Year 5

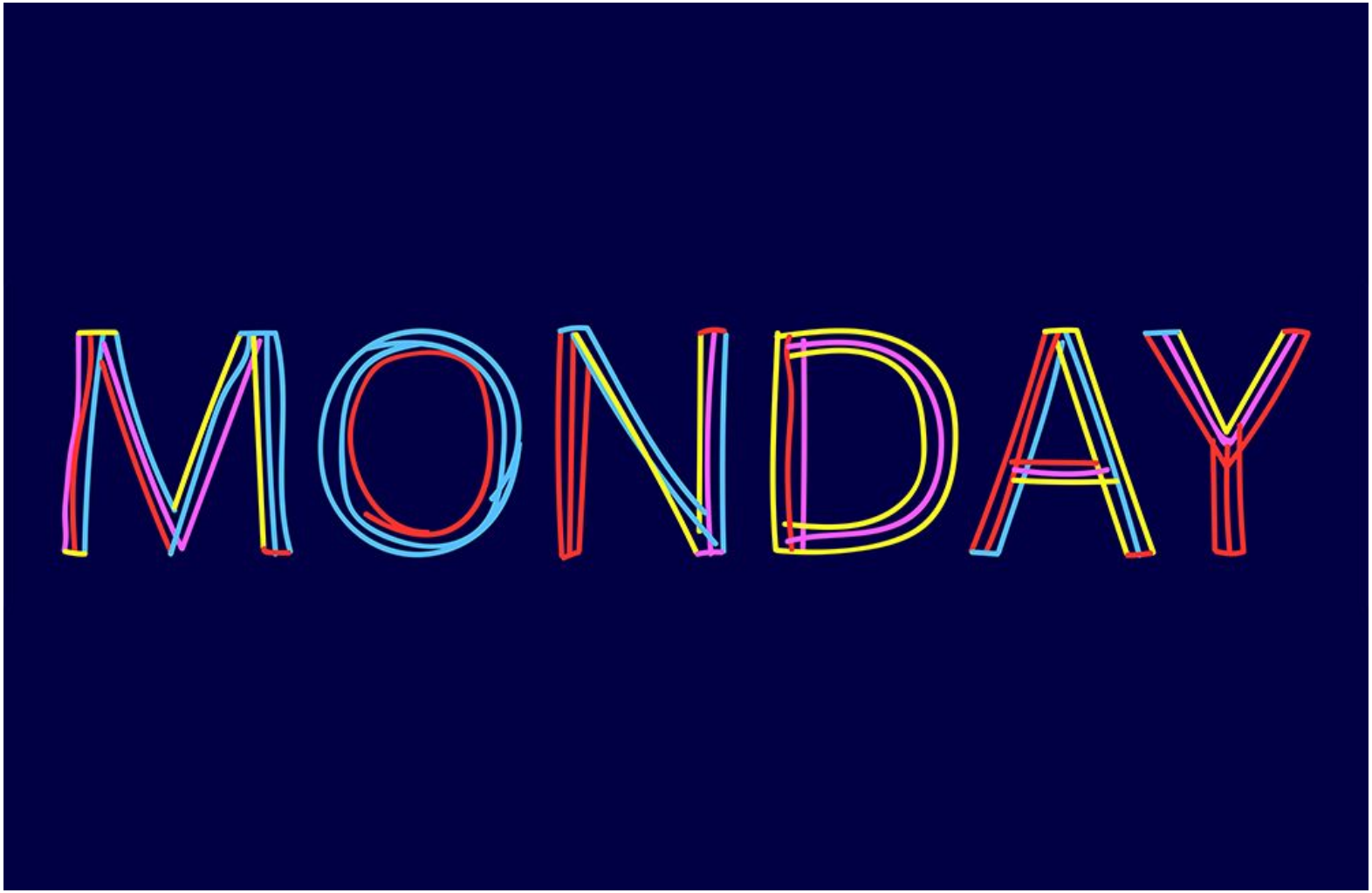
Remote Learning Pack

Week 4 *(1st Feb - 5th Feb)*

Even if you receive a paper pack, make sure you log onto Dojo where Mr Greaves and Mr Chalmers are posting daily, recorded lessons!

All work can be completed on paper and sent via Dojo.

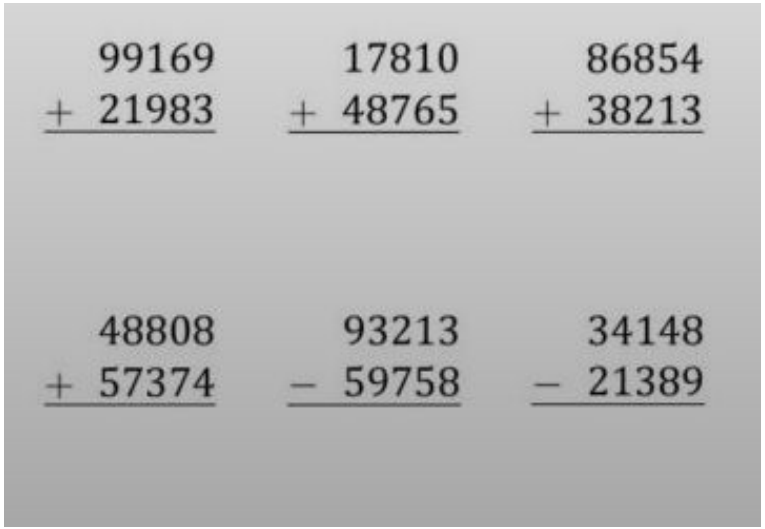
There will be at least **5** lessons a day. The video lessons will be uploaded at 9:00, 9:25, 10:25, 11:00 and 1:15


