

Home Learning Timetable

Year 3 CD WB 01.02.21

<u>Session</u>	<u>Time</u>	<u>Hyperlink</u>	<u>Meeting ID</u>	<u>Password</u>
Maths	9.30am	https://zoom.us/j/5791566017?pwd=MlMrUkV3cWFNSFpMcTlVaktORFRzdz09	579 156 6017	drpe5e
English	11.00am	https://zoom.us/j/5791566017?pwd=MlMrUkV3cWFNSFpMcTlVaktORFRzdz09	579 156 6017	drpe5e
Topic	1.30pm	https://zoom.us/j/5791566017?pwd=MlMrUkV3cWFNSFpMcTlVaktORFRzdz09	579 156 6017	drpe5e

- Maths, English and Afternoon Sessions will be each week day, unless stated otherwise.
- Please arrive on time to the sessions to avoid missing out.
- Record any work in a home-learning book or on paper. This can then be photographed and emailed to your class teacher.

Monday

Maths

Focus – To be able to recognise coins and notes

Practise your times tables by playing game

<https://www.topmarks.co.uk/math-s-games/hit-the-button> Try challenging yourself to beat your previous score.



Today we will be reminding ourselves of what we already know about money. Remember there are only coins for some numbers, but you can still use manipulatives to help gain a better understanding. Can you name all the coins? What are the symbols used for pounds and pence?

Watch video

<https://vimeo.com/470140979>

English

Focus: To be able to identify and use time conjunctions.

Today we are going to learn what a time conjunction is and when we use them. It is important to remember these because we will use them in our instructions this week.

A time conjunction or time adverbial shows **WHEN** something is happening i.e. First / Next / Then / After / Lastly.

Watch these links:

<https://www.youtube.com/watch?v=ulyP3BChw9E>

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

<https://www.theschoolrun.com/what-are-time-connectives>

Using the song to help you, write a list of time conjunctions/time adverbials.

Now, look at these sentences, can you identify the time conjunction/time adverbials in these sentences:

1. **This morning**, I ate fried bananas for breakfast
2. **Then** I had some blueberry pancakes.
3. **While** taking the bus to school, I read my comic.
4. **Finally**, we reached the school gates.
5. First, melt the butter and sugar in a saucepan.
6. Next, mix the oats, flour and spices.

Now, complete the time conjunctions sentence matching activity sheet in the resources section below.

When you have finished that, use the time conjunctions word mat to write some

Topic

Focus- To be able to use secondary sources to find out about life in the past.

Today we are going to be looking at Greek pottery and how it can tell us about the past.

Watch this video about ancient Greek pottery

<https://www.youtube.com/watch?v=0GJsUfXQWSU>

While watching the video think about:

- What the pots made out of?
- What did they use the pots for?
- Did they use specific colours?
- What designs did they do?

Once you have watched the video complete the mind map sheet in the resource section. Look at the pot in the middle of the page. Around the picture write about what it can tell you about Ancient Greece. Once you have done that you can add facts about Greek pots using the internet. Here are some websites to get you started:

<https://www.historyforkids.net/ancient-greek-vase-painting.html>



of your own sentences that begin with time conjunctions.



English

<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/visit-resource-greek-pots>

<https://www.dkfindout.com/uk/history/ancient-greece/ancient-greek-art/>

<https://www.mylearning.org/stories/ancient-greeks-everyday-life-beliefs-and-myths/732>

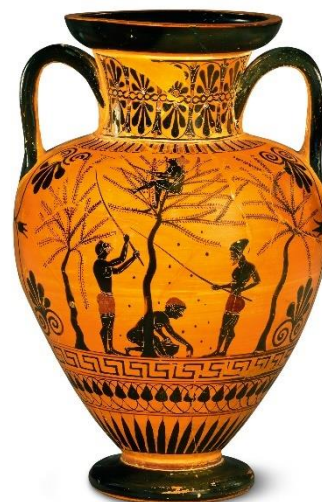
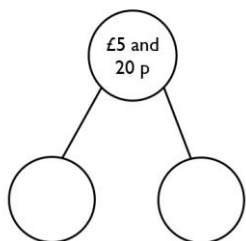
What is different about the coins? What is the same? How could you group them? Why? Are silver coins always worth more than copper coins? Can you use base ten or tens grids to represent the value of the coins? Complete the worksheet in the resources section.

Why not make a shop for someone in your household to visit? You could make your own money. Don't forget to put price labels on your items!



Challenge

How many ways can you complete the part-whole model by drawing money?



ΔΙΟΦΑΝΤΟΣ
ΓΡΑΜΜΑΤΕΥΣ

Tuesday

Maths

Focus – To be able to count in pence

Practise your mental maths by playing game

<https://www.topmarks.co.uk/r.aspx?sid=5543>

English

Focus – To be able to generate ideas for a set of instructions.

Today we are going to come up with ideas on how to catch a mythical beast. Think back to last week where we learnt about mythical beasts and designed our own creature based on Greek mythology. This week we are going to catch the mythical beast – it can be the one you created yourself or one of the beasts we have learnt about recently.

Think about some answers to these questions:

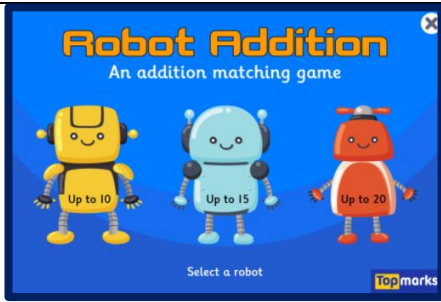
1. How did we catch a dragon last week?
2. What did we have to do to successfully

Science

Focus-To know some of the names of bones in the human skeleton.

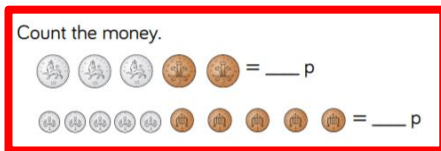
Today we will be looking at bones in the human skeleton and their names.

Watch these 2 videos about the human skeleton. While you watch the video make some notes about some of the names of the bones.



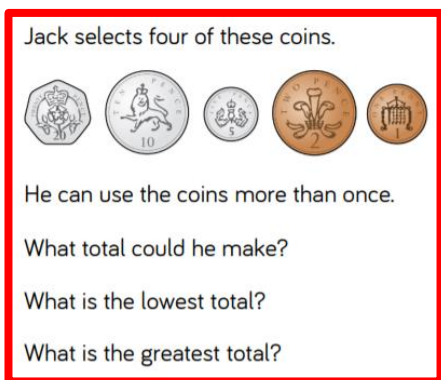
Today we are going to be counting pence. Discuss yesterday's lesson. How many pennies make one pound? How many different coins are there? Can you remember the symbol for pounds?

Watch video
<https://vimeo.com/497343674>



What is different about the coins you have counted? What is the same? What different ways can you count the coins? Which is the quickest method? Complete the question sheet in the resources section.

