

The Second Vatican Council

The Second Vatican Council started in 1962 and lasted for four years. The Council brought together 2,500 bishops from every continent in the world to reform and renew the Church.

Some highlights of the Second Vatican Council

- The liturgy was changed to the language of the people; in general Mass is no longer celebrated in Latin.
- Lay people are encouraged to play a greater role in the Church.
- The Council states clearly that the Catholic Church rejects nothing of those things which are true and holy in other religions.
- The Council states that everyone, not just Catholics, who is properly baptised and sincerely seeks the truth belongs to Jesus.
- The Council states that any discrimination on ground of race, class or religion, is contrary to the teaching of Jesus.

Activities

1. Work in small groups.
 - a) For each of the above statements give two reasons why you think the Second Vatican Council has been helpful.
 - b) What further changes would you like to see in the Church?
Give thoughtful reasons for them.
2. a) What do you think were the advantages of Vatican II for the:
 - young?
 - elderly?b) Do you think there were disadvantages for them? Explain.



The Sacrament of Confirmation

The Sacrament of Confirmation

The Sacrament of Confirmation strengthens and perfects the grace given to us at Baptism.



The Bishop stretches out his hands and calls down God's Spirit on those to be confirmed. He anoints each person with the holy Oil of Chrism.



What is the Sacrament of Confirmation?

Confirmation is one of the seven Sacraments of the Church.

Sacraments are the way God has chosen to give us a share in His own divine life.

The candidates renew their baptismal promises.
The promises are about rejecting evil and believing in the Holy Trinity and the Church.



The holy Oil of Chrism

The Oil of Chrism is a symbol of being chosen for a special task in life.



Confirmation takes place during Mass. In the bidding prayers we pray for the Pope, the Church and the needs of the people in the world.

At the Consecration, the bread and wine become the real presence of Jesus. We welcome Jesus into our hearts. Each candidate receives a certificate of Confirmation at the end of Mass.



What does the Sacrament of Confirmation do for us?

We receive the gifts of the Holy Spirit.

The Holy Spirit is like the light that makes our 'true colours' (our talents and gifts) shine through us.



Gifts of the Holy Spirit



Wisdom

These gifts are given to us to help us to be true Christians. When we are being confirmed the Bishop prays for the gifts of the Holy Spirit for us.

WISDOM

To have wisdom is to see things as God sees them. It helps us to follow the way of God by making right decisions.

Understanding

This is the gift that helps us to understand all that Jesus has told us.



Right Judgement

Right judgement is the gift that helps us to know what is right and what is wrong when faced with difficult situations.

Knowledge

The gift of knowledge helps us to recognise the goodness and greatness of God and to see the world as it really is.

Courage

To have **courage** is to do the right thing even when we're afraid. Also, it is to keep doing the right thing even when we are discouraged.

Physical courage is risking our own safety for what is right.

Moral courage is risking our relationship with others for what is right.

The two kinds of courage go hand in hand.

Wonder and Awe

The gift of wonder and awe means that:

- ★ God is infinite and infinitely mysterious.
- ★ This infinite God loves each one of us.
- ★ God's creation is beautiful and inspiring.

Reverence



This is the gift that helps us to love God and to love each other.

It urges us to give glory to God in everything we do.

What do we need to do to preserve these gifts?

PRAYER: each day we ask Jesus to keep his Spirit alive within us...

Come Holy Spirit, stay within our hearts and guide our thoughts, words and actions each day.

We make a real effort to go to Mass every Sunday.

**I am the Way
the Truth
and the Life**

John 14:6

WE MAKE SURE WE USE OUR GIFTS

WISDOM

UNDERSTANDING

RIGHT JUDGEMENT

KNOWLEDGE

COURAGE

WONDER AND AWE

REVERENCE

**Make a design to show how
you can use the gifts of the
Holy Spirit.**



**What Have
YOU
Learned
TODAY?**



1. What are sacraments?
2. What does the Sacrament of Confirmation do for a person?
3. What happens when a person is being confirmed?
4. Why is the Oil of Chrism used?
5. What are the seven gifts of the Holy Spirit?
6. Explain the meaning of each gift.



PE 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.



Brain Break Breathing

Bubble Breaths

Breathe in deeply and form a bubble in your mouth. Your cheeks should be puffed out. Blow your bubble out of your mouth and push it away from you by blowing out hard and strong. Do this slowly and picture your bubble floating away. Keep breathing in and out deeply. Close your eyes and think about where else your bubble could go. Can you blow it far away? Can you blow it to a friend? Imagine your bubble is returning to you. Open your mouth and catch it for next time. Repeat.