MONDAY

Basic Skills

1.2.21
I.II.XXI

Maths Task - Addition and subtraction



99169 + 21983	17810 + 48765	86854 + 38213
48808 + 57374	93213 − 59758	34148 − 21389

Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

curiosity
definite
desperate
determined
develop
dictionary
disastrous

Dojo Challenge

Find the name of 3 capital cities from around the world - do NOT tell us the country, let's see if your teacher can guess!

The Features of a Newspaper Report

SPaG Starter

These sentences all have modal verbs in them. Modal verbs tell us the possibility or certainty of something happening. Can you add two of your own sentences?

Can you reorder these sentences with the MOST certain at the top?

Jess could go to the park after she finishes breakfast.

Jess will go to the park after she finishes breakfast.

Jess might go to the park after she finishes breakfast.

Add two of your own and re-order them

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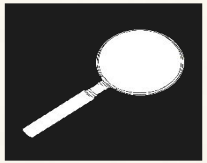
A newspaper report must include…

the name of the newspaper at the top;

an interesting headline and sub-headline;

an introductory paragraph that includes the five Ws;

captions for all pictures;



facts about the main events;

writing in the third person and past tense;

“ quotes written as direct speech; ”

a conclusion paragraph to explain what might happen next.

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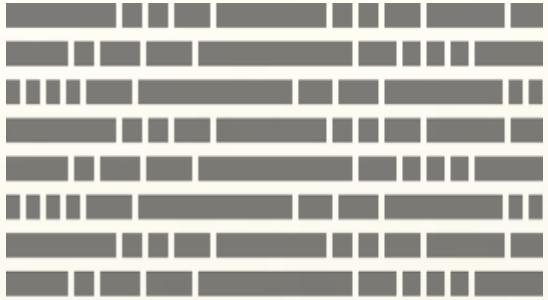
HEADLINE

Newspapers use the headline to try to grab the readers attention. It might even use a pun, rhyme or alliteration. Which one of these catchy headlines makes you want to read more?



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ROMAN COIN SURPRISE FOR MRS SHIP

LUCKY LOTTERY WINNERS… WIN AGAIN!

BAGGINS IS BACK!

Introductory Paragraph

A newspaper report begins with an introductory paragraph that includes the **five Ws**.

What happened?

When did it happen?

Where did it happen?

Who was involved?

Why did it happen?

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BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

After a six month stay on the International Space Station (ISS), astronauts Tim Peake, Yuri Malenchenko and Timothy Kopra have finally returned home to Earth.

Tim Peake lands safely in Kazakhstan.

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the ISS, alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

Can you spot the **five Ws** in the start of this report?

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Captions and Pictures

Photos and captions will help to tell the story by giving the reader a snapshot of what has happened, where it happened or who it happened to.

A caption explains to the reader what is happening in a picture. The caption is usually placed underneath the picture.

What do you think a report using this picture would be about?

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Facts about the Main Events

A newspaper must give information that is factually correct about the events. Can you decide which of these sentences you think are facts and which are opinions?

The man had a beard and wore a black coat.

I am the smartest person in the class.

Yellow is the best colour.

You shouldn’t go swimming in the sea.

It took the runner 84 days to complete the extreme race.

Mrs James lives at 103 Blake Drive.

The truck arrived to pick up the jewels at 3 o’clock.

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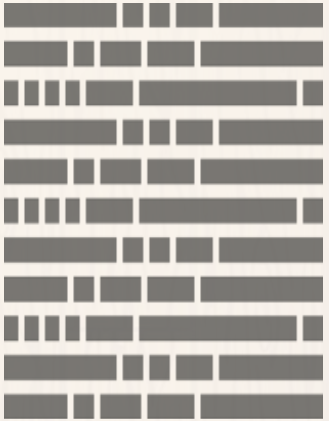
Write in the Third Person and Past Tense

Third Person
Write about what happened to others (e.g. he, she, they, them, it), not from your own perspective.

Past Tense
Newspaper articles are normally an example of a recount text. They are written in the past tense as the event has already taken place.