Challenge



catch the dragon?
 3. What items did we need in order to catch the dragon?
 4. What way would you have caught the dragon? Would it be the same or different?
 Watch the links:
<https://www.youtube.com/watch?v=DloN6XSOYig>
<https://www.youtube.com/watch?v=QbuWqTUfP2c>

- Now, answer these questions:
1. What ways did the child try to catch the monster?
 2. Were there any ways that stood out to you that you might use to catch your mythical beast?
 3. What ways did the children try to catch the tooth fairy?
 4. Could you use any of these ways to trap/catch your mythical beast?
 5. What mythical creature will you try to catch?
 6. Does that mythical creature have any special abilities that might cause your trap to fail?
 7. How might you trap/catch your mythical beast?
 8. What items will you need in order to be successful with trapping your mythical beast?

Now, using the mind map plan below in the resources section, generate a range of different ideas of how you are thinking of going to catch your mythical beast. Then, pick one of your ideas and create a design for your trap and annotate it.



Video 1-
<https://www.youtube.com/watch?v=ywDOiNEdJVc>

Video 2-
<https://www.youtube.com/watch?v=SiBzCpg6vu8>

Once you have watched these two videos explore this interactive skeleton-
https://www.bbc.co.uk/science/humanbody/body/factfiles/skeleton_anatomy.shtml

Then have a go at building a skeleton-
<https://www.dairy.edu.au/build-a-skeleton>

Then complete the skeleton labelling activity in the resource section. As an extra challenge can you label any of the bones with it's scientific name.



Wednesday

Maths

Focus – To be able to count in pounds

English

Focus – to be able to plan a set of instructions.

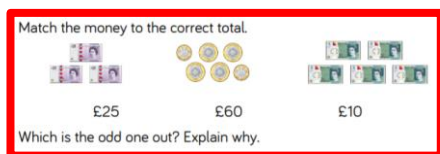
RE

Focus- To understand the importance of Ramadan and Eid al-Fitr.

Practise your mental maths by playing game
<https://www.topmarks.co.uk/learning-to-count/blast-off>

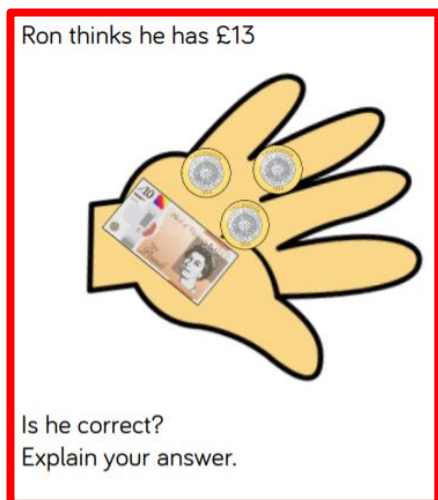


Look back at yesterday's lesson. What do you think went well? Why do you think that was? Did you have manipulatives to help you? Remember, you can use real money or interactive money using <https://mathsbot.com/>. Today we will be counting pounds. Watch video <https://vimeo.com/497344241>. Do the notes have a greater value than the coins? Which are easier to count? Why do you think this is? Can you find the total in a different way?



Complete the worksheets in the resources section below.

Challenge



Today we are going to plan out our set of instructions on How to Catch a Mythical Beast! So we need to think about your ideas from yesterday and which one you picked to create a design for.

Watch these videos to refresh how you can trap mythical beasts:
<https://www.youtube.com/watch?v=DlON6XSOYig>
<https://www.youtube.com/watch?v=QbuWqTUfP2c>

Think about these questions:

1. Are there any ideas from the videos that you might use for your design?
2. How might you catch your mythical beast?
3. How will you try to get a mythical near your trap?
4. Where will you put your trap?
5. Where will you hide to watch the beast get caught?
6. How will you make your trap?
7. What will you need to make your trap?
8. What is the mythical beast you are going to trap?

Now, using the storyboard template below, plan and draw out the different steps for your instructions on how to catch a mythical beast.

Don't forget to include the "What you need" section with all the different items you will need to successfully build your trap.

English



Today we are going to be learning about Ramadan and Eid al-Fitr.

Watch this short video about Ramadan and Eid al-Fitr:
<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-ramadan-and-eid-ul-fitr/zdv7pg8>

While watching the video note down 6 facts you learn about Ramadan and Eid al-Fitr. Look at the fact sheet in the resource section to learn a little bit more about Ramadan and Eid al-Fitr. Once you have read through the fact sheet complete the 2 activities in the resource section.



Thursday

Maths

Focus – To be able to compare pounds and pence

Practise times tables by playing game

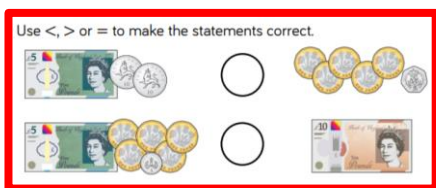
<https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>



Today we will be comparing pounds and pence. How many different ways can you make £5.00? Can you use notes? Can you use coins?

Watch video

<https://vimeo.com/497345587>



Complete the worksheets in the resource section.

Challenge

Rosie has 5 silver coins in her purse.

She can make 40p with three coins.

She can also make 75p with three coins.

How much money does Rosie have in her purse?

English

Focus – to be able to use the features of instructions.

Today we are going to write out our set of instructions on how to catch a mythical beast.

Watch these links:

<https://www.bbc.co.uk/bitesize/topics/zgqxwnb/articles/zfrcmfr>

https://www.youtube.com/watch?v=IVU8AvBScvA&feature=emb_logo

Think back to your plan and trap design.

1. What mythical beast are you catching?
2. How are you going to catch it?
3. What do you need to be successful with catching it?
4. What features of instructions do you need to use when writing the set of instructions?

Write a list of all the features that we must use when we write a set of instructions.

Look at this list to help you:

1. Headings and subheadings.
2. Introduction paragraph.
3. What you will need section with a list of items.
4. Bullet point and numbers.
5. Imperative verbs (Bossy Verbs)
6. Time Conjunctions (First / Next / Then)
7. Adverbs (quickly / carefully)
8. Adjectives

Using your storyboard and the instruction template below in the resources section, write out your instructions on how to catch a mythical beast.



PSHCE

Focus- To learn that our actions affect ourselves and others.

Today we are going to be thinking about how our actions can affect ourselves and others.

Watch this video about a scorpion and a frog. Pause it at the questions and talk with an adult about what you think.

<https://www.bbc.co.uk/teach/class-clips-video/am-i-always-responsible-for-my-actions-with-classroom-discussion/zfxtscw>

Our actions can affect ourselves and others whether we mean to or not. It is important to think about our actions before we carry them out to make sure it doesn't affect ourselves or others.