Brain Break Breathing

Bumble Bee Breaths

Open your hands out with the palms facing towards your face. Place your thumbs over your ears and your fingers over your eyes. Close your lips with your teeth slightly apart. Inhale deeply through the nose and breathe in. Count silently 1, 2, 3, 4, 5.

Exhale slowly through your mouth and make a humming sound like a bee. Count silently 1, 2, 3, 4, 5. Repeat.



Brain Break Breathing

Balloon Breaths

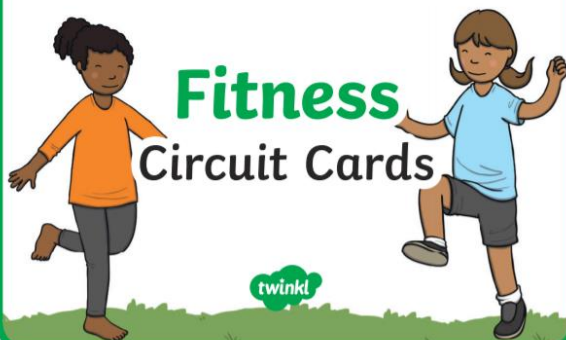
Sit comfortably on the floor with your legs crossed in front of you. Imagine that there is a big balloon in your belly. Place your hands over your belly. Take a big deep breath in, sitting up straight and make your belly puff out as if it was a balloon filling with air. Then exhale slowly like you are letting the air out of a balloon a little at a time. As you let the air out, slowly roll your shoulders and bend forward. Repeat.



Brain Break Breathing

Starfish Breaths

Sit on the floor with your legs comfortably crossed in front of you. Open your left hand and extend it slightly in front of you so it looks like an open starfish. Take your right hand and extend your pointer finger. Beginning with your left thumb, take your right pointer finger and go up the outside thumb while taking a deep breath in. Go down the inside of the thumb and breathe out deeply. Continue the deep breathing in while going up each finger and exhaling when going down each finger. Once you are finished, switch hands and repeat.



Fitness Circuit Cards

Skiping Track

Skip around the circuit:

- How many laps can you do?
- Are you faster than your friend?
- Can you skip backwards?



Fitness Circuit Cards

Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?



Fitness Circuit Cards

Tuck jumps

Do 10 tuck jumps:

- How high can you jump?
- Can you jump higher than your buddy?
- How many tuck jumps can you do without stopping?



<https://whiterosemaths.com/homelearning/year-6/> use this hyperlink

Work through the videos Wk beginning 22nd June

Lesson 1 Area and perimeter

Lesson 2 Area of triangles

Lesson 3 Area of parallelograms

Lesson 4 Volume of cuboids

Then go to the wk beginning 29th June 29.6.20

Lesson 1 Introducing the ratio symbol

Lesson 2: Calculating ratio

Lesson 3: Using scale factors

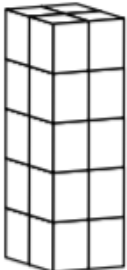
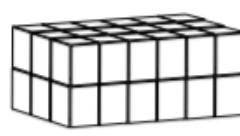
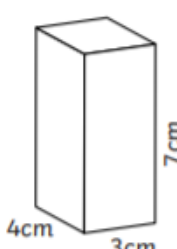
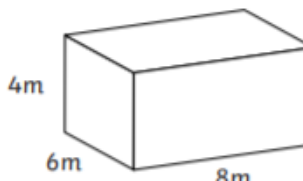
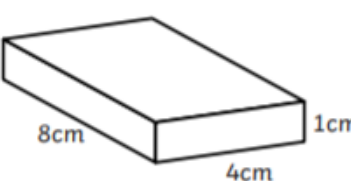
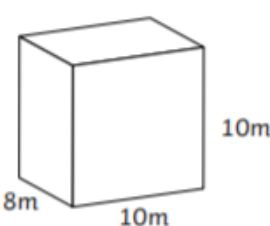
Lesson 4 Ratio and proportion problems

. Now try these:

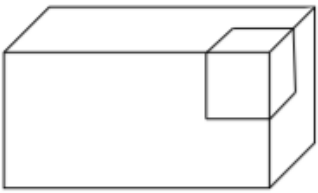
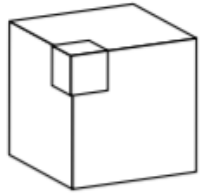
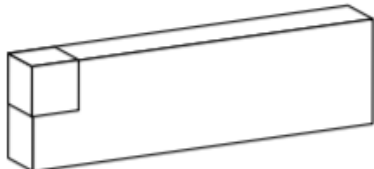
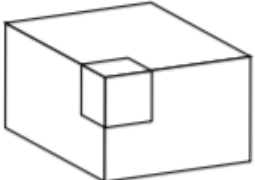
Calculating and Estimating Volume

I can estimate and calculate the volume of cubes and cuboids.

