



Year 5



Term 6 Week 3 – 15th June - 19th June

This week's topic: Pirates!

Dear Parents & Carers,

We hope that the children enjoyed learning more about North America last week. Thank you once again to those of you who shared your children's work with us via the school's email. We absolutely love seeing what the children have been up to, so please do keep on sending it in.

As always, we would like to emphasise the importance of establishing a routine that works for you and your child. A reminder of one excellent routine (but not the only one) we heard of, which went like this:

- (1) Quiet reading time
- (2) PE with Joe Wicks
- (3) Maths (White Rose)

Break time

- (4) English / Topic of the week (writing task)

Lunch time

- (5) Art, DT, ICT – something creative, ideally linked to theme of the week.

This week the theme is pirates, which we have been planning for a while, but given events around the world we have reconfigured our plans to put a big emphasis on the Black Lives Matter movement. There are still pieces of work that refer to pirates, which we're sure the children will enjoy, but we felt that the theme of Black Lives Matter was very relevant, and followed on very well from last week's theme, North America.

As ever, we have set a combination of Maths and Writing/Topic tasks, and following this there are a host of ideas for history, geography, art, music and other lessons to keep your children busy! As we stress each week, we realise you might find some of these ideas great, and others not so helpful. You might find other resources online, which is all to the good.

Please continue to send us pictures of the work your children are proud of and want us to see – you can email us via the school office (mark your email 'FAO Miss Joyce / Mr O'Donovan'). Thanks again for all the wonderful letters and emails we have already received.


Our best wishes to you all

Miss Joyce and Mr O'Donovan

In your pack each week we try to include:

- Open ended project ideas and research topics
- Writing activities to explore independently or together
- Daily Maths lesson
- Ideas for science experiments
- Games, Art and craft ideas
- Links to other learning resources
- A use for toilet roll tubes...



Day	Tasks	
Monday	<p>Maths: Summer Term Week 7, Lesson 1- Decimals as fractions</p> <p>Video: https://vimeo.com/425602384</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Decimals-as-fractions-2-2019.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Decimals-as-fractions-2-2019.pdf</p> <p><u>Topic: Black Lives Matter</u></p> <p><u>Let's begin by finding out more about the Black Lives Matter movement.</u></p> <ul style="list-style-type: none"> - BBC Newsround reports on George Floyd's memorial service here: https://www.bbc.co.uk/newsround/52932636 - First news recently produced a video about why racism remains a big issue: https://live.firstnews.co.uk/i-dont-get-it/bfi/racism-why-is-it-still-a-big-issue/ - And the most recent article on the protests around the world appears below: <hr/> <div data-bbox="300 1081 1337 2101"> <div> <h2>7. BIG NEWS</h2>  <p>USA PROTESTS</p> <p>PROTESTS have been taking place all over the world following the death of George Floyd in Minneapolis, USA, after he was held down by police officers.</p> <div> <p>During his arrest, George Floyd, who is black, died after white police officer Derek Chauvin knelt on his neck. The officer has since been charged with murder, while three other police officers involved in the arrest have lost their jobs.</p> <p>Protests against police violence and racial hatred then began in Minneapolis, before quickly spreading across the world, as people took to the streets to campaign against the police using unnecessary force against black people in the US.</p> <p>There were demonstrations everywhere, including UK cities London, Cardiff and Manchester. Celebrities including Ariana Grande and Halsey joined in protests in the States too.</p> <p>The majority of the protesters walked peacefully, carrying Black Lives Matter signs and calling for justice. But in some parts of the US, demonstrations became violent.</p> </div> <div> <p>Although US President Donald Trump called George's death a tragedy, he has also been accused of glorifying violence, after threatening protesters in a tweet that said: "when the looting starts, the shooting starts".</p> <p>For the first time in Mr Trump's presidency, Twitter tagged the tweet with a message that said it "violated [broke] their rules about glorifying violence". Twitter hid the tweet but did not remove it as they feel "it is in the public's interest" to see it.</p> <p>At a speech in Minneapolis, the brother of George Floyd spoke at a rally, where he called for "peace" and "justice" through voting, rather than violence.</p> <p>As First News went to press, the National Guard (the US reserve military force for domestic emergencies) was being sent to several states across the country.</p> </div> </div> </div>	

Writing challenge: A letter to my grandchildren

Imagine the year is 2090... You are 80 years old, and the world is much better and fairer place, and racism has gone!

Think back to the summer of 2020. Write a letter, describing what it was like to your first grandchild. Describe a little bit about COVID 19 and the school shutdown. Then tell your grandchild about the sad death of George Floyd, but then describe how it spurred us all on to make the world a fairer, better place.