Next

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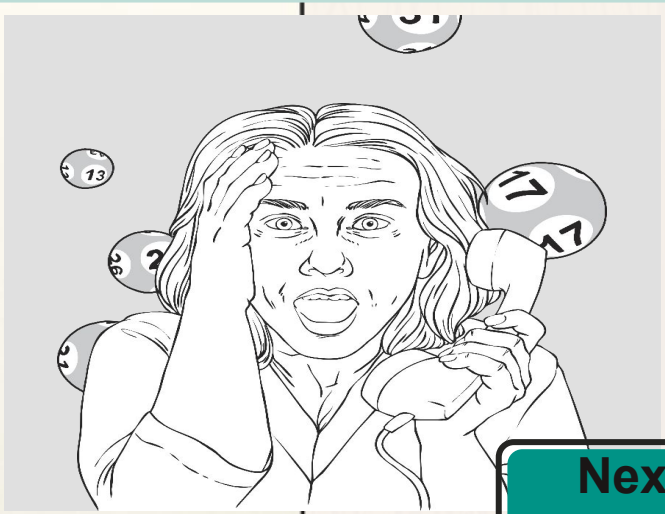
Quotes

Quotations tell us what has been said and who has said it. They can help to make the story credible by giving the reader the opinions of the people involved. Remember to use inverted commas!

“ [redacted] ”



Next

“We were all jumping around and dancing in the living room. We never believed it could happen again,” Alisha commented.

“Sally asked me to stop working because I was about to hit whatever she’d seen. I hadn’t even spotted them,” commented builder Karl Webb.

“It’s a brilliant feeling. It’s been a long road. I’m happy, but I’m relieved. It’s great to be in the history books as one of the greatest. I’m proud of myself,” he told reporters.

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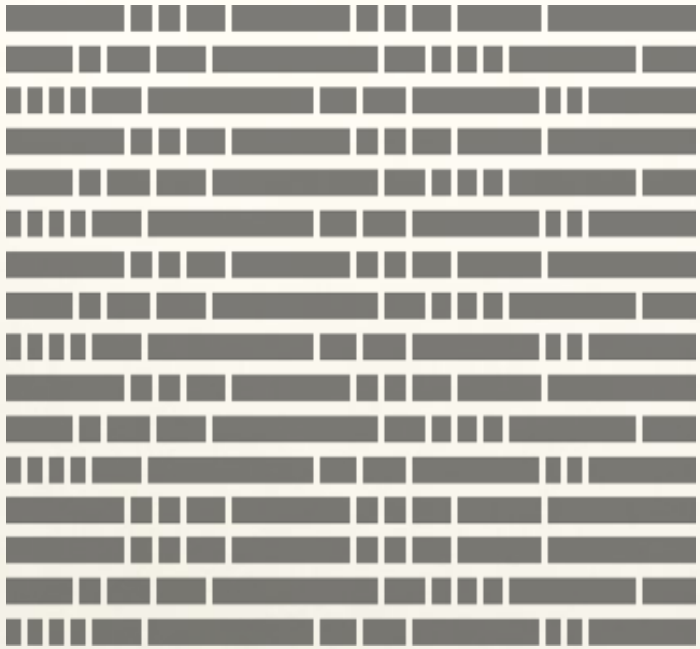
Concluding Paragraph



A concluding paragraph is often used to tell the reader what might happen next.

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What do you think might happen next in this report about some very lucky lottery winners?

Click next to reveal what happened next.

LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

The two winners have exclusively revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

Next

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ROMAN COIN SURPRISE FOR MRS SHIP

Reported by Owen Butcher, Media Correspondent, Glastonbury

Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display.

It was last year when Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night, guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

Further excavations took place at Mrs Ship's property but no other finds were made. It is yet to be decided where the coins will be put on public display.

The treasure was discovered in a garden in Somerset.

What features do you need to remember to include in your newspaper report?

Take a look at this example, how many features can you find?

Next

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Comprehension Questions

1. What is the headline of the text?
2. What has happened?
3. Where has it happened?
4. When did it happen?
5. Can you find an example of parenthesis about Sally Ship?
6. Can you see a caption in the text?
7. Find an example of reported speech.
8. Find an example of direct speech.
9. Can you find 3 different synonyms for said?
10. Summarise the event that happened.

CHALLENGE: Created an example of direct speech that the local museum director might have said when he heard the news.