1. Calculate the volume of these shapes.

<p>a)</p>  <p>Each small cube is a cubic centimetre.</p> <p>volume = <input type="text"/> cm³</p>	<p>b)</p>  <p>Each small cube is a cubic metre.</p> <p>volume = <input type="text"/> m³</p>
<p>c)</p>  <p>4cm 3cm 7cm</p> <p>volume = <input type="text"/> cm³</p>	<p>d)</p>  <p>4m 6m 8m</p> <p>volume = <input type="text"/> m³</p>
<p>e)</p>  <p>8cm 4cm 1cm</p> <p>volume = <input type="text"/> cm³</p>	<p>f)</p>  <p>8m 10m 10m</p> <p>volume = <input type="text"/> m³</p>

2. Estimate the volume of these shapes.

<p>a)</p>  <p>Small cube = 1 cubic centimetre</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Estimation =</div>	<p>b)</p>  <p>Small cube = 1 cubic metre</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Estimation =</div>
<p>c)</p>  <p>Small cube = 1 cubic metre</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Estimation =</div>	<p>d)</p>  <p>Small cube = 1 cubic metre</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Estimation =</div>

3. The volume of a cuboid is 36cm^3 . The height of the cuboid is 6cm and the width is 2cm. What is the measurement of the other side?

4. A cuboid has a volume of 60cm^3 . Place a tick by all the dimensions which the cuboid could be.

12cm × 3cm × 4cm	<input type="checkbox"/>	10cm × 3cm × 2cm	<input type="checkbox"/>
20cm × 3cm × 1cm	<input type="checkbox"/>	5cm × 6cm × 2cm	<input type="checkbox"/>
6cm × 2cm × 2cm	<input type="checkbox"/>	8cm × 3cm × 2cm	<input type="checkbox"/>

Calculating and Estimating Volume **Answers**

1. Calculate the volume of these shapes.

- a. 20cm^3 d. 192m^3
 b. 36m^3 e. 32cm^3
 c. 84cm^3 f. 800m^3

2. Estimate the volume of these shapes.

- a. 16cm^3
 b. 27m^3
 c. 14cm^3
 d. 24m^3

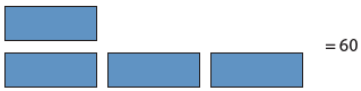

3. The volume of a cuboid is 36cm^3 . The height of the cuboid is 6cm and the width is 2cm. What is the measurement of the other side?


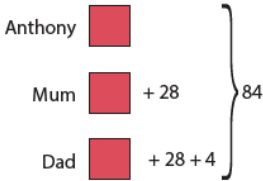
3cm

4. A cuboid has a volume of 60cm^3 . Place a tick by all the dimensions which the cuboid could be.

12cm × 3cm × 4cm	<input type="checkbox"/>	10cm × 3cm × 2cm	<input checked="" type="checkbox"/>
20cm × 3cm × 1cm	<input checked="" type="checkbox"/>	5cm × 6cm × 2cm	<input checked="" type="checkbox"/>
6cm × 2cm × 2cm	<input type="checkbox"/>	8cm × 3cm × 2cm	<input type="checkbox"/>

Ratio and Proportion

Mastery	Mastery with Greater Depth
<p>You can buy 3 pots of banana yoghurt for £2.40. How much will it cost to buy 12 pots of banana yoghurt?</p> <p>A child's bus ticket costs £3.70 and an adult bus ticket costs twice as much. How much does an adult bus ticket cost?</p> <p>To make a sponge cake, I need six times as much flour as I do when I'm making a fairy cake. If a sponge cake needs 270 g of flour, how much does a fairy cake need?</p>	<p>Make up a word puzzle that you could solve with this diagram:</p>  <p>Make up a word puzzle that you could solve with this diagram:</p> 