Informal Letter Writing Checklist

	✓	✓	✓
Did I include...	Child	Friend	Teacher
Structure and Language			
the sender's address?			
the date?			
an appropriate greeting?			
an introduction?			
paragraphs around a theme?			
first person form?			
vocabulary that shows a chatty, informal style?			
places where the writer addresses the recipient directly?			
a conclusion?			
a complimentary close?			
the sender's name or signature at the end?			

Tuesday

Maths: Summer Term Week 7, Lesson 2- Understand thousandths

Video: <https://vimeo.com/425602576>

Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Understand-thousandths-2019.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Answers-Understand-thousandths-2019.pdf>

Topic: Black heroes

Today we'd like you to think back on your time in Year 5. In particular, we would like you to think about all the inspirational black people we have learned about.

- Amazing people like Katherine Johnson, the "Hidden Figure" who helped the astronaut John Glenn to orbit the earth.
- Inspiring people like Malorie Blackman, an ex-Dalmain pupil, and whose book "Robot Girl" we read, and which set out a future where the robots are in charge!
- Brilliant people like Martin Luther King, whose "I have a dream" speech inspired some of your heartfelt speeches.
- Trailblazing people like Mary Seacole, the determined nurse who set up her 'British Hotel' to heal the sick during the Crimean War.
- And magnificent people like Maya Angelou, whose poem, "When Great Trees Fall" we studied shortly before lockdown.

Writing challenge: there goes my hero

Today's writing challenge is to describe the black person from the list above (or it could even be one of your friends or family) who inspires you the most.

You should write five paragraphs, and suggested sentence starters appear below.

Paragraph 1: Introduction

I am inspired by _____. They are famous for _____.

Paragraph 2: amazing fact 1

This person first found fame when they _____.

Paragraph 3: amazing fact 2

The highlight of their career was when _____

Paragraph 4: amazing fact 3

As the years went by, they were also known for _____

Paragraph 5: conclusion

When I think of this person, I think _____, and that is why they are a great hero to me.

Wednesday

Remember that it is Wellbeing Wednesday – check the school's website for this week's updates! Look under News & Dates / Coronavirus Updates and you will find loads of resources and activities.

Maths: Summer Term Week 7, Lesson 3- Rounding decimals

Video: <https://vimeo.com/425603173>

Worksheet: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Rounding-decimals-2019.pdf>

Answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Answers-Rounding-decimals-2019.pdf>

Topic: Pirates

Reading Comprehension: The short and bloody history of Pirates.

Please read the text (1 page) and answer the questions (3 pages). The text is pasted below and also available here:

<https://www.teachitprimary.co.uk/resources/y6/inference-and-deduction/reading-comprehension/english-sats-reading-practice-paper/31257>

Key stage 2 reading practice paper – questions

Section 2: Extract from: *The Short and Bloody History of Pirates* by John Farman

THE PICK OF THE BUNCH

There were thousands of pirates terrorising the seven seas during the seventeenth and eighteenth centuries, but some stood out head and shoulders above the rest. Here's the pick of the best – or worst – of 'em!

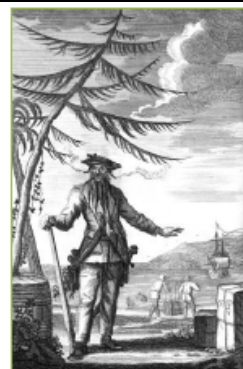
Blackbeard – The Weirdest

Blackbeard was the nickname given to a nasty piece of work called Edward Teach, who was born in Bristol sometime in the late seventeenth century. In a way he was a failed sailor who turned lawbreaker because he wasn't getting anywhere in the Navy. Nonetheless, he was to gain a reputation as one of the most terrifying of all pirates and is now more talked about than any of the famous proper naval captains of the day. Here are just a few of the stories about the old devil.



Appearance

Not content with being fierce, Blackbeard had to *look* fierce as well. He had a good start, for he was built like an all-in wrestler with a horribly twisted nose and big sticky-out ears. He added to this by sporting a huge, shaggy beard (black obviously) which he wore in filthy ringlets. To set all this off, Blackbeard would wear a black wide-brimmed pirate hat pulled down right to his eyes and, best of all, when in fighting mode, he would weave hemp cords soaked in saltpetre and limewater into his hair and beard and light them, so surrounding his massive head with an eerie glow and thick black smoke.



His demonic appearance was accompanied by a bandoleer with three braces of pistols ready for action and a wide belt with even more pistols and various nasty-looking daggers and cutlasses. Not someone you'd want to meet on a dark night in a small boat, I'll wager.

Fun and Games

In order to show his crew who was boss, Blackbeard would think up daft tests of bravery and endurance. Like creating a 'hell' of his very own, which he did by challenging the toughest sailors to accompany him down below, where he battened down all the hatches and lit pots of lethal brimstone. As the choking yellow fumes filled the pirates' parlour, one by one the crew dashed gasping in to the fresh air, while Blackbeard remained laughing fit to burst.

