p>I did feel a bit jealous of all the children in my year who weren't having to come to school though!</p> <p><i>Jack, Age 10</i></p> </div> <div> <p>I really missed my parents. They are both keyworkers, so I went to live with my Grandparents. I love my Grandparents and they are really kind, but I have missed being in my own home with my own family. I didn't do much schoolwork as the internet is pretty rubbish, but I did play out in the garden lots. I spoke to my parents every day on the phone.</p> <p><i>Rosie, Age 9</i></p> </div> <div> <p>My experience of lockdown has been fairly good. I spent a couple of hours doing schoolwork, which my dad helped me with as he had been furloughed. Mum worked in the morning but then we all went out for our daily exercise in the afternoon and came back and made crafts and played in the garden. Some days I missed my friends but most days I felt happy.</p> <p><i>Kate, Age 11</i></p> </div>	
<p>BBC newsround</p>	<p>https://www.bbc.co.uk/newsround/52978346</p> <h2>Watch our special programme on racism</h2> <p>9 Jun 2020 9 Jun 2020</p> <p>De'Graft presents a Newsround special programme all about fairness, protest and <u>people coming together to reject racism.</u></p> <p>In this bulletin, we find out more about <u>George Floyd</u> and why his death has caused such <u>a huge reaction all over the world.</u></p> <p>We hear from <u>kids in America about their experience of these issues.</u></p> <p>And the programme also includes your messages as you've been reacting in your hundreds to what's been happening and what you think about it.</p> <p>Think about the different points about this programme on racism. What are your views on this issue?</p>	
<p>Spanish</p>		