Mastery	Mastery with Greater Depth
<p>Sam has 9 fewer sweets than Sarah. They have 35 sweets altogether.</p> <p>How many sweets does Sam have?</p> <p><i>Bar modelling can be a useful strategy for solving these type of problems as illustrated below.</i></p> <p><i>For further information visit www.ncetm.org.uk/resources/44565</i></p>  <p> $35 - 9 = 26$ $26 \div 2 = 13$ Sam has 13 Sarah has 22 </p>	<p>Mum is 28 years older than Anthony. Mum is 4 years younger than Dad. The total age of the three of them is 84 years.</p> <p>What is Mum's age?</p> <p><i>Bar modelling can be a useful strategy for solving these type of problems as illustrated below.</i></p> <p><i>For further information visit www.ncetm.org.uk/resources/44565</i></p>  <p> $84 - (28 + 28 + 4) = 24$ $24 \div 3 = 8$ Mum is 8 + 28 Mum is 36 years old </p>
<p>If I share equally a 3 m ribbon between 5 people, how long will each person's ribbon be?</p>	<p>I share equally a length of ribbon between 8 people, and each person gets 0.25m of ribbon. Can you work out how long the original piece of ribbon was?</p>
<p>In Year 1 there are 50 pupils, of whom 16 are boys.</p> <p>What percentage of the pupils are girls?</p>	<p>In a class of children 25% are boys and the rest are girls. There are 18 girls.</p> <p>How many children are in the class?</p>

<https://www.thenational.academy/> Continue with this

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

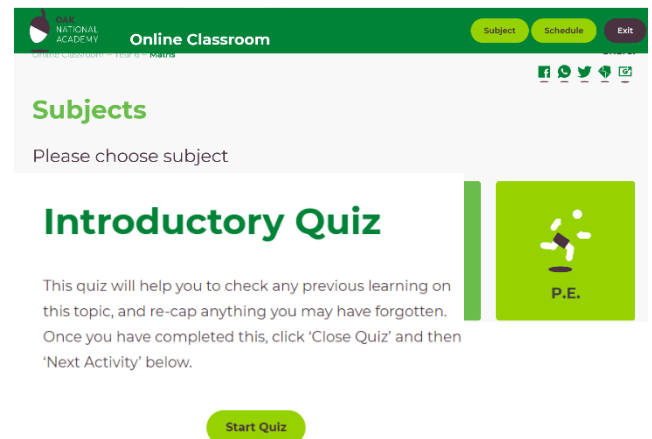
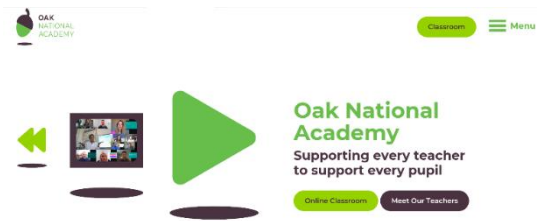
Click Classroom

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 .

► Now we are ready to start the test.

For this group of questions you will have 5 seconds to work out each answer and write it down.

- 1 Subtract twenty from eighty-four.
- 2 How many millilitres are there in three point six litres?
- 3 Subtract thirty-two from eighty.
- 4 How many fifty pence pieces are there in four pounds?
- 5 How many hundreds are there in three thousand?

For this group of questions you will have 10 seconds to work out each answer and write it down.

- 6 Add together three and a half and six and a half.
- 7 Look at your answer sheet. Put a ring around the fraction that is equal to nought point nine.
- 8 Multiply twenty-five by nine.
- 9 Cancel three-fifteenths.
- 10 What is the total of three hundred and seventeen and four hundred and three?
- 11 What is the time nine hours after ten p.m.?
- 12 g has a value of fifteen. Calculate g plus six.
- 13 Look at your answer sheet. Circle the pair of lines that is parallel.
- 14 What is the total of two point six and three point two?
- 15 Write two factors of thirty-five.

For this group of questions you will have 15 seconds to work out each answer and write it down.

- 16 What is twenty-five times twenty?
- 17 Suzy chose a number. She doubled the number and then subtracted eight from the result. Her answer was forty-two. What was the number she started with?
- 18 A pizza costs one pound ninety-five. How much would four pizzas cost?
- 19 Look at your answer sheet. Circle the multiple of forty-five.
- 20 Write two prime numbers with a difference of one.

► Now we are ready to start the test.

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- 1 Subtract twenty from eighty-four.
- 2 How many millilitres are there in three point six litres?
- 3 Subtract thirty-two from eighty.
- 4 How many fifty pence pieces are there in four pounds?
- 5 How many hundreds are there in three thousand?

64	4	3
3600	6	5
48	3	3
8	3	4
30	2	4

For this group of questions you will have 10 seconds to work out each answer and write it down.