Gaining Respect

Another time, he was sitting at a table, down below, having a pleasant after-work drink with his mates, when he suddenly blew out the candles and pulled out his two huge pistols. Before anyone could get a word out, he shot right under the table, smashing the knee of Israel Hands, his second in command, who was taken immediately to the wooden leg department.

Questions 15 – 27 are about *The Short and Bloody History of Pirates* by John Farman (page 5)

15. *As the choking yellow fumes filled the pirates' parlour, one by one the crew dashed gasping in to the fresh air.*

Find and copy two different words from the sentence above which show how desperate the crew were to be able to breathe.

1.
2.

1 mark

16. Look at the paragraph which begins: *Blackbeard was the nickname...*

Why did Blackbeard become a lawbreaker?

.....

17. Look at the paragraph beginning: *There were thousands of pirates...*

Find and copy one word which is closest in meaning to 'scaring'.

.....

1 mark

18. Using information from the text, put a tick in the correct box to show whether information is **true** or **false**.

	True	False
Blackbeard's real name was Edward Teach.		
Blackbeard was born in the eighteenth century.		
Blackbeard cut off the leg of his second in command with a cutlass.		
Blackbeard set challenges to test his crew's bravery and endurance.		

2 marks

19. Name **two** features of Blackbeard's appearance that were frightening.

1.

2.

2 marks

20. Find and copy a group of words that tells you that Blackbeard found it funny to torture his crew with brimstone fumes.

.....

1 mark

21. Look at the section headed *Gaining Respect*.

What did Blackbeard do **before** he pulled out his two huge pistols?

.....

1 mark

22. Look at the section headed *Appearance*.

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	True	False
Blackbeard had a huge black beard.		
Blackbeard's weapons included pistols, cutlasses and daggers.		
Blackbeard wore a black wide-brimmed pirate hat.		
You wouldn't want to meet Blackbeard on a dark night in a small boat.		

2 marks

23. In what city was Blackbeard born?

.....

1 mark

24. Look at the paragraph beginning: *Another time, he was sitting at a table...*

Find and copy **one** word which means 'without delay'.

.....

1 mark

25. Blackbeard could become violent without warning.

Give one piece of evidence from the text which shows this.

.....

1 mark

	<p>26. Which of the following would be the most suitable summary of the whole text?</p> <p>Tick one.</p> <table><tr><td>The Nastiest of Pirates</td><td><input type="checkbox"/></td></tr><tr><td>What Blackbeard Looked Like</td><td><input type="checkbox"/></td></tr><tr><td>The Death of Blackbeard</td><td><input type="checkbox"/></td></tr><tr><td>How to Fight a Pirate</td><td><input type="checkbox"/></td></tr></table> <p>1 mark</p> <p>27. Draw lines to match each section to its content.</p> <p>One has been done for you.</p> <table><tr><td>Appearance</td><td>Gives an example of the ways in which Blackbeard tested and frightened his crew.</td></tr><tr><td>Gaining Respect</td><td>Gives information about what Blackbeard looked like and the weapons he wore.</td></tr><tr><td>Fun and Games</td><td>Tells a story about a time that Blackbeard injured his second in command.</td></tr></table> <p>1 mark</p>	The Nastiest of Pirates	<input type="checkbox"/>	What Blackbeard Looked Like	<input type="checkbox"/>	The Death of Blackbeard	<input type="checkbox"/>	How to Fight a Pirate	<input type="checkbox"/>	Appearance	Gives an example of the ways in which Blackbeard tested and frightened his crew.	Gaining Respect	Gives information about what Blackbeard looked like and the weapons he wore.	Fun and Games	Tells a story about a time that Blackbeard injured his second in command.	
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Thursday	<p>Maths: Summer Term Week 7, Lesson 4- Order and compare decimals</p> <p>Video: https://vimeo.com/425603300</p> <p>Worksheet: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Order-and-compare-decimals-2019.pdf</p> <p>Answers: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Answers-Order-and-compare-decimals-2019.pdf</p> <p><u>Topic: Not all pirates had beards and hooks</u></p>															



“Above all else, she emerges as a woman who broke the mould and thereby played a unique role in history.”

Quote from the book “Grace O’Malley, Ireland’s Pirate Queen”, by Anne Chambers.

This is a statue of Grace O’Malley, who many consider to be one of the most famous pirates of all.

Can you find out more about the ‘Pirate Queen’? There is information here:


https://en.wikipedia.org/wiki/Grace_O%27Malley

<https://www.historyireland.com/early-modern-history-1500-1700/grainne-mhaol-pirate-queen-of-connacht-behind-the-legend/>

<https://blog.nationalarchives.gov.uk/meeting-grace-omalley-irelands-pirate-queen/>

You could present your work on a page like this (available here:

<https://www.twinkl.co.uk/resource/roi2-h-40008-grace-omalley-mind-map-activity-sheets>)

	Grace O'Malley was famous for... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
	Grace O'Malley was... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Grace O'Malley did... <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

If you’ve been working hard on your description, maybe you could draw Grace O’Malley and colour her in.

