

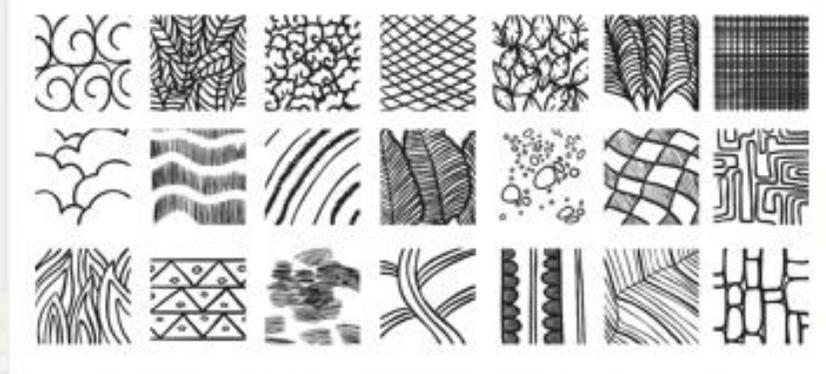
| Subject | Activities |
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| <p data-bbox="555 244 607 268" style="text-align: center;">R.E</p> <p data-bbox="248 280 913 347" style="text-align: center;">In R.E. we are learning about Christianity, and we are investigating the question:</p> <p data-bbox="275 355 887 379" style="text-align: center;"><u>'Who was Jesus? A great leader and teacher?'</u></p> <p data-bbox="219 432 947 679">At school, we always begin R.E. lessons by explaining that there are lots of different religions, faiths and beliefs. People believe different things and some people don't have any religious beliefs at all. We explain that this is just one of the ways that people are all different and that is a good thing. The world would be pretty boring if we were all the same!</p> <p data-bbox="208 730 958 943" style="text-align: center;">We explain that people who are Christian are called Christians and their religion is called Christianity. Some Christians go to worship in a church and their special book is called the Bible. Christian people believe in God and that Jesus was the Son of God. A special symbol in Christianity is the sign of the cross.</p> <p data-bbox="219 994 947 1094" style="text-align: center;">This unit of learning is about hearing some stories about Jesus and thinking about what sort of a person he was and the lessons he was trying to teach people.</p> <p data-bbox="226 1137 940 1238" style="text-align: center;">You could read only one story with your child and do the associated activity, or you could do all of them. It is up to you!</p> | <ul style="list-style-type: none"> <li data-bbox="1032 244 2029 344">• Have a look at the famous leaders sheet. Do children know who these people are? (Hopefully they will at least recognise Miss Bassett!!!). Talk about who the people are / were and why they are / were considered to be a leader. <li data-bbox="1032 352 2029 453">- Do they have certain qualities? Confidence? Courage? Selflessness? Good ideas? Charisma? Organisational skills? Kindness? Includes everybody? Fair? Wise? Strong? <li data-bbox="1032 461 1935 520">- Do / did any of them have things about them that isn't / wasn't so good? Bossiness? Used their power for something bad? Selfish? Arrogance? <li data-bbox="1032 528 1688 552">- What qualities do you think a leader needs to have? <li data-bbox="1032 560 2029 727">• Read the story of The Calling of the Fishermen. Why do you think Simon, Andrew, James and John left their fishing jobs to follow Jesus? What was it about Jesus that made them want to follow him? What do you think Jesus meant when he said 'I will make you fishers of men'? What sort of people did Jesus choose and why did he do that? <li data-bbox="1032 735 2029 983">• Read Jesus Heals a Blind Man. In those days, many people thought that if you were blind, ill or disabled in some way, that it was your own fault and that you had done something to deserve it! Why did Jesus help the man? Did Jesus think that he was bad or had done something wrong? Did Jesus care about what other people thought? How was he able to heal the man? Did he have some kind of magic powers or medical knowledge, or do you think the story is not true? If the story is not true, why do you think that people would make it up? <li data-bbox="1032 991 2029 1190">• Read Jesus Heals the Sick. Why was Jesus helping all of the people? Why was there such a huge crowd around Jesus? Why did the man's friends make a hole in the roof? Were they good friends? How do you think Jesus healed the man? Was Jesus kind in the story? In those days, people were often unkind to sick people, thinking that they were dirty or naughty, so why did Jesus help the people? <li data-bbox="1032 1198 2029 1299">• Read Jesus Feeds the 5000. Why did a huge crowd of people come to see Jesus? What do you think a 'miracle' is? Do you think the story is true? If it is true, was Jesus magic? If it isn't true, why do you think people believe it? |