- 6 Add together three and a half and six and a half.
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- 15 Write two factors of thirty-five.

10	3	3
$\frac{9}{10}$	2	4
225	4	4
$\frac{1}{5}$	2	5
720	4	4
7 a.m.	6	5
21	1	5
5.8	5	5
two from	4	5
1, 35, 5, 7	3	4

For this group of questions you will have 15 seconds to work out each answer and write it down.

- 16 What is twenty-five times twenty?
- 17 Suzy chose a number. She doubled the number and then subtracted eight from the result. Her answer was forty-two. What was the number she started with?
- 18 A pizza costs one pound ninety-five. How much would four pizzas cost?
- 19 Look at your answer sheet. Circle the multiple of forty-five.
- 20 Write two prime numbers with a difference of one.

500	3	4
25	1/4	5
£7.80	1/4	4
900	3	4
2 and 3	3	5

Number 19 There are 2 multiples of 45: 900 and 405

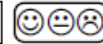
Answers

Spring Test 10

Name:

Class:

Date:



5-second questions

1	
---	--

2	3.6 litres
---	------------

3	
---	--

4	£4
---	----

5	3000
---	------

10-second questions

6	$3\frac{1}{2}$ $6\frac{1}{2}$
---	-------------------------------

7	$\frac{10}{9}$ $\frac{9}{10}$ $\frac{1}{9}$ $\frac{9}{100}$
---	---

8	25 9
---	------

9	$\frac{3}{15}$
---	----------------

10	317 403
----	---------

11	10 p.m.
----	---------

12	$g + 6$
----	---------

13	$=$ $+$ $<$ \times
----	----------------------

14	2.6 3.2
----	---------

15	35
----	----

15-second questions

16	25 20
----	-------

17	42
----	----

18	£ £1.95
----	---------

19	405 245 900 540
----	-----------------

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

MATHS

Arithmetic : You have 30mins to do as many as you can.

Win it! Bin it! Save it for later!

1) ____=6000+90		2)____=8275 + 82		3)826=800+____+6		4) ____+5=341				
5) 9 × 41=		6) 5.87 + 3.123=		7) 180 ÷ 3=		8) 180 ÷ 12=		9) 213 × 0=		
10) 91 ÷ 7=		11) ____=87 - 65		12) 602-____=594			13) 1210 ÷ 11=			
14) 25.34×10=				15) 60÷(30-24)=			16) 3 ³		17) 101×1000=	
18) 20% of 3000		19) 7-2.25=		20) 0.9 ÷ 100=		21) 9-1.9=		22) 1 $\frac{3}{7}$ - $\frac{4}{7}$		
23) 836 × 27=		24) $\frac{1}{5}$ + $\frac{3}{4}$ =		25) 888 ÷ 37		26) 1 $\frac{1}{5}$ + 2 $\frac{1}{10}$		27) 35% of 320=		
28) $\frac{8}{9}$ - $\frac{1}{4}$ =		29) 51% of 900=		30) 3468 × 62		31) $\frac{2}{3}$ ÷ 3=		32) 2 $\frac{1}{2}$ - $\frac{3}{4}$ =		
33) 36% of 450=		34) 1 $\frac{3}{4}$ × 10=		35) $\frac{5}{6}$ × 540 =			36) 8051 ÷ 83=			

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 buttons for 'Year Group', 'Subjects', and 'Schedule'. Below this, a section titled 'Information Leaflet' indicates '5 Lessons'. Four lesson cards are displayed in a 2x2 grid:

- Lesson 1: reading focus** (green card)
- Lesson 2: reading focus** (yellow-green card)
- Lesson 3: Identifying features** (yellow-green card)
- Lesson 4: Formality** (green card)

Each card has a 'Start lesson' button at the bottom right.

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 forever,⁵ 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 stone.¹⁰

The Tomb

From the outside, the pyramids looked quite simple but inside were various passages and chambers, some with secret entrances and trapdoors.¹

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 afterlife,² 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.

Challenge

Africa

Now collect information about the big 5 that you find in Africa and use this information to write an attractive leaflet. Try to use some of the SPAG work from below.

Making Plurals

singular	one
plural	more than one

Ash is reading some of his text messages from Hassan. Hassan has not always written the correct form of the plural noun in his messages, so Ash is going to do that. Can you help him? For each singular noun, decide which rule Ash should follow to make it plural, then write the plural noun on the correct phone.

light

box

costume

hero

party

story

country

family

bus

book

script

match

+s

12:35 58%

Messages Send

Send

+es

12:35 58%

Messages Send

Send

-y
+ies

12:35 58%

Messages Send

Send

Ash has noticed that he has made some spelling mistakes in some of his texts to Hassan. Can you let him know whether his words are spelt correctly (✓) or incorrectly (x)?