<https://www.twinkl.co.uk/resource/roi2-h-148-grace-omalley-the-pirate-queen-colouring-page>

Friday

Maths Challenge

Coming Soon!

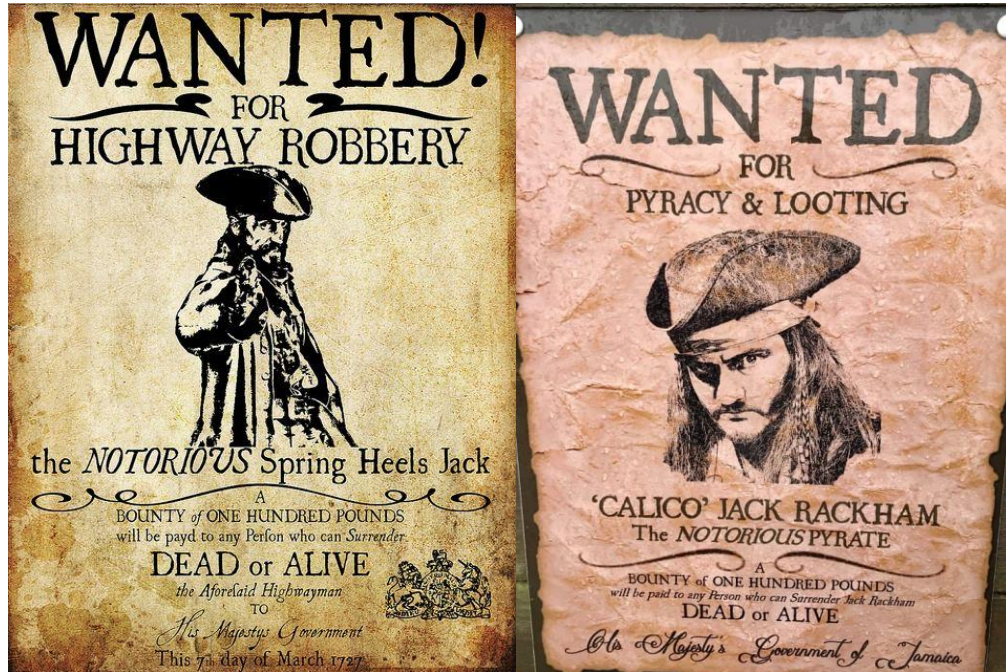
BBC
Bitesize



Maths: Summer term Week 7 lesson 5 - Friday challenge!!

<https://whiterosemaths.com/homelearning/year-5/>

Topic: Grace O'Malley. WANTED: dead or alive



Look through your writing from yesterday, and use it to inspire a WANTED poster for Grace O'Malley. Lots of people (especially in England!) would have wanted to capture or kill Grace O'Malley, but why? What had she done to enrage them? Would they offer a reward for her capture? How could your poster convince people that Grace O'Malley should be captured as a criminal, not treated as a hero?



Remember when we designed warning posters for the curse of Tutankhamun? We used superlatives to express how dangerous and strange the curse. Look at the grid below to see how to change some adjectives into the superlative form.

Adjective	Superlative
Fierce	fiercest
wild	wildest
dangerous	Most dangerous
ferocious	Most ferocious

Can you identify any patterns? Which words do not fit that pattern?

Make a list of more adjectives and superlatives to describe Grace O'Malley.

Use these superlatives in your posters to help alert the public to your warning!

Finished? Looking for a challenge? Write a letter to the King of England, explaining why you think he is wrong – Grace O'Malley is Ireland's Pirate Queen and should be treated with respect, not captured or killed.

Additional Activities

Geography



To set the scene for this week's topic of Pirates...

https://www.youtube.com/watch?v=naQrOuTrH_s Pirates of the Caribbean trailer

<https://www.youtube.com/watch?v=siCKjPCrNeQ> definitive history of Pirates

Following on from last week's topic on North America, we thought it would be fitting to investigate a little about the Caribbean...

Here's some information on the physical geography of the Caribbean

islands: https://www.youtube.com/watch?v=2xOxmDN_OAI

If you have access to an Atlas, try finding the Caribbean Islands and identify the 3 main groups of islands mentioned in the video (Greater Antilles, Lesser Antilles and Bahamas). Choose one of the Caribbean Island's that interests you and using the internet or encyclopedias to research, create a factfile about it. This could be produced on one page of A4, as a leaflet or brochure – it's up to you!



Pirates

Buried Treasure!

Create your own pirate treasure map!