Your task is to look at the scenario cards in the resource section and then write a solution on the making positive choices sheet. While making your solution think about:

- How will your reaction affect you?
- How will your reaction help others?



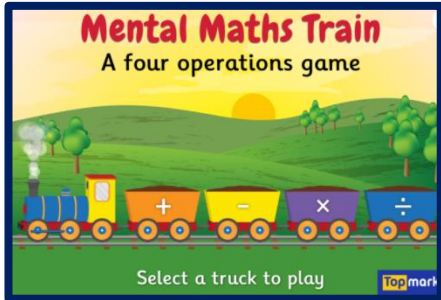
Friday

Maths

Focus – To be able to convert pounds and pence

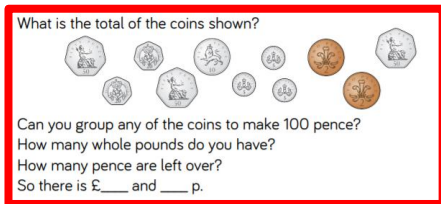
Practise your mental maths by playing game

<https://www.topmarks.co.uk/math-s-games/mental-maths-train>

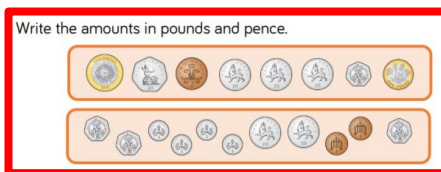


Today we are going to be looking at how to convert pounds and pence. Watch video

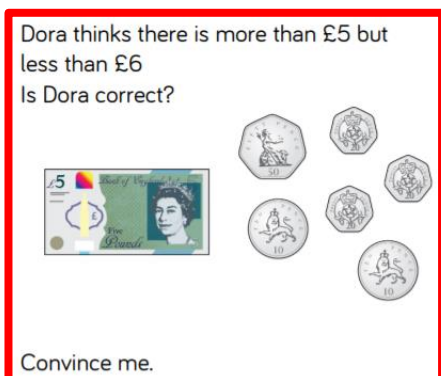
<https://vimeo.com/497942634>



How many pennies are there in £1.00? How can this fact help us convert between pounds and pence? How could you convert 600p into pounds? How could you convert 620p into pounds? How can you use tens and ones to help you?



Challenge



English

Focus-To be able to find key information in a text to answer questions.

Watch the links...

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/zqmyw6f>

<https://www.youtube.com/watch?v=q4Y67GMkP4>

Think about what the strategies we have been using in class this term. Try to list them with your adult.

If you can't remember, have a little look at this list:

1. Read the text 3 times.
2. Read the first question.
3. Underline the key words in the question.
4. Find the key words from the question in the text.
5. Read the sentence the key words are in.
6. Find and write your answer to the question.
7. Repeat step to 2 – 6 with the other questions.

Now, using the steps above, complete the reading comprehension in the resources section below.



Art

Focus- To design an Ancient Greek pot.

Today we are going to be designing our own Ancient Greek pot.

Think back to our learning on Greek pottery on Monday. What facts do you remember about Greek pottery? Do you remember any of the features? How were they made?

Look at the pictures in the resource section of Greek pots and these websites-

<https://www.historyforkids.net/ancient-greek-vase-painting.html>










<https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/visit-resource-greek-pots>

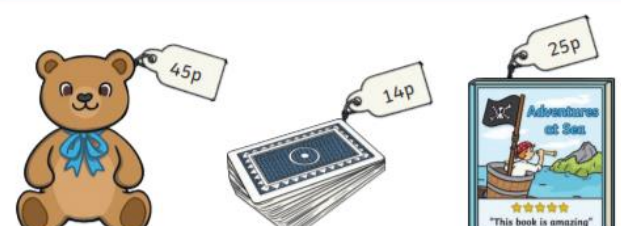


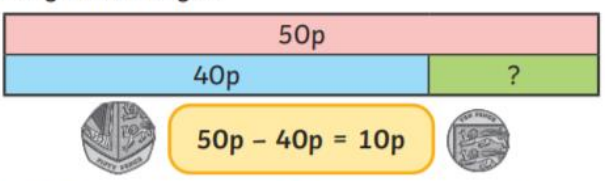

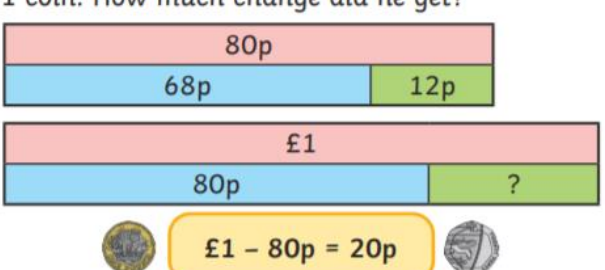
What do you notice they have in common? What colours do they use? What designs did they use? What patterns did they use?

Use the Greek pot template in the resource section to design your own pot. Remember the types of colours and designs the Ancient Greeks used. You could use different materials to make your pot i.e. Paint, collage, pens, pencils.



Other activities for the week		
<p>Reading- Remember to read for Busters this week, can you beat your minutes from last week? Your reading challenge this week is to read a story in a funny hat. If you want to send a picture to your class teacher.</p> <p>French- This week we are going to learn how to sing head shoulders, knees and toes in French. Watch this video and follow along https://www.youtube.com/watch?v=eVbbLXPdJKQ</p> <p>PE- Make sure you check out Team Garlinge's YouTube channel for your personal best challenges and to learn a new dance. Click here to find the channel https://www.youtube.com/channel/UCTpC1PleUTth2XOcddK16Ug</p> <p>Music- Create your own song using this website https://www.classicsforkids.com/games/compose_your_own_music.php. First create a tune and then you could have a go at writing some lyrics to go with it.</p>		

Money	Knowledge Organiser					
Key Vocabulary	Pence		Pounds			Pounds and Pence 
pence	 1p 2p 5p		 £1 £2 £5			
pound	1 penny 2 pence 5 pence		1 pound 2 pounds 5 pounds			
coin	 10p 20p 50p		 £10 £20 £50			
note	10 pence 20 pence 50 pence		10 pounds 20 pounds 50 pounds			
total						
amount						
change	Equal Amounts		Compare Amounts			
difference	 $20p = 20p = 20p$		 $75p > 74p$			
price	 $£1 = £1 = £1$		 $£9 \text{ and } 50p < £10$			
cost						
pay						
owe						

Money	Knowledge Organiser				
Find the Total	Find the Change				
					
Lucy bought a teddy bear and some playing cards.	Lucy bought a jigsaw with a 50p coin. How much change did she get?				
 $45p + 14p = 59p$	 $50p - 40p = 10p$				
Timek bought two books.	Timek bought a plant and a toy car. He paid with a £1 coin. How much change did he get?				
 $25p + 25p = 50p$	 $£1 - 80p = 20p$				

Knowing British Coins and Notes

A: Match each coin or note to the correct amount.