1.2.21
I.II.XXI

Maths starter

1) £2.45 + £1.32 = _____

2) £5.70 + £1.27 = _____

3) £6.21 + £3.45 = _____

10) £5.48 + £1.27 = _____

11) £3.75 + £2.53 = _____

12) £8.38 + £0.56 = _____

13) £1.95 + £5.67 = _____

14) £7.82 + £1.65 = _____

15) £4.87 + £3.38 = _____

Remember: Keep the decimal point in the same place! Then add normally

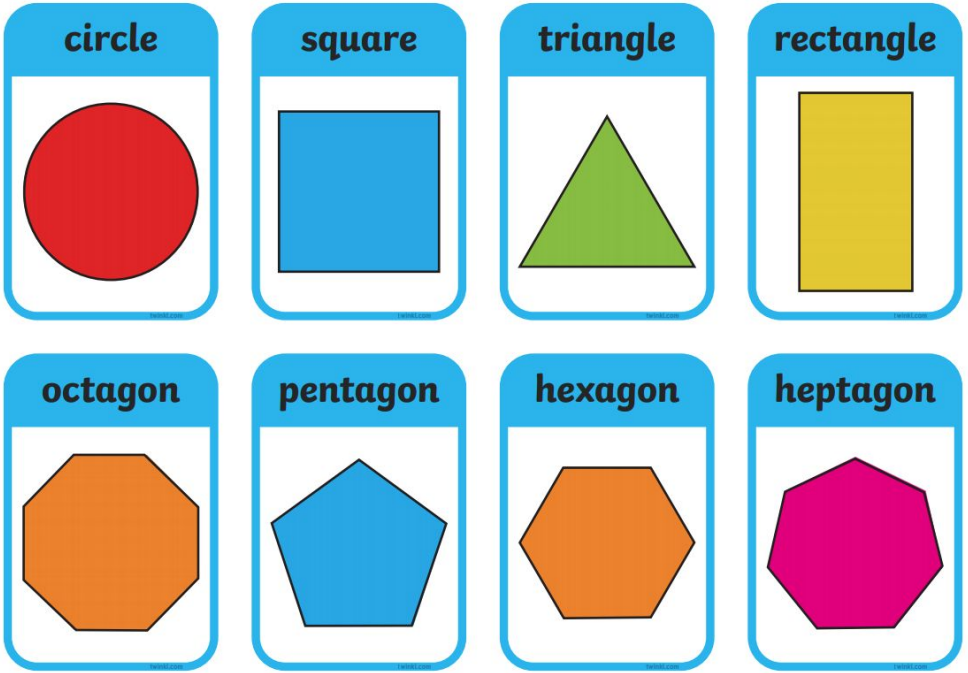
New topic - Perimeter

1.2.21
I.II.XXI

Here are some 2D (flat) shapes:

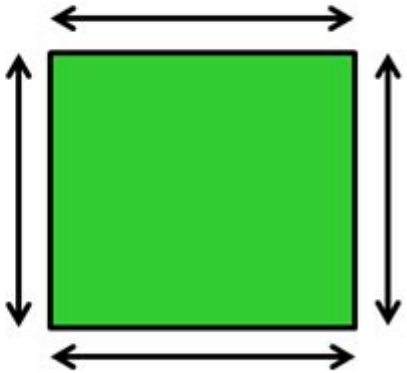
If I asked you to find the perimeter of these shapes...

What do you think perimeter might mean?



What is Perimeter?

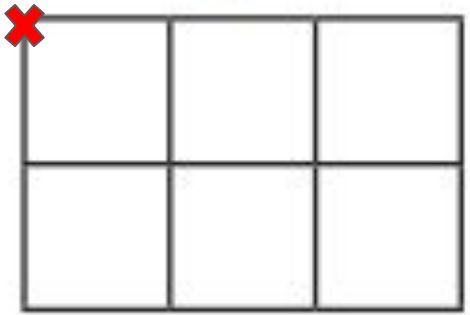
The perimeter is the distance all the way around the outside of a 2D shape.



How do you work out the perimeter?

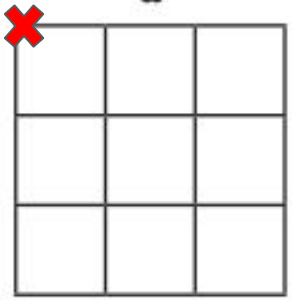
If the shape is drawn accurately and to scale (the exact size), the easy way is to just count the edges of the squares!

Start with a little cross in the corner, then count all the way around the edges until you get back to the start.



Try these two:

a



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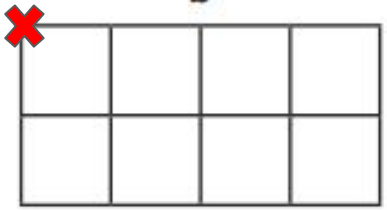
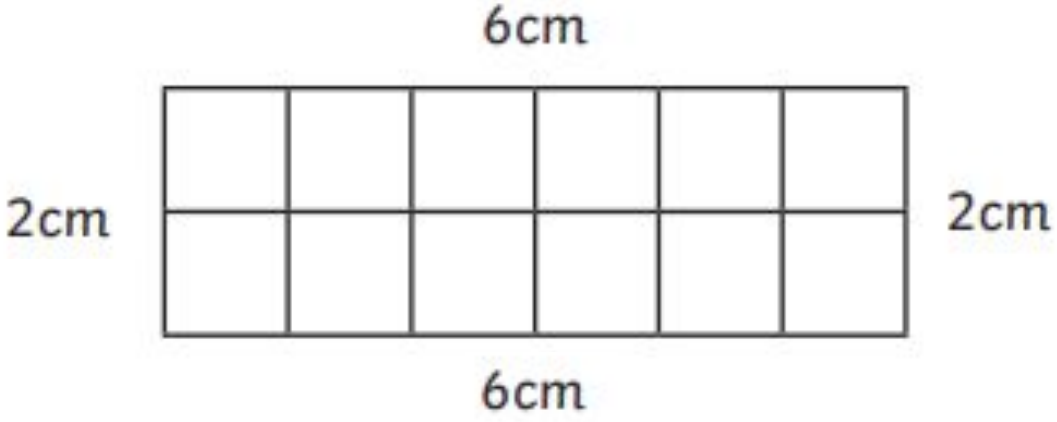


Remember: Count all the way around the edges until you get back to the start.