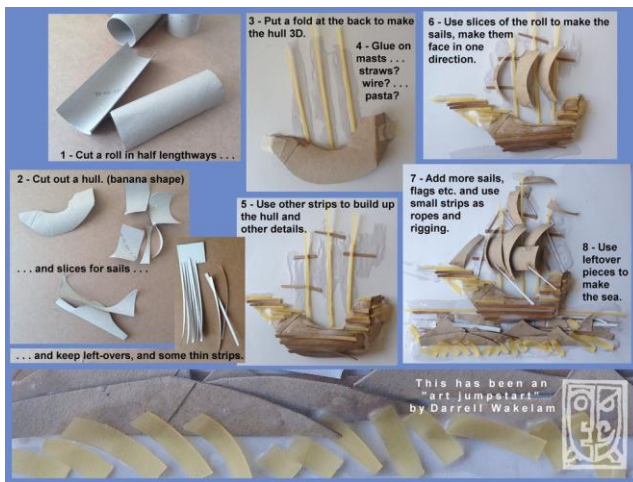
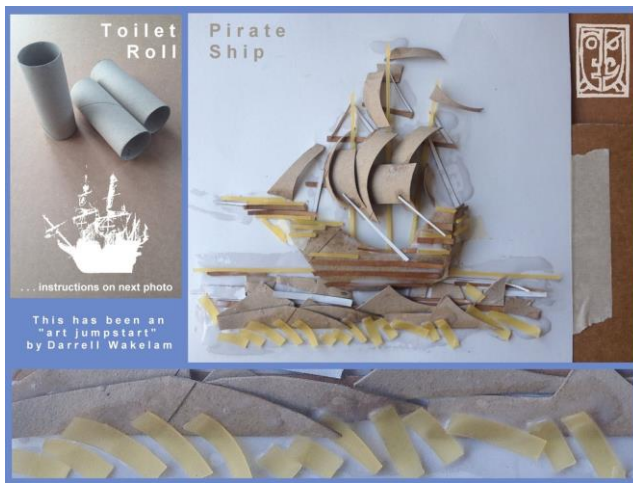
Follow the links to get step by step instructions.

<https://www.youtube.com/watch?v=d0rkIXWPH7s>

Art Pro Challenge:

<https://www.youtube.com/watch?v=9u1-i7y-CfA>

Make your own pirate ship



Draw your own Pirate Ship!

Follow the step by step instructions to draw you own pirate ship using perspective in pencil or pen!



https://www.youtube.com/watch?v=3-pSpSzw_wE

Challenge:

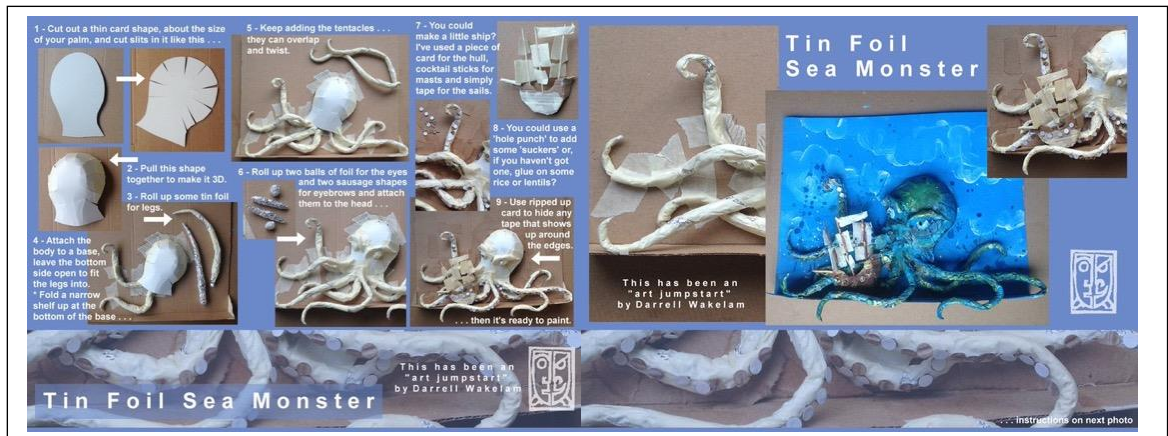
This sailing ship focuses on perspective and shading techniques we have learned. This can also be done with a pen /biro if you don't have a pencil. Or, you could use ink pen and water using the technique we studied last term.

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



Sea Monster:

Pirates often told stories of legendary Sea Monsters. Follow these instructions to make a giant Octopus!



Or....

Mermaid!



We now have a Dalmain Twitter Art page [@dalmain_art](https://twitter.com/dalmain_art) for you to share your work with the rest of the school community! We would love to see what you have created to celebrate the gifted artists we have in the school. We will also be sharing ideas and inspirational arts and crafts so don't forget to take a look.

Science

Pirate Science

20 WAYS TO PLAY AND LEARN



A variety of ways to learn about different science topics with pirate based activities. Again, links are provided to different websites. Suitable for all ages.