1p 2p 5p 10p 20p 50p £1 £2 £5 £10

B: Circle the British coins and notes.



C: Add the two coins together to give you the total.

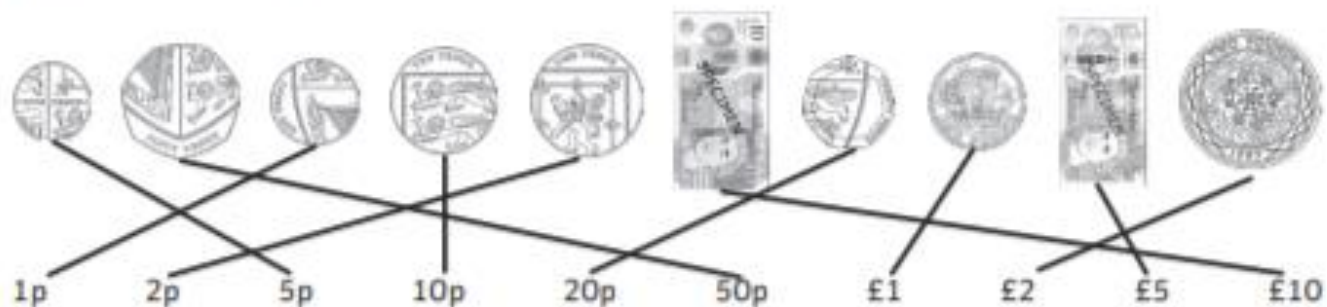
Coin 1	Coin 2	Total
		
		
		

Coin 1	Coin 2	Total
		
		
		

Knowing British Coins and Notes

Answers







A: Match each coin or note to the correct amount.








B: Circle the British coins and notes.



C: Add the two coins together to give you the total.

Coin 1	Coin 2	Total
		2p
		6p
		20p

Coin 1	Coin 2	Total
		15p
		£2
		£3

Count money – pence

1 Match the coin to its value.



20p

2p

50p

1p

10p

5p

2 How much money is there?



3 How much money is there?



Count money – pence

4 Dexter has this money.



How much money does Dexter have?

5 Write <, > or = to compare the money.



6 Annie has this money.



Tommy has this money.



I have more money because I have more coins.



Is Annie correct?

How do you know?

7 Rosie wants to buy this packet of sweets.



She has this money.



Does Rosie have enough money?

Count money – pence

1 Match the coin to its value.

4 Dexter has this money.



How much money does Dexter have?

95p

5 Write $<$, $>$ or $=$ to compare the money.

- a) $>$
- b) $<$
- c) $<$
- d) $=$

2 How much money is there?

- a) 7p
- b) 50p
- c) 20p
- d) 12p
- e) 60p

3 How much money is there?

- a) 23p
- b) 28p
- c) 62p

6 Annie has this money.



Tommy has this money.



I have more money because I have more coins.

Is Annie correct? No

How do you know?



7 Rosie wants to buy this packet of sweets.

She has this money.



Does Rosie have enough money? Yes

Count money – pounds

1 What is the value of each coin or note?



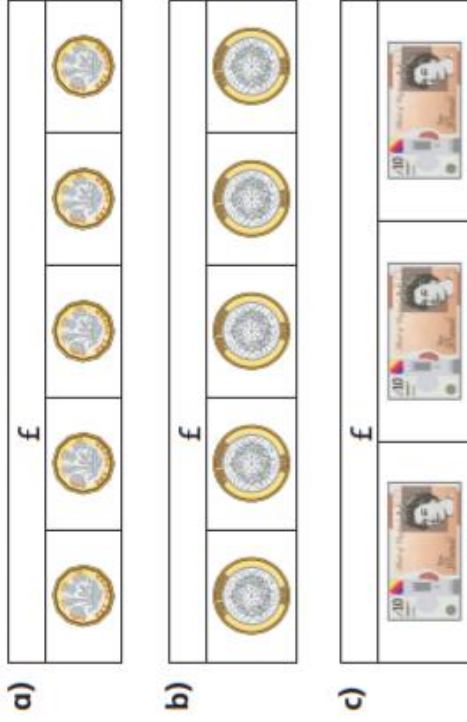
2 How much money is there?



3 How much money is there?



4 Complete the bar models.



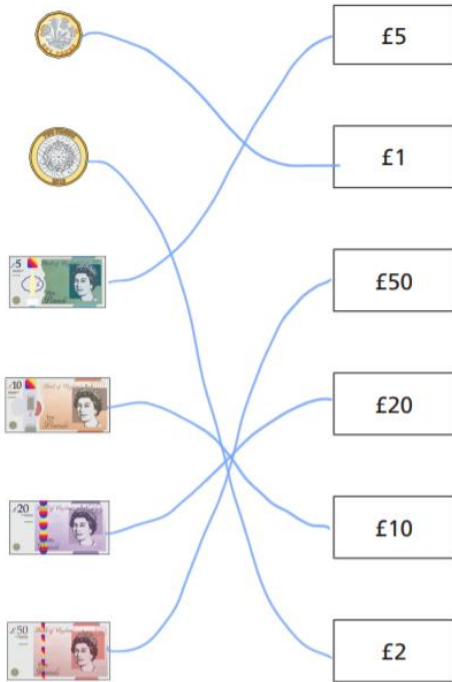
5 Write <, > or = to compare the money.



Count money – pounds

Maths

1 Match the coin or note to its value.



2 How much money is there?

- a) £3
- b) £10
- c) £30
- d) £20
- e) £40

3 How much money is there?

- a) £15
- b) £20
- c) £21

- a) £5
- b) £10
- c) £30

5 Write <, > or = to compare the money.


- a) >
- b) =
- c) >
- d) =



Ron has this money.



I have more money because I have notes.



Is Ron correct? NO
How do you know?

7 Mo has this money.



I have £25

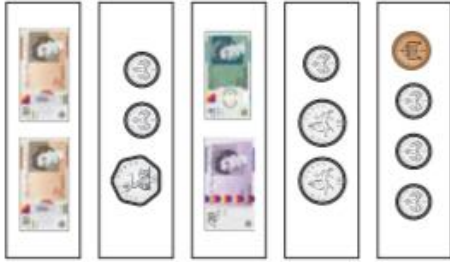


Do you agree with Mo?
Talk about it with a partner.




















Pounds and pence

1 Match the amounts that are equal.

- 16p
- twenty-five pence
- £25
- sixty pence
- twenty pounds

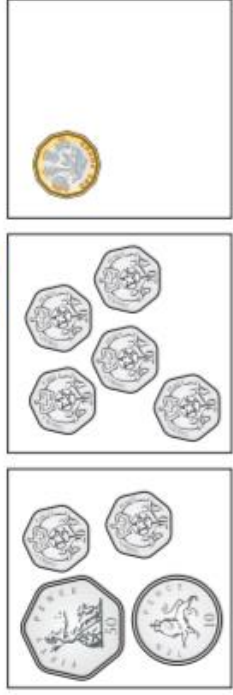


2 How much money does each person have?

- a)     
- b)       
- c)       

3

I can make the same amount of money in many ways.