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| | <p>What have you found out about being a leader? What qualities does a leader need to have? Why did people listen to Jesus and follow him? Do you think that Jesus meant to be a leader or did it just happen?</p> |
| <p style="text-align: center;"><u>Art</u></p> <p>We are learning about different drawing techniques. Children should learn;</p> <ul style="list-style-type: none"> • To draw lines of different lengths and thicknesses. <ul style="list-style-type: none"> • Different shading techniques. <ul style="list-style-type: none"> • To colour in neatly. • Explore different tones and textures. | <ul style="list-style-type: none"> • Have a go at the Duplication Warm-up exercises. Children try to copy the design from the box above into the box below. Try things out - is it better to use a really sharp pencil or a slightly blunt one? Can you add colour? Can you colour in neatly, without leaving lots of white gaps and without going outside the lines? • Different pencils make different tones. That means that some are darker and some are lighter. Generally, a softer pencil will be darker and a harder pencil lighter. If you have a set of artists pencils (with some being hard and others being soft) you can try this out. But if you don't have pencils like this, there are other things you can do. Try using a really sharp pencil / a slightly blunt pencil / a really blunt pencil. What difference does it make when drawing a single line? What difference does it make if you try to shade or colour in? |

- Experiment with drawing different textures. Can you copy some of these?

Drawing texture with pencil

Texture is the feeling, appearance or consistency of an object or material. It can be natural or man-made, functional or decorative. Artists try to replicate the texture of the subject to make their work look as realistic as possible.



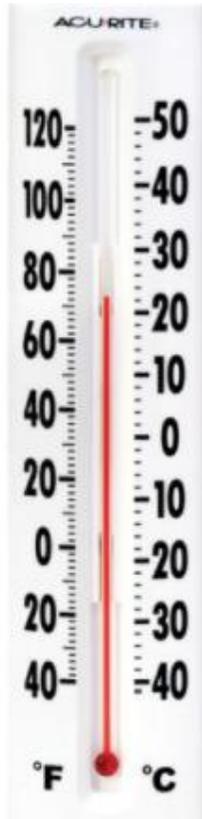
Have a go at creating your own picture using different patterns created with your pencil. You could use a photograph of your own face as a starting point, or perhaps an animal.



Geography

We are learning about the weather and seasonal changes.

We are observing the weather, measuring things and recording what we find.



The following videos might be interesting to your child:

Be a weather watcher!

<https://www.youtube.com/watch?v=Uo8lbeVVb4M>

What are clouds made from?

<https://www.youtube.com/watch?v=DigBbR3FeP8>

Why do we have seasons?

<https://www.youtube.com/watch?v=UQjT5uKp2hg>

If you have a thermometer at home, show your child how to read it. Try placing it in a cup of water that has just been boiled in your kettle, or placing it in a cup of ice cold water. Explain that, in the UK, we record temperature in degrees Celsius, but in other countries, like America, they record in units called degrees Fahrenheit.

Have a look at the [Reading Thermometers](#) sheets. Can you help your child to read the temperature on each thermometer? Point out how the scale changes on each sheet, i.e. on the first sheet, the numbers on the thermometers go up in 2s, on the second sheet it is 5s and on the last one it is in 10s.

If you have a thermometer at home, what does it count up in? Are there markings on the side that don't have a number next to them? What do we do if the temperature falls between two marked points? Can you find zero on the thermometer? What do you notice about the numbers below zero? (they start counting backwards). Why do you think this is?

Time for your own experiment!!!!

If you have a thermometer at home, place it outside and read the temperature at **the same time every day**. Record your findings every day. What have you found out? If you are unable to measure the temperature, try measuring rainfall instead. Place a container outside to collect rainfall. When you want to measure how much rain has fallen, pour the water into a measuring jug. You might want to do this **daily**, but some days it might not rain at all. Alternatively, you could do it **weekly**. Record your findings.

It is important to measure at the same time each day or the same time each week. Why do you think this is?

Design Technology

We are learning about designing a healthy meal.