Sometimes you might be told the length of the sides as well as being given the squares.

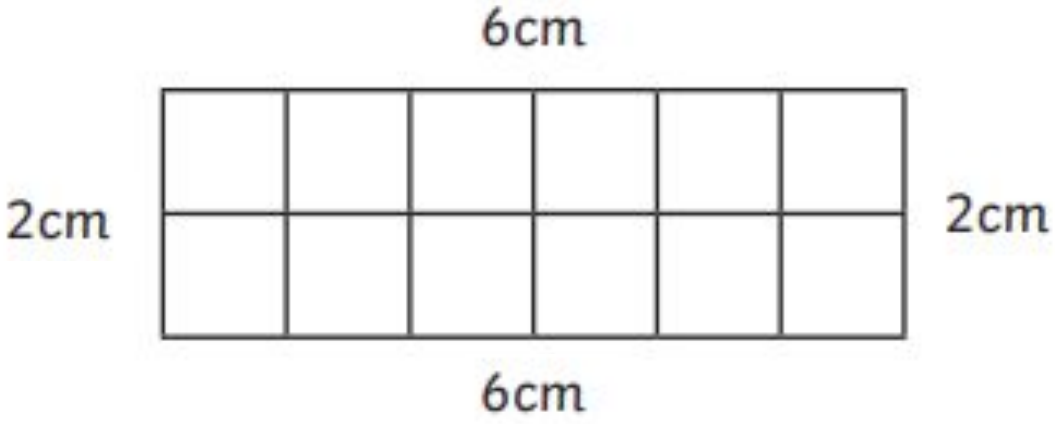
You could easily count around the edges again...



...but can you think of a quicker way?

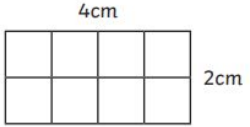
Add them!

$6cm + 2cm + 6cm + 2cm = 16cm$



Find the perimeter of these different rectangles:

1.



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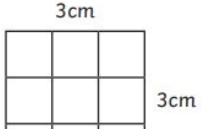

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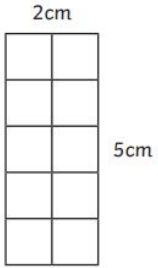
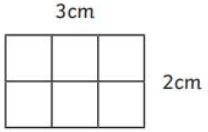
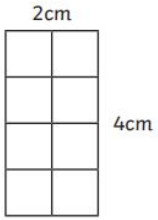


4.

5.

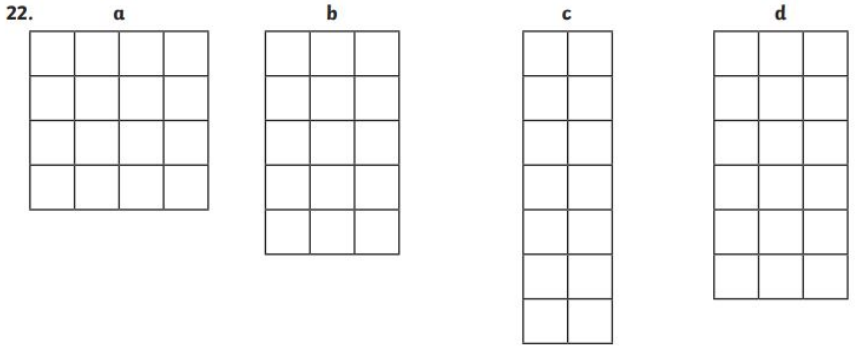


6.

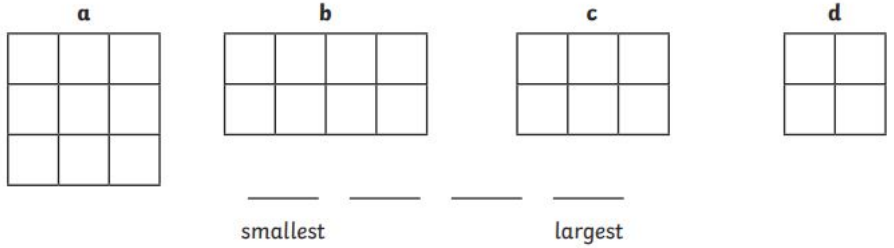


Find the perimeter of these different rectangles:

22.