Word	✓ or x	Word	✓ or x
tomatos		flys	
teeth		holidiaies	
leggings		shoes	

Making Plurals **Answers**

Ash is reading some of his text messages from Hassan. Hassan has not always written the correct form of the plural noun in his messages, so Ash is going to do that. Can you help him? For each singular noun, decide which rule Ash should follow to make it plural, then write the plural noun on the correct phone.



Ash has noticed that he has made some spelling mistakes in some of his texts to Hassan. Can you let him know whether his words are spelt correctly (✓) or incorrectly (x)?

Word	✓ or x	Word	✓ or x
tomatos	x	flys	x
teeth	✓	holidiaies	x
legginges	x	shoes	✓

Word Classes

Read the extract below. Use this key to choose your colours, then find as many words as you can which belong to each class.

Word Class	Colour	Word Class	Colour
nouns		proper nouns	
verbs		prepositions	
adjectives		pronouns	
adverbs		conjunctions	

Ever since Mr Rivers told me that I'd got the lead part in our school play, *Robin Hood: Superstar!*, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

*I'm Robin Hood – superstar!
I steal from the rich to give to the poor.*

But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

"Ash?"

I pulled on my green leggings, only to realise that one leg was inside out and twisted round and very uncomfortable.

"Ash..."

I tried to tie my laces, but they ended up looking like balls of spaghetti.

"Ash!"

I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.

Extract from the Twinkl Originals KS2 story 'Under the Lights'

What word class is left over, after everything else is coloured in? _____

Can you write a sentence with the word 'dress' as:

...a noun? _____

...a verb? _____

Word Classes **Answers**

Read the extract below. Use this key to choose your colours, then find as many words as you can which belong to each class.

Word Class	Colour	Word Class	Colour
nouns		proper nouns	
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That's when I realised that the classroom was empty.

Extract from the Twinkl Originals KS2 story 'Under the Lights'

What word class is left over, after everything else is coloured in? **determiners**

Can you write a sentence with the word 'dress' as:

...a noun?: e.g. My friend arrived, wearing her Maid Marion dress.

...a verb?: e.g. If I had known how much effort it would be to dress up, I wouldn't have agreed.



Missing Punctuation

I can punctuate direct speech.

Someone has removed all of the punctuation from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	!	,	" "	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

Don't forget to start a new line for each new speaker! **You will need to rewrite the extract.**

You In tights In front of all of those people Unbelievable Hassan can you stop blathering and actually help I was starting to not be able to breathe very well even though I'm not asthmatic and there were no cats nearby What if I went on stage and I couldn't breathe and then I passed out in front of everyone What if I fell over and knocked into the dancers and they went down in a long line like dominoes Now that I'd started I couldn't stop thinking of all thing things that might go wrong Ooh nice tights Ash said Janelle sticking her head round the door They're leggings I repeated trying to untwist the left leg Hey no judgement from me I'm wearing tights too



Missing Punctuation **Answers**

I can punctuate direct speech.

Someone has removed all of the punctuation from the extract below.
Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	!	,	" "	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

"You! In tights! In front of all of those people! Unbelievable!

"Hassan, can you stop blathering and actually help?" I was starting to not be able to breathe very well, even though I'm not asthmatic and there were no cats nearby. What if I went on stage and I couldn't breathe and then I passed out in front of everyone? What if I fell over and knocked into the dancers and they went down in a long line, like dominoes?

Now that I'd started, I couldn't stop thinking of all thing things that might go wrong.

"Ooh, nice tights, Ash," said Janelle, sticking her head round the door.

"They're leggings," I repeated, trying to untwist the left leg.

"Hey, no judgement from me. I'm wearing tights, too."

Time, Cause and Effect Conjunctions

Underline the time conjunction in each sentence.

1. Miss Underbridge paced at the front while Mr Tariq handed out our papers.
2. "Er..." I panicked, before my eye caught the First World War display.
3. "Sometimes, when we're anxious about things, it can affect how we behave."
4. After our last exam, there was a class party.
5. We'd been waiting for this moment since we first joined Morton, half a lifetime ago.

Can you write a sentence which uses these conjunctions?

after

before

while

until

when

Underline the causal conjunction in each sentence.