What amount has Mo made?
 Make this amount another way.
 Draw your coins.
 Compare answers with a partner. Is there another way?

4

Dora earns £10 for walking the dog.
 Which money is Dora given?



Pounds and pence

3

I can make the same amount of money in many ways.



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What amount has Mo made?
 Make this amount another way.
 Draw your coins.
 Compare answers with a partner. Is there another way?



4

Dora earns £10 for walking the dog.
 Which money is Dora given?

--	--	--

5

Count the money.

a)

b)

c)

d)

e)

6

Jack has 4 silver coins and Rosie has 5 silver coins.
 Show that Jack can have more money than Rosie.
 Compare answers with a partner.

1 Match the amounts that are equal.

16p	
twenty-five pence	
£25	
sixty pence	
twenty pounds	

2 How much money does each person have?

a) £

b) p

c) p

4 Dora earns £10 for walking the dog.

Tick the money Dora is given.

<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5 Count the money.

a) £ and p

b) £ and p

c) £ and p

3



I can make the same amount of money in many ways.

--	--	--

What amount has Mo made? £

Make this amount another way.

Draw your coins.

E.g.

Compare answers with a partner. Is there another way?

d) £ and p

e) £ and p

6 Jack has 4 silver coins and Rosie has 5 silver coins.

Show that Jack can have more money than Rosie.

E.g.

Jack : 80p

Rosie : 50p

Compare answers with a partner.

Convert pounds and pence

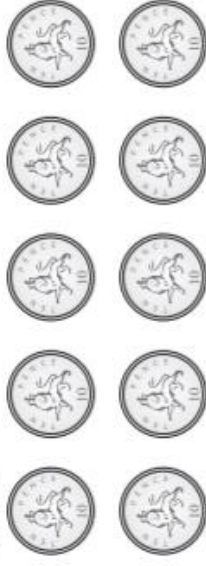
1 a) Circle £1



b) Circle £1



c) Circle £1

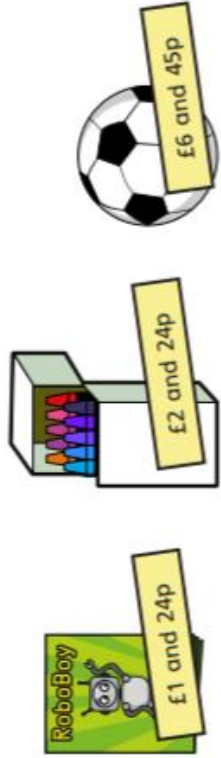


d) Circle £10



2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.



4 Write each amount in pounds and pence.

- a) 274p b) 592p c) 111p d) 405p
- 374p 591p
- 474p 590p

5 Annie has some coins.



a) How much money does Annie have?

b) What is 10p more?

What is 10p less?

c) What is 100p more?

What is 100p less?

6 What amount is represented in each box?



Convert pounds and pence

4 Write each amount in pounds and pence.

a) 274p b) 592p c) 111p d) 405p

374p

591p

474p 590p

5 Annie has some coins.



a) How much money does Annie have?

b) What is 10p more?

What is 10p less?

c) What is 100p more?

What is 100p less?

6 What amount is represented in each box?



7 Eva empties out her money box.



How much money was in her money box?

How did you count the coins? Compare with a partner.

8 a) What is the fewest number of coins you can use to represent 315p?

b) Use 6 coins to make an amount that is more than £3, but less than £4.

Draw your answer.

Compare answers with a partner.

Convert pounds and pence

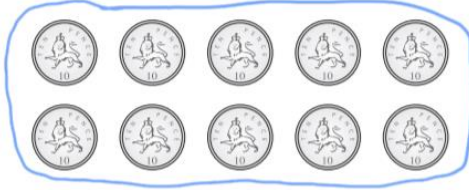
1 a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



c) 111p = £ 1 and 11 p

d) 405p = £ 4 and 5 p

5 Annie has some coins.



a) How much money does Annie have? £ 3 and 7 p

b) What is 10p more? £ 3 and 17 p

What is 10p less? £ 2 and 97 p

c) What is 100p more? £ 4 and 7 p

What is 100p less? £ 2 and 7 p

6 What amount is represented in each box?



£ 5 and 5 p £ 4 and 5 p £ 5 and 50 p

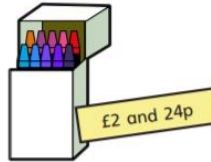
2 How many 1p coins do you need to make £1?

100

3 Write the price of each item in pence.



124 p



224 p



645 p

4 Write each amount in pounds and pence.

a) 274p = £ 2 and 74 p b) 592p = £ 5 and 92 p

374p = £ 3 and 74 p 591p = £ 5 and 91 p

474p = £ 4 and 74 p 590p = £ 5 and 90 p

7 Eva empties out her money box.



How much money was in her money box? £ 15 and 67 p

How did you count the coins? Compare with a partner.

8 a) What is the fewest number of coins you can use to represent 315p?

4 coins: £2, £1, 10p, 5p

b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.

E.g.

£1 £1 £1 50p 10p 1p

Compare answers with a partner.