Find the perimeter of these rectangles and then put them in the correct over:



Guided Reading - 1st February

Friend or Foe

Michael Morpurgo

Chapter 5 - Pages

CHAPTER 5

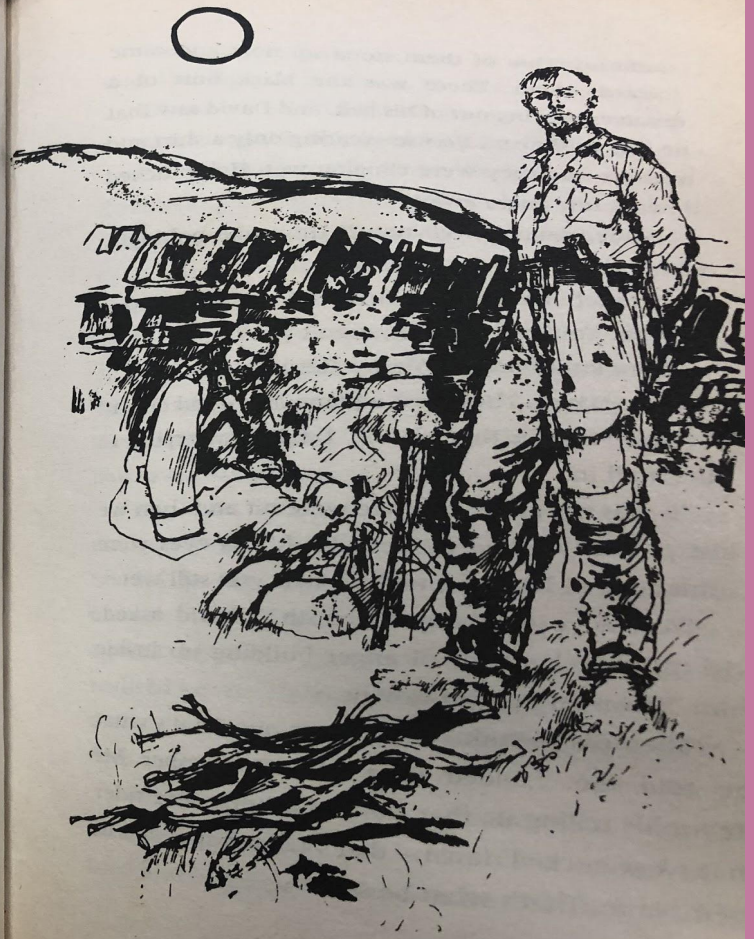
THE SUN WAS DAZZLING HIS EYES AND TUCKY was leaning over him. From somewhere there was the smell of wood smoke.

'Davey! Davey! Can you hear me? You all right?' Tucky seemed to be shouting, but David heard him only faintly at first. 'We were right, Davey. It *was* a bomber, a German bomber, and there's two of them here.'

'Two?'

'Two German pilots. One's hurt but the other one pulled you out of the river.'

David pushed himself up slowly and propped himself on his elbows. The smoke came from a fire a few feet away, and beyond that up against a low dry stone wall there were two men in blue



uniforms. One of them stood up now and came towards them. There was the black butt of a revolver sticking out of his belt, and David saw that he was unshaven. He was wearing only a shirt and trousers and they were clinging wet. He crouched down a few paces away.

'Your friend is well now?' He spoke haltingly, with a heavy accent. 'He is better?'

'You tell him, mister,' Tucky said excitedly. 'You tell him. You're a German, aren't you?'

The man nodded. 'We are German, yes.'

'See, Davey. There was a plane and it did crash.'

'You were in that plane?' David was trying to take it all in.

'It was my plane, yes. We were hit and then we lost power. We had to crash-land.' His eyes were sunk deep in his head, and his hair was still wet.

'You were bombing Plymouth?' David asked. He could feel a knot of anger building up inside him. The man nodded slowly.

'Their plane sank,' Tucky went on. 'That's what he told me. Landed in a bog. Remember Mr Reynolds telling us that story of a horse and rider that were sucked down – that's what happened to their plane. That's what he said.'

'And they've been out here all week?' David said, looking past the fire to the man by the wall.

'S'pose so,' said Tucky. 'That's one's hurt his leg or something, doesn't speak any English.'

David looked at them both. There was nothing threatening or frightening about them, they were just two exhausted, pale-looking men with sad eyes and kind faces. They were faces he should hate. Perhaps these were the men who had shot down his father over the French coast and cheered as they watched him crashing into the beaches. These were the men who had bombed London and Plymouth and killed thousands. Yet one of them had saved his life.

'He took your clothes off, Davey, after he dragged you out. They've over there by the fire. Should be dry soon, you were unconscious long enough.' David had been aware of a roughness against his skin, but it was only now that he realised he was covered in a dark blue overcoat. His clothes were hanging over a frame of sticks by the fire.

'My friend is not well,' the German said. 'He cannot move much and he is cold. I need food – food and blankets. The nights are cold here and he

Retrieval

1. Why do you think David only heard Tucky faintly to begin with?

2. What colours were the men's uniform?

3. Why did the German officer's plane come down?

4. 'They were faces he should hate' - what does the author mean by this?

5. How does the author describe the two soldiers on the last page?

6. Where are David's clothes?

7. What does the German officer say they need to survive?

8. What do you predict we will read about tomorrow?

2.2.21

Memories

Today, we begin our new RE topic ***'Memorial Sacrifice'***

We will begin by asking ***'What makes a memory?'***

Let's listen to the book **'Wilfred Gordon McDonald Partridge'. It tells a story of memories being found.**

(If you are learning from home, search 'Wilfred Gordon McDonald Partridge onto youtube)

Questions

Answer these questions about the story we have listened to.