1. Ash felt nervous, even though he had sung in public before.
2. Everyone went silent because Mr Rivers' warm-ups are amazing.
3. Even though there was no disco ball, the room glittered.
4. Ash loved the band 'Glitter Riot', so he bought all of their albums.
5. Hassan was not good at running, therefore he struggled to keep up.

Can you write a sentence which uses these conjunctions?

so

because

even though

therefore

Time, Cause and Effect Conjunctions **Answers**

Underline the time conjunction in each sentence.

1. Miss Underbridge paced at the front while Mr Tariq handed out our papers.
2. "Er..." I panicked, before my eye caught the First World War display.
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Time, Cause and Effect Conjunctions

Can you match the two halves of each sentence with an appropriate conjunction? Use a ruler.

Ash had trouble sleeping before we start to act differently to normal.

It was upsetting for Janelle when he even got to school.

Sometimes we don't know how we are feeling so she found out she had missed the auditions.

Hassan supported Ash while he listened to his favourite band, Glitter Riot.

Ash had planned how lunchtime would go until he was on the stage.

Underline the causal conjunction in each sentence.

1. Ash felt nervous, even though he had sung in public before.
2. Everyone went silent because Mr Rivers' warm-ups are amazing.
3. Even though there was no disco ball, the room glittered.
4. Ash loved the band 'Glitter Riot', so he bought all of their albums.
5. Hassan was not good at running, therefore he struggled to keep up.

Can you write out sentences 1-5 with a different conjunction, but keep the same meaning?

1. Ash felt nervous, even though he had sung in public before.

2. Everyone went silent because Mr Rivers' warm-ups are amazing.

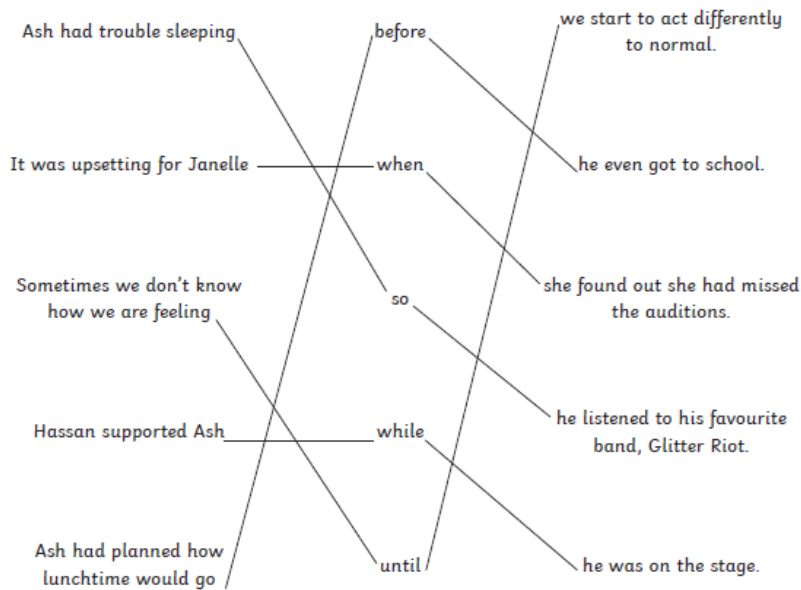
3. Even though there was no disco ball, the room glittered.

4. Ash loved the band 'Glitter Riot', so he bought all of their albums.

5. Hassan was not good at running, therefore he struggled to keep up.

Time, Cause and Effect Conjunctions **Answers**

Can you match the two halves of each sentence with an appropriate conjunction? Use a ruler.



Underline the causal conjunction in each sentence.

1. Ash felt nervous, even though he had sung in public before.
2. Everyone went silent because Mr Rivers' warm-ups are amazing.
3. Even though there was no disco ball, the room glittered.
4. Ash loved the band 'Glitter Riot', so he bought all of their albums.
5. Hassan was not good at running, therefore he struggled to keep up.

Can you write out sentences 1-5 with a different conjunction, but keep the same meaning?

1. Ash felt nervous, even though he had sung in public before.
Ash felt nervous, although he had sung in public before.
2. Everyone went silent because Mr Rivers' warm-ups are amazing.
Everyone went silent since Mr Rivers' warm-ups are amazing.
3. Even though there was no disco ball, the room glittered.
Even though there was no disco ball, the room glittered.
4. Ash loved the band 'Glitter Riot', so he bought all of their albums.
Ash loved the band 'Glitter Riot', therefore he bought all their albums.
5. Hassan was not good at running, therefore he struggled to keep up.
Hassan was not good at running, so he struggled to keep up.