This is the 'Eatwell Guide'. It describes what an adult needs in their daily diet. We need to eat a range of different foods so that our bodies can be healthy. If we just ate one type of food, our bodies wouldn't be very healthy. We need;

- Fruits and Vegetables - these give our bodies vitamins and minerals and are essential for healthy hair and skin, as well as helping our bodies fight illness. They also contain fibre, which we need to go to the toilet properly.
- Carbohydrates - these give our bodies the energy they need to move and grow. They also contain fibre, which we need to go to the toilet properly.

Your job is to design a healthy meal, using the Eatwell Guide to help you.

When we design something, we think about the reason why we are designing it and who it is for. You might want to design a meal for one of the following;

- A child who is growing and is very sporty and active.
- An adult who works all day at a computer and doesn't exercise very much.
- An elderly person, who might be worried about catching illnesses or who might have a weak heart.
- A person who is about to climb Mount Everest or run a marathon.

These people will all need slightly different things in their daily diet.

In addition, you might want to think about what sort of meal you are going to make;

- A packed lunch for somebody who needs to 'eat on the go'.
- A three course meal for a special occasion.
- A healthy snack.
- A breakfast that will really 'set somebody up for the day'.
- Something that can be made in a microwave.
- Food for a children's party.

Your meal might not include every food group. Perhaps the person might eat things from the missing food groups at a different time of the day. We don't have to eat all of them in every meal, but we should try to eat all of them every day.

Can you draw and label your meal? Perhaps you can write some sentences explaining the choices you have made.

- Protein - we need this so our bodies can grow and repair themselves. We also need protein for strong muscles that help us when we work and play. Lots of people get their daily protein from meat, but some people are vegetarian and get their protein from other sources, like nuts, beans and cheese.
- Dairy products - these are good for our bones and teeth. They also contain protein for our muscles. Some people don't eat dairy products, either because their bodies are intolerant to them (meaning they get ill when they eat them), or because they have chosen to be vegan. You can eat other things instead of dairy, such as soy products.
- Oils and fats - we only need a very small amount of fat in our diet because too much can lead to illnesses, like problems with your heart. However, we do need some because it is good for our joints (so we can move around easily) and some fats are good for our brains too.
- Water - we need to make sure that we drink plenty. This is because every single tiny cell in our body is made up of a lot of water and if we don't drink enough, we can become dehydrated and feel quite unwell. Water also helps to flush out anything that isn't good in our body. It is especially important to drink lots when the weather is hot or when we are exercising, because we lose a lot of water through our sweat.
- Sugar, cakes, chocolate, sweets - we actually don't need these things to be healthy. The fat they contain can be bad for our hearts and the sugar is bad for our teeth. They also have a lot of energy and if we eat more energy than we use, it can lead to our bodies becoming overweight. Sometimes this fat is built up on the inside of our bodies, where we can't see it. So a

Perhaps you can make your meal. What equipment will you need to make it? Do any of the steps need an adult to help you or watch you, e.g. turning on the hob, using a sharp knife?

Take a picture of your meal.

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| <p>person can look slim on the outside but be unhealthy on the inside. It is absolutely fine to eat these things in small amounts though.</p> | |
| <p style="text-align: center;"><u>Music</u></p> <p>In music lessons at Key Stage One, children should;</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>The inter-related dimensions of music refers to; pitch, duration, dynamics, tempo, timbre, texture and structure.</p> | <p>To link with our Geography work about Weather and Seasons, have a listen to the Weather and Seasons songs on BBC Schools Radio.</p> <p>https://www.bbc.co.uk/teach/school-radio/primary-school-songs-weather-and-seasons/zhhcgwx</p> <p>Ideas for activities related to these songs;</p> <ul style="list-style-type: none"> • Children to learn the words to the songs and to sing along. • Children to learn the words to the songs and perform them in different styles or using different voices, e.g. can they perform a song as a rap or in an operatic voice? Maybe they can do it in a whisper voice, a loud voice or while laughing? • Can children use things around the house to make different sound effects? Such as pouring water from one container into another to make rain sounds, or making pitter patter sounds on the bottom of a pan with their fingertips. • Can they explore the beat of the music or the melody, perhaps by clapping them or using something as a drum (an upturned bowl, for example). Maybe they have simple instruments, such as a xylophone, and they can learn to play small parts of the tune. <p>Perhaps you could record a final piece as a short video? These would be fantastic to put on our website! Be as creative as you like!!!!</p> |