1. Who was your favourite character in the story?
2. Why were they your favourite character?
3. What adjectives would you use to describe them?
4. Can you think of a memory that makes you laugh?
5. Can you think of a memory that make you think of long ago?
6. Can you think of a memory that is as precious as gold?
7. Can you think of a memory that makes you feel warm inside?
8. Why are memories important?

1.2.21

My Dream Job

Today, we will be thinking about our skills and how they would be suited to our job when we grow up.

A dream job is the job you would love to have! It is a dream right now, but if you plan your steps and work hard, it could be a reality.

Being around animals	Working with tools	Building things	Working with machines	Gardening
Cooking	Working with my hands	Fixing things	Taking things apart	Playing sport
Science Experiments	Learning about how my body works	Investigating problems	Researching on the computer	Learning about plants, animals and people
Solving math problems	Asking questions	Solving mysteries	Learning new things	Reading about how things work
Dancing	Singing	Drawing & painting	Arts & crafts	Expressing myself
Writing stories	Playing an instrument	Fashion design	Poetry	Organizing my things
Making lists	Working with numbers	Cleaning my room	Solving math problems with calculators	Working by myself
Finishing projects	Following directions	Keeping a schedule	Taking Notes	Being a leader
Telling others what to do	Selling things	Speaking in front of others	Taking risks	Competition
Making money	Running a business	Winning	Going on adventures	Making friends
Helping people	Working in groups	Giving advice	Volunteering	Teaching others
Talking	Listening to others	Taking care of sick people	Making others happy	

Firstly, let's have a look at these different skills, qualities and talents.

Certain jobs require different skills.

To start today's lesson, could you choose 10 of these statements that you are best at. When you have selected 10, could you arrange them into a list with the skills you are best at right up at the top.

Your Task - Research your ideal job - finding out the main duties you would complete and the qualifications you would need.

My Ideal Job
Job title:
Picture:
Job description/main duties: • • • •
Qualifications

How I will get there

1)

2)

3)

4)

5)

HAPPY
TUESDAY

Basic Skills

2.2.21
II.II.XXI

Maths Task

61978 − 43916	55087 − 24292
74766 + 46988	61807 − 30805
54638 + 35345	71864 − 35387

Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

competition
conscience
conscious
controversy
convenience
correspond
criticise

Dojo Challenge

Research 3 famous inventions from the Victorian Era and add in one fib - let's see if you can trick the teacher..

2.2.21

Designing The Beast

SPaG Starter: Converting Direct Speeh

Direct speech is EXACTLY what the character said. We need inverted commas.
Reported speech is the JIST of what the character said. We don't need inverted commas.

Direct Speech	Reported Speech
"Don't touch that cake!" shouted Mum.	
"Where are the onions?" asked the Chef.	
"I don't know what to do," sobbed Jess.	
"You have to press this button," explained Dad.	

Today, we will create our own mythical Greek beast..

Firstly, we will need a name!

You can totally make up your own or you can choose from some of these suggestions.

Madasa, Upmana, Scorpina, Lathusa, Hydrotaur, Crypodor, Jiathos

Have you chosen your name? You are ready to move on..

Now you have your name, let's think of some key features of your beast.

Again, you can totally make up your own or you can choose from some of these suggestions.

Lasers for eyes
Strength of 1000 men
Deafening scream.
Seaweed arms that pull you under.
Breathes fire

Subordinating Conjunctions

After,
Although,
As,
Because,
Before,
Due to,
Once,
Since,
Unless,
Though,
Until,
When,
If,
While,
Whether

My beast is called_____.

The beast can _____, _____ and _____

It lives in _____.

Your Task...

Then, create at least 6 sentences about your beast using subordinate clauses. Look at the blue box to help you!

The Jiathos's arms, due to the strength potion he drinks daily, are powerful enough to strangle you in less than a second.

Maths starter

1) £4.65 − £1.83 = £ .

2) £7.29 − £3.54 = £ .

3) £9.68 − £3.43 = £ .

4) £7.07 − £2.62 = £ .

5) £6.89 − £4.55 =

6) £7.47 − £4.52 =

7) £9.90 − £6.57 =

8) £8.29 − £1.65 =

Remember: Keep the decimal point in the same place! Then subtract normally

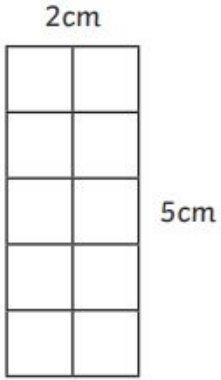
Measuring Perimeter

Lesson 3

2.2.21
II.II.XXI

Recap: Yesterday, we started learning about perimeter.