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<https://kidminds.org/pirate-science-20-ways-to-play-and-learn/>



Eye patches and telescopes are two things we associate with pirates, but there is some science behind them....

<https://www.shareitscience.com/2016/09/pirate-science-optical-illusion-activities.html>



Jon Chase is a scientist and rapper with who, to quote from his website, *'has an intense passion for scientific thinking and believes that knowledge should be made available in a way that allows as many people as possible the opportunity to gain access to it.'* Explore his world!

<https://rapscience.co.uk/stuff-jons-done/>

Amongst many other projects he has been involved in, he has made an excellent series of informative short science videos for the BBC. They are targeted at 11 to 14-year-olds, but don't let that put you off! The scientific concepts are presented and explained clearly and understandably- although younger children might need an adult or older sibling to help them a little!

https://www.youtube.com/playlist?list=PLcvEcrsF_9zl8mQuu0SMHHtYPzjaEj9

R.E.

This week's religion is **Islam**.



Islam is the world's second-largest religion.

People who follow the religion of Islam are called **Muslims** and there are around 1.6 billion Muslims in the world. Like Christians and Jews, Muslims are **monotheistic**, which means they only believe in one God who they call **Allah**, the Arabic name for God. Islam was founded in the Middle East over 1400 years ago by a man named **Muhammad** who gave Allah's message to the people on Earth and introduced the faith of Islam. Let's revise some of what you learned in Year 4!

<https://www.youtube.com/watch?v=c5c9-1zxPeA> What is Islam? This should be a helpful

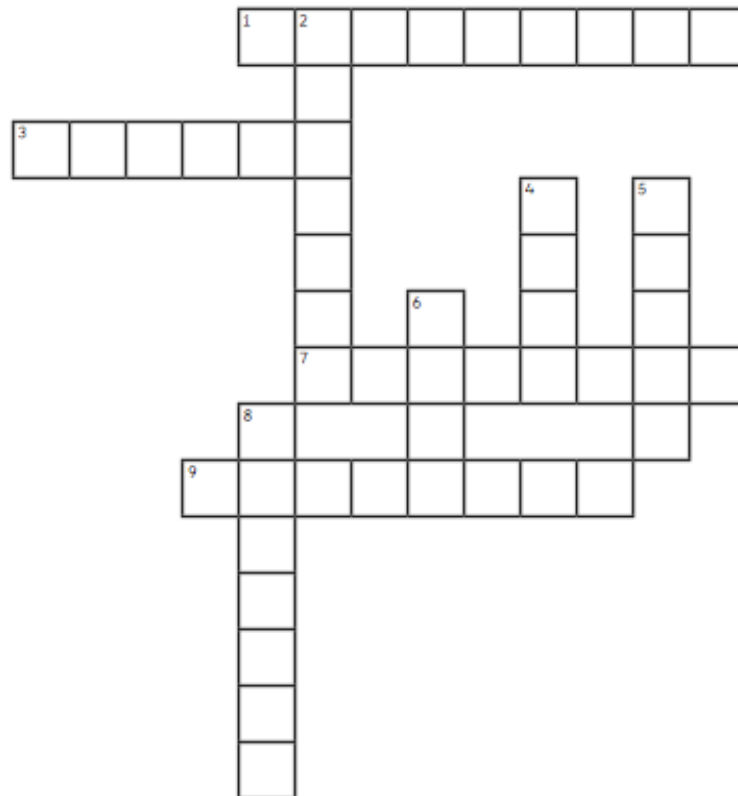
reminder for you!

<https://www.youtube.com/watch?v=nw6mibx-cec> the Qu'ran

Can you remember the names of the 5 pillars (in Arabic)? Can you remember what each of them mean and the symbolism of the pillars? Now research another aspect of Islam, e.g. Islamic symbols; Mosques; the role an Imam; festivals; what they wear and why.

Islam Key Practices Crossword

Complete the crossword to remind yourself of some of the key Islamic practices.



Clues

Down:

- 2 – This prophet is associated with the festival of Eid-ul-Adha
- 4 – The duty to fast during the months of Ramadan
- 5 – Struggling against evil.
- 6 – This sect of Islam practice prayer slightly differently to Sunni Muslims.
- 8 – Zakat is a form of this.

Across:

- 1- A festival held at the end of Ramadan.
- 3 – A requirement for Muslims throughout the day.
- 7 – On the Hajj pilgrimage, Muslims travel to this prophet's home city.
- 9 – The Islamic declaration of faith.

Music

'Pirates of the Caribbean': <https://www.youtube.com/watch?v= LU8E6dUsI>

This is being played by the Nationwide Polish schools' symphony orchestra made up of the best young musicians in Poland.

How does this music make you feel? What images come into your head whilst you are listening?

How is the music representing a pirate, the sea, the adventures that a pirate would have?