Time Conjunctions



Later

First

In the end

In due course

Next

Finally

At first

Just then

After a while

Until then

Meanwhile

Immediately

After that

When

Eventually

In the mean time

Before long

After some time

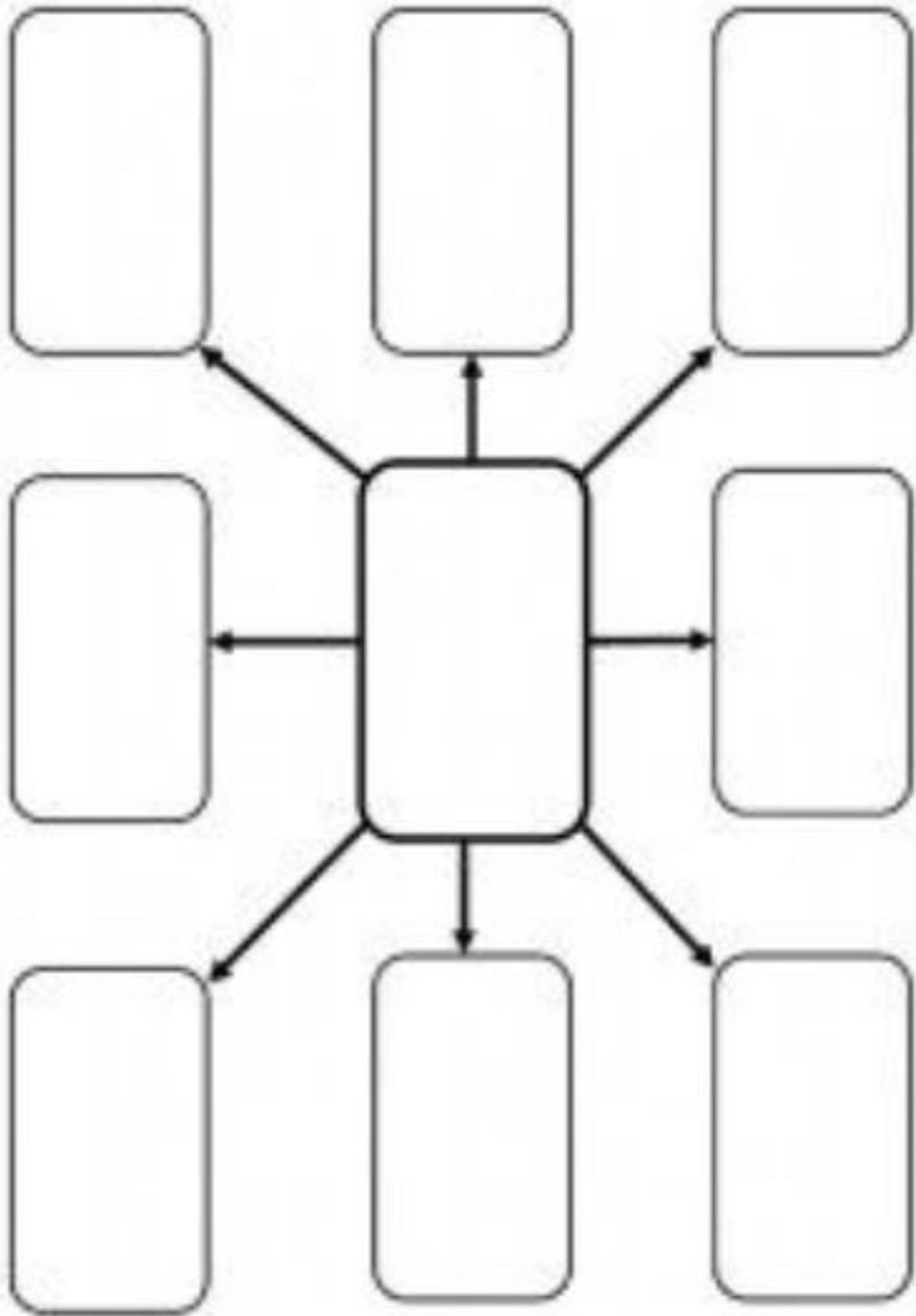
Once

Terrific Time Conjunctions

Look at the mixed up sentences. Match the beginning of the sentences with the ending. Cut out each pair and glue them in the grid next to each other. Underline the time conjunction in each sentence. Can you write your own sentences using time conjunctions?

Before you cross the road,	some animals hibernate.
When Bob heard the alarm,	Alex wouldn't answer his phone.
While the rugby was on television,	he ran outside the building, screaming loudly.
During the winter,	always look both ways.
Suddenly she felt scared,	Madge took her umbrella with her.
Next, Harold picked up the banana skin,	so Betty took her teddy to bed.
After Albert tidied up the pencils,	So that nobody would slip over.
When the forecast was bad,	he could get a house point.

Tuesday English-



Wednesday English-

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What Was London Like After the Great Fire?

- 1 On Friday 7th September 1666, the fire was almost out. It had been burning for five days.
- 3 The wind wasn't blowing so hard any more and people could see what the city looked like.
- 5 **Homes destroyed**
- 6 The air was grey with ashes and smoke. Over 13,000 houses and 10 churches had been destroyed. Thousands of people had run into the fields and hills around London to escape from the fire, and now they had nowhere to go. Some people left London. Poor people lived on the streets and begged for money.
- 12 **Homes rebuilt**
- 13 After a while, some people were given work. They had to clear up the mess left by the fire. Then builders started to build new homes. The government said that all new buildings had to be built out of brick or stone instead of wood.



1. Tick three things we know about 7th September 1666 from the first three sentences.

The Great Fire of London started.

The wind was blowing less hard.

The fire went out.

People could see what the city looked like.

The fire had been burning for five days.

2. How many homes were destroyed by the Great Fire?

3. *"Over 13,000 houses and 10 churches had been destroyed."*

What does the word *"destroyed"* mean in this sentence? Tick one.