Green/Blue/Pink

/Blue/Pink

Answers

History

ANCIENT
GREECE

Imagine that a theatre company are coming to our school to put on the Greek play Oedipus Rex by Sophocles. Create a leaflet giving information about the theatre company and the play that they are performing.

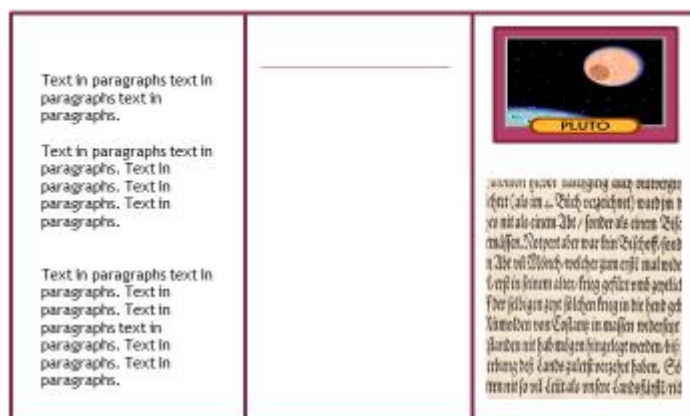
Information Texts

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 plurals, time, cause and effective conjunctions, quotes , word classes 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


Correct the Spelling Mistake

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Shaun loved playing football acording to his best friend.
2. There were no more avabile cinema times for that evening.
3. The princess didn't rekognis the prince.
4. The foregn exchange student loved her new school.
5. Andrew loved reading books espeshally before bedtime.
6. Mum sinserly apologised for being late.
7. "It's lovely to meet you," whispered the boy with an orkword smile.
8. Grandpa cooked a delicious vegtabul soup for dinner.

Answers

according available recognise foreign especially sincerely awkward vegetable

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>Now that you have been drawing Greek Gods design a scene to go with the leaflet you have produced about the Greek play Oedipus Rex by Sophocles.</p> <p>Remember to keep drawing, drawing, drawing and practice, practice practice.</p>	
D&T Complete this	<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=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dhow%2520to%2520make%2520a%2520mask%2520of%2520a%2520greek%2520god%2520using%2520papier%2520mache%26qs%3Dn%26form%3DQBV%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>	
Design a diorama 	<p>Design a scene of the Greek play Oedipus Rex by Sophocles.</p> <p>Research this first and then make a decision about what you might depict.</p>	
Geography	Using a map of Europe and identify the main capital cities.	
Music	With the death of Vera Lynn aged 103 research who she was and listen to some of her well known songs. Enjoy.	
Science	<p>Problem-solving – An electronic scarecrow!</p> <p>Using your knowledge of electricity design a scarecrow that keep birds off your veg patch by setting off an alarm , different sounds and a light.</p>	

I am leaving this on so that you still have the opportunity to have a go at this.

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>



What Positives Have Come from Lockdown?

Lockdown is a difficult time when we may feel that the things we love and enjoy have been taken away from us. For example, we are unable to go to school, see our friends and family, take part in after-school activities or visit our favourite places.

During this difficult time, you may have learnt new skills, discovered new talents and found more of your special qualities. These positives need to be captured and celebrated.

Can you take some time to think about what positives being in lockdown has taught us?

Spend some time thinking about the following three questions and then complete each activity. When you have completed them, display the activities somewhere you can see and be proud of them each day. If you are having a difficult day, looking back at your answers will help you to feel proud and positive about yourself.



The three questions

What skills have you learnt during lockdown? E.g I can make lunch for everyone.

What new talents have you discovered? E.g I never knew that I could model clay and draw people.

What special qualities have you discovered e.g I can motivate myself to do my schoolwork to the best of my ability.

Under the Lights

Chapter Seven "You're fine."

Why does Ash not want to be at school?

On Monday, I tried to convince Mum to let me stay off school. I wore every jumper that I could find and wrapped myself in two duvets until I started sweating. Then, I limped downstairs.



What acceptable reasons are there for not being at school?
What reasons are not acceptable for being off school?

Under the Lights

Chapter Ten "What an overreaction."

How do you think Janelle felt before, during and after the test?

Janelle's eyes were red and her mouth was a wobbly line, but she looked determined.



It's always better to try your best in a test, rather than not try at all. Do you agree with this statement?



**BBC
newsround**

Look at Newsround and find out about the Minecraft update.