'Treasure Island': <https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-index/z79jwty>

- Seven songs help tell the great story of 'Treasure Island'.
- There is rock and roll. There is rap. A little touch of Blues. There is even some waltzing!
- Each episode has a song to learn and part of the story to watch.
- In Part 1 you can also listen to the 'Hornpipe' 'Barnacle Bill' which is the theme tune of 'Blue Peter'

'Pirate vocal warm-up': <https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-vocal-warm-up/z6mphbk> Join in with this warm-up to get yourself ready for singing.

Meet the characters from the story: <https://www.bbc.co.uk/teach/school-radio/music-ks2-treasure-island-meet-the-characters/zjixmfr> You could look at this slideshow to see who the characters are in the story.

Pirate King from 'Pirates of Penzance' by Gilbert and Sullivan

https://www.youtube.com/watch?v=q2j90gg_5_w

The 'Pirates of Penzance' is an opera about pirates.

What is an opera?

You have been listening to the music of many composers over the past weeks. Did any of these composers write operas?

'Sea Shanties' – Gareth Malone

Learn about the importance of the sea shanty for sailors and maybe even pirates!

Sea shanties were the work songs of sailors. Why did there need to be so many verses? And why were the melodies quite repetitive and simple? What was the role of the Shanty-Man?

You will also hear the story of a famous heroine of the sea.

<https://www.bbc.co.uk/bitesize/clips/zwh7tfr> Clip 1

<https://www.bbc.co.uk/bitesize/clips/z2f6sbk> Clip 2

Asking where places are

Here and on the next two pages you can find out how to ask your way around.

In French there are two words for "you" – *tu* and *vous*. You say *tu* to friends, but it is more polite to say *vous* when you talk to adults you don't know well.

New words

pardun
je vous en prie
ici
là-bas
la poste
sur la place
du marché
l'hôtel
puis
tournez ...
il y a ... ?
près d'ici
la rue
juste
c'est loin?
à cinq minutes

excuse me
not at all
here
over there
post office
in the market
place
hotel
then
turn ...
is there ... ?
nearby
road, street
just
is it far?
five minutes
away

à pied
le supermarché
en face de
à côté de
la banque
la pharmacie

on foot
supermarket
opposite
next to
bank
chemist's



30 *See pages 42-43

Being polite

Pardun, Monsieur...



Merci.

Je vous en prie.

This is how to say "Excuse me". Always add *monsieur* or *madame*.

When people thank you, it is polite to answer "*Je vous en prie*".

Where is ... ?

Pardun, où est la poste?



Là-bas, sur la place du marché.

Où est l'hôtel de la gare, s'il vous plaît?



Tournez à gauche ici, puis allez tout droit.

New words

pour aller à
prenez ...
continuez ...
l'auberge de jeunesse (f)
le syndicat d'initiative

how do I get to?
take ...
carry on ...
youth hostel
tourist office

jusqu'à en voiture
la première rue
la deuxième rue
la troisième rue
l'hôtel de ville
l'église (f)

as far as
by car
the first street
the second street
the third street
town hall
church

prendre

je prends
tu prends
il/elle prend

to take

I take
you take
he/she takes

nous prenons
vous prenez
ils prennent
elles prennent

we take
you take
they take(m)
they take(f)

When people are telling you where to go, they use the *vous* part of the verb, e.g. **Prenez la première rue ...**

Finding your way around Beauville



How would you ask someone the way to the market place? How would you ask them if there is a café nearby? Ask how far it is.

Can you tell the person in the yellow car how to get to the church?
Can you direct someone from the hotel to the market?

Where would these directions take the yellow car?
Prenez la deuxième rue à gauche et c'est à droite.

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<https://www.youtube.com/watch?v=OWyzOK0tGYw> - simple directions

<https://www.youtube.com/watch?v=aWolu58NgG4> lesson

On the map, mark the route for each conversation in a different colour and write the correct number in the grey box. Start each time where the stick person is marked.

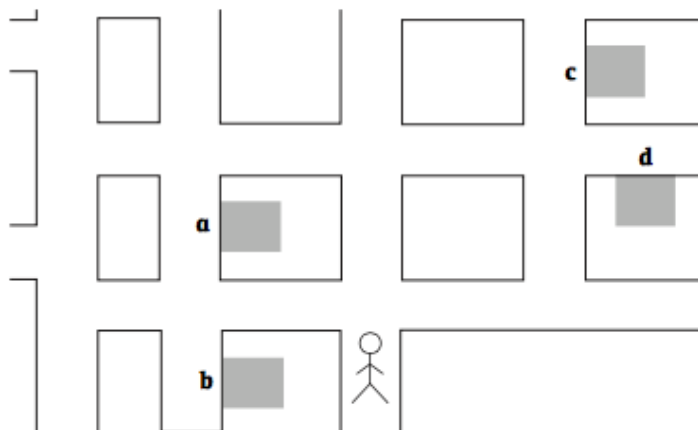
- La piscine, s'il vous plaît?