rebuilt

burned or knocked down

left empty

a bit damaged

4. What information does the last heading introduce?

5. Why do you think the government said that all new homes had to be made of brick or stone instead of wood?

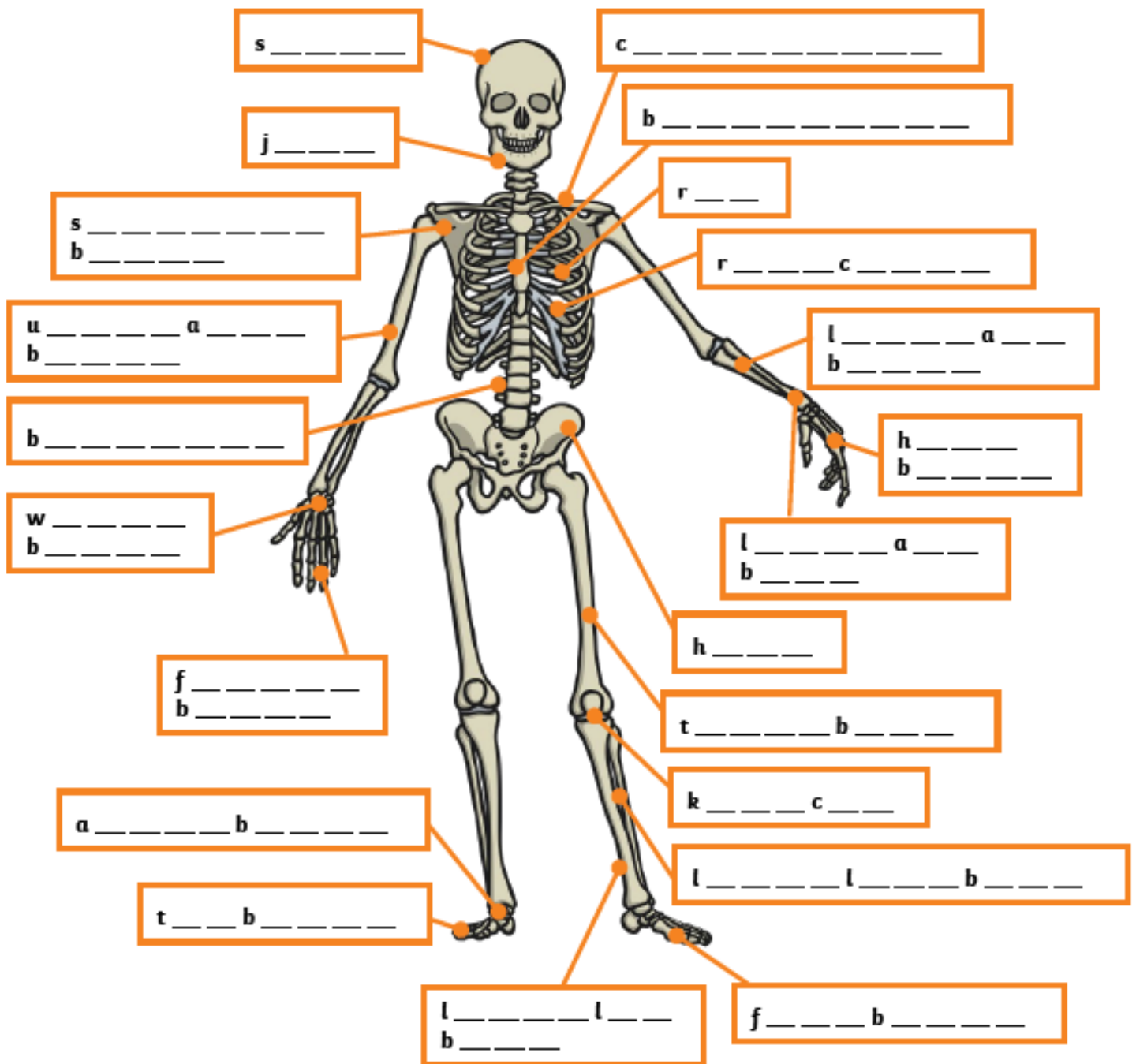
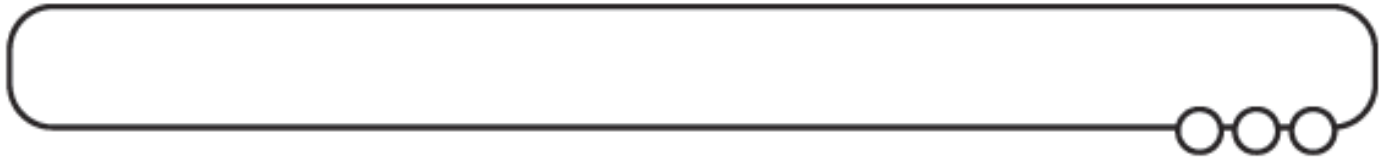
6. Do you think it would have been sensible to stay in London after the fire? Explain your answer.

Monday Topic-





Common Names Skeleton Labelling Sheet



Key Words: skull, rib, rib cage, collarbone, ankle bones, upper arm bone, thigh bone, lower leg bone, finger bones, hand bones, shoulder blade, jaw, backbone, wrist bones, hips, knee cap, foot bones, lower arm bones, toe bones, breastbone

What Is Ramadan?

Ramadan is an important event for Muslim people. It takes place in the ninth month of the Islamic calendar. This calendar is based on the moon.

Ramadan begins the morning after people see the crescent moon. It can last for 29 or 30 days. This is about one month.



Fasting

During the month of Ramadan, Muslim people will fast. This means that they cannot eat or drink anything between sunrise and sunset.

Muslims believe that fasting reminds them of people who have less than they do, as well as making them think more about their actions.

Not every Muslim person is expected to fast. Young children and older people are not expected to fast, although sometimes, they do.



Helping Others

Helping others and doing good deeds is an important part of Ramadan. Sometimes, this means giving money to charities or people that need it. It can also mean being kind, giving your time and sharing what you



Iftar is a very important meal during Ramadan. This is the time when Muslims will break their fast and are able to eat again.

As the sun goes down, Muslims will break their fast with something small, like dates and water. Then, they will say the Maghrib prayer. Once the sun has completely gone down, they will eat a larger meal.

Usually, Iftar meals will include rice, chicken or beef, yoghurt, samosas, roti and desserts, such as sweet rice.

Iftar



Eid al-Fitr

Eid al-Fitr is the festival that marks the end of Ramadan and the fast. It lasts for three days.

During Eid, Muslims thank Allah for the help and strength he gave them when they fasted.

The festival starts when the new moon is seen in the sky.



Eid Celebrations

Muslims take part in many activities to celebrate Eid.

They will often buy new clothes and decorate their hands with henna designs.

There will be special prayer services at the mosque and people will say special prayers in their homes.

Muslim people will say 'Eid Mubarak!', which means 'Have a blessed Eid!'.



Muslims will also celebrate Eid by visiting their families and having a large feast for lunch or dinner.

Some people will also celebrate with a firework display on the first night of Eid.

The rest of Eid is then spent seeing family and helping others.

What Happens during Ramadan?

During Ramadan what different things might a Muslim do?



Some Muslims, including children, fast during Ramadan. If Muslims are fasting, what does this mean they are doing?

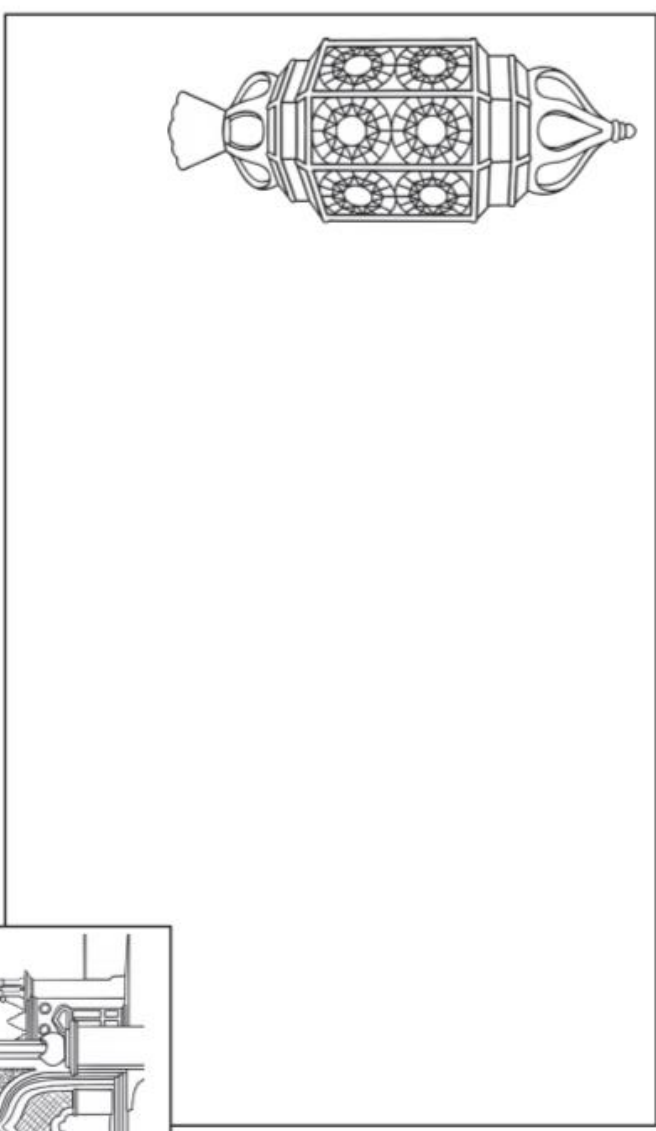
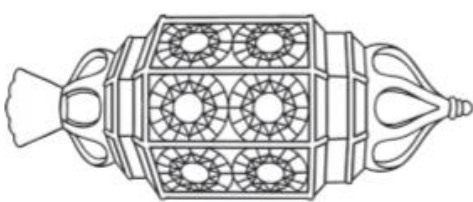
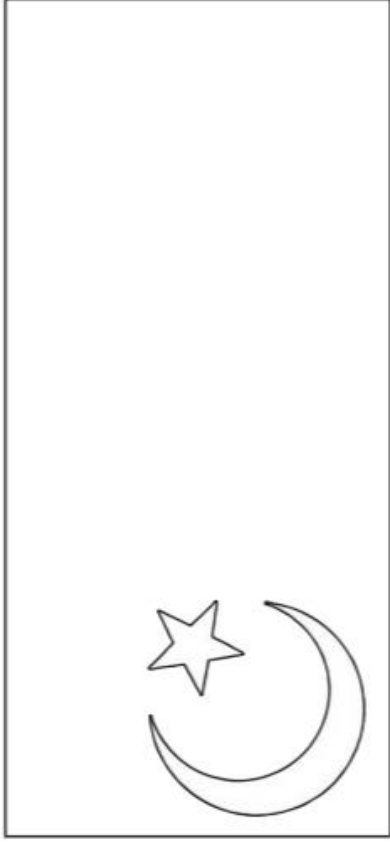

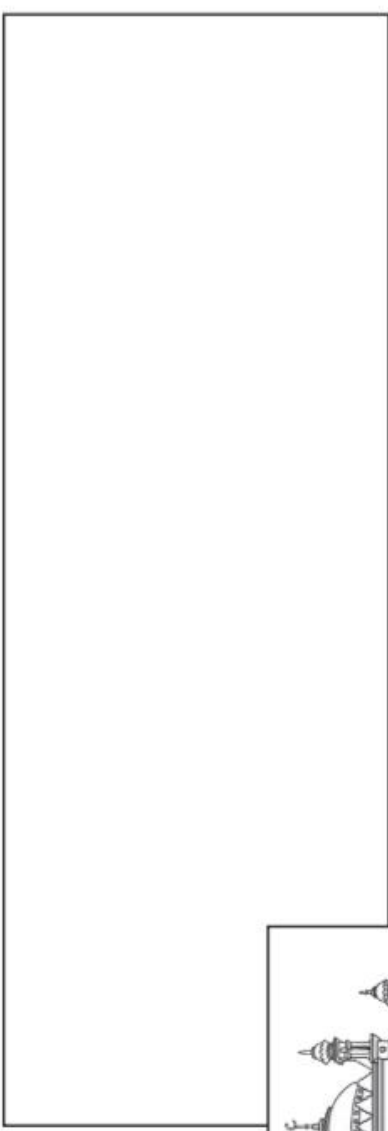
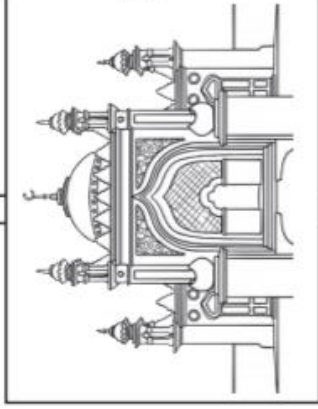
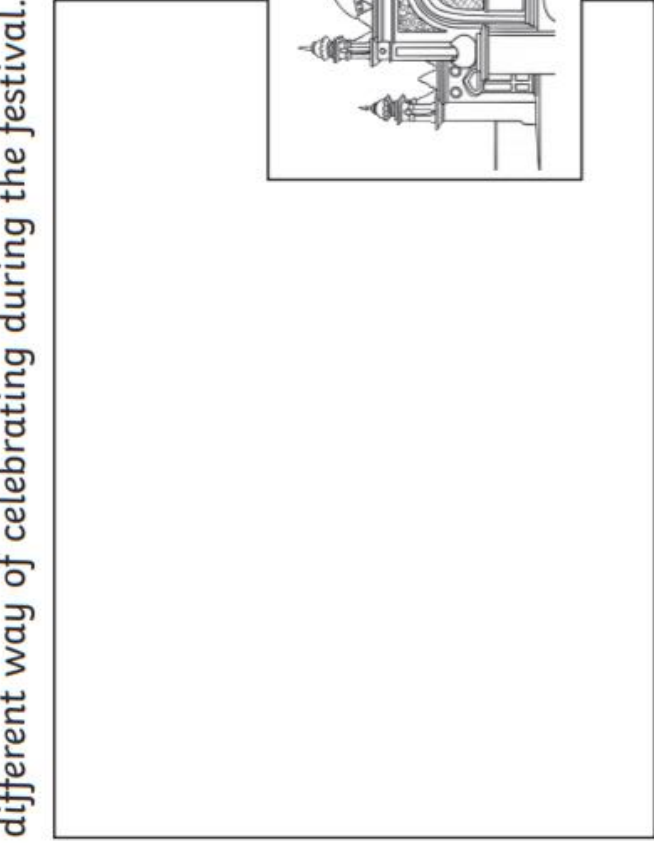


How do you think you would feel if you fasted and could not eat during the day?



Eid al-Fitr Celebrations

What can you remember about how Eid al-Fitr is celebrated? Draw a picture or write in each box to show a different way of celebrating during the festival.



Do the Right Thing Scenarios

Scenario One

Your friends have told you to snatch a ball from another child so they can play with it. You want to play with the ball but know snatching from another child is not the right thing to do. Your friends are teasing you and saying you're scared.



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Do the Right Thing Scenarios

Scenario Two

Your friends are all planning to go to a new friend's house to stay the night and have invited you too. You have never met this friend before and your parents are telling you not to tell your parents where you are really staying. You are feeling worried that this might not be safe but you don't want to miss out.



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This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study

Do the Right Thing Scenarios

Scenario Three

Your friends are all meeting at the park this evening. You want to go too but you feel worried as, the last time you went there, there were some older children who made you feel uncomfortable.



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Do the Right Thing Scenarios

Scenario Four

Your friends have told you that they have deliberately written their names underneath the school tables and have said that you have to do this too if you want to stay friends. You feel worried as you know you should not damage school property.



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Making Positive Choices

I can describe when and how I can make a positive choice even when others are making a different choice.

Resolution One:

Resolution Two:

Resolution Three:

Resolution Four:

Friday Art