▲ D'abord tournez à droite, ensuite tournez à gauche, enfin tournez à droite.
- La boulangerie, s'il vous plaît?

▲ D'abord tournez à gauche, ensuite tournez à gauche.
- Le centre sportif s'il vous plaît?

▲ D'abord allez tout droit, ensuite tournez à droite, enfin tournez à gauche.
- L'école, s'il vous plaît?

▲ D'abord allez tout droit, ensuite tournez à gauche, enfin tournez à gauche.



<p>P.E.</p>	<p>Activities from Wendy at Laban:</p> <p>Wendy has included the links for this week's dance activity below: Upper KS2- The body in space https://vimeo.com/425835869</p> <p>Yoga with Adriene</p> <p>https://yogawithadriene.com/yoga-for-kids/</p> <p>PE with Joe Wicks (Monday-Friday at 9am)</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>
<p>Extra (and some essential) Learning!</p>	<div data-bbox="724 622 948 770" data-label="Image"> </div> <p>Toilet-roll challenge of the week:</p> <p>Now that eggs are back on the shelves we thought we'd shake things up a bit! To create this magnificent pirate ship, you will need some string, an egg carton and a newspaper.</p> <p>https://www.youtube.com/watch?v=SLaLtvA1oCE</p> <div data-bbox="279 938 1082 1391" data-label="Image"> </div> <p>For you loyal toilet roll crafters, here are some other ideas!</p> <div data-bbox="279 1462 1187 2011" data-label="Image"> </div>

Refugee Week

This is Refugee Week, an annual festival celebrating the contributions, creativity and resilience of refugees. The theme 'Imagine', is an invitation to imagine – and fight for – the world we want to see. This pack has a range of creative learning activities for children of all ages, to be explored with a teacher, or an adult at home. <https://refugeeweek.org.uk/wp-content/uploads/2020/05/Refugee-Week-2020-Childrens-Pack.pdf>

KEY FACTS

WHAT IS A REFUGEE?

A refugee is a person who has been forced to leave their country because they fear they may be punished or mistreated due to their race, religion, opinions or because of where they are from.

WHAT IS AN ASYLUM-SEEKER?

An asylum seeker is someone who has had to leave their home country to find safety and is waiting to find out if the government will grant them permission to stay.

DID YOU KNOW...

Less than 1% of the UK population are asylum seekers and refugees.

 **1%** UK population

Asylum seekers do not get a flat when they arrive, they often have to live in hostels and shared houses with lots of other people.



Asylum seekers cannot work when they arrive in the UK, they are forced to live off £37.75 per week. This money must pay for all their day to day living costs such as food, toiletries, clothes, mobile phone and travel.

£37.75
per week



Over **1/2** of all Refugees in the world are children just like you.



1 person every two seconds is forced to move to a different country because of war and mistreatment in their home country.

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<https://vimeo.com/418420320> - 'Help them feel at Home', tells the story of a young refugee named Sana and a toy dinosaur named Dino and their difficult journey to find safety in the UK.

There are many wonderful resources to help explore and discuss the meaning of this story that can be found here:

<https://static1.squarespace.com/static/5b6066c11137a6dbb1ca72d6/t/5ec3f5f73aba59098c3cfff0/1589900816284/Kazzum+-+Refugee+Week+-+CYP+Primary+2020+SCREEN.pdf>

Similar to Monday's challenge about imagining a better world, if you made the rules, what would the world around you look like?

Imagine



What would your school, community, city, or the planet look like, if you made the rules?

You can take this Simple Act wherever your imagination wants to go, and start as small or as big as you like. Here are some ideas to get you started:

- Draw, paint, craft or write a poem or story about the world you want to see
- Write a poem or short story starting with 'Imagine if...' or 'Imagine a world where...'
- Imagine you had to leave your home behind. What would you take with you? What would you hope to find?

Stick your imagining in your window, send it to a friend, or share it on social media using #Imagine #SimpleActs.

Additional resources

[Kazzum Arts' Refugee Week page](#) has useful information about refugees and asylum seekers, including key terms, facts, myth busters and a quiz

[Traces](#) is a timeline of refugee contributions to UK arts and culture by Counterpoints Arts

[The History and Contributions of Refugees to the UK](#) is a resource from the Refugee Week archives that includes a timeline of refugees in British history

The Great Outdoors!

Pretend to be nature pirates

How much hidden loot can you fit in your miniature treasure chest? Search for tiny natural items in your garden or local park and see who can fit the most inside a matchbox or other small container. Look out for mini discarded snail shells, tiny twigs, small shiny pebbles and little petals and leaves. Set a time limit and see who will be the winner! If playing with someone else, perhaps you could devise a scoring system beforehand!



<https://www.woodlandtrust.org.uk/blog/2020/04/nature-activities-for-kids-to-do-at-home-part-two/>