We looked at questions like this:

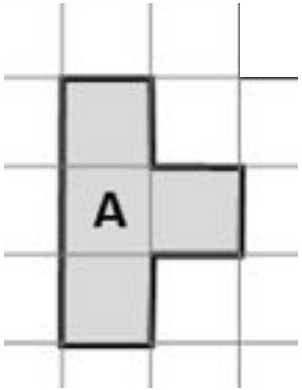


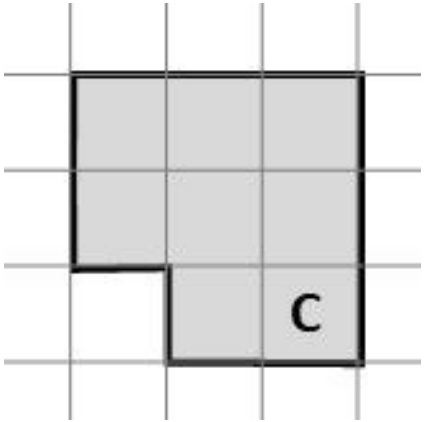
What would the perimeter of this shape be?

Measuring Perimeter

2.2.21
II.II.XXI

But what about shapes which aren't rectangles?





- *What would the perimeter of these shapes be?*
- *How could you still work these out?*

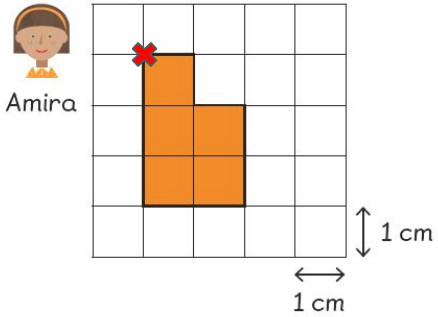
Measuring Perimeter

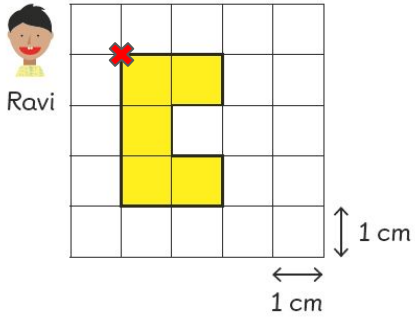
Lesson 3

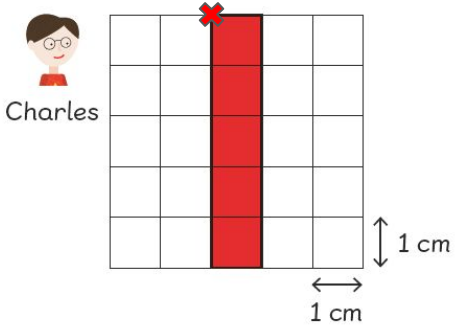
2.2.21
II.II.XXI

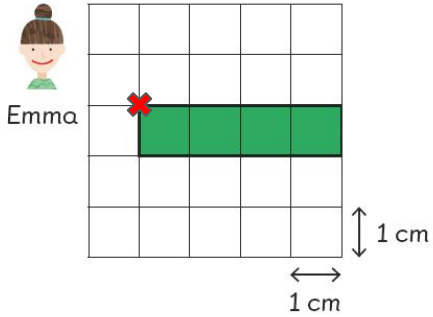
In Focus

Four pupils use to make a shape with a perimeter of 10 cm.









Two of these children are correct.

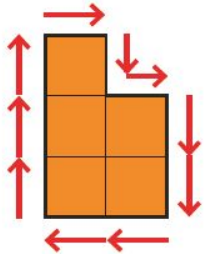
Who?

What was the perimeter of the other children's shapes?

Remember: start at the cross and count all the way along the edges

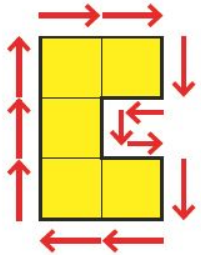
Let's Learn

1



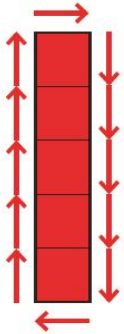
Perimeter = 10 cm
Amira is correct.

2

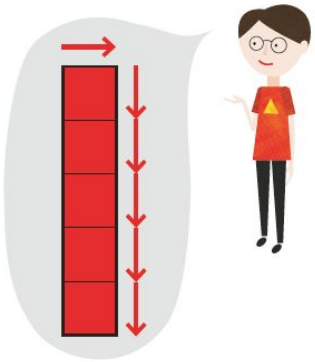


Perimeter = 12 cm
The perimeter is not 10 cm.
Ravi is not correct.

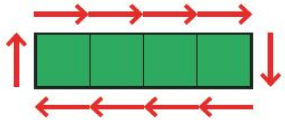
3



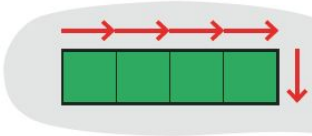
Perimeter = 12 cm
The perimeter is not 10 cm.
Charles is not correct.



4



The perimeter is 10 cm.
Emma is correct.
However, she uses only 4 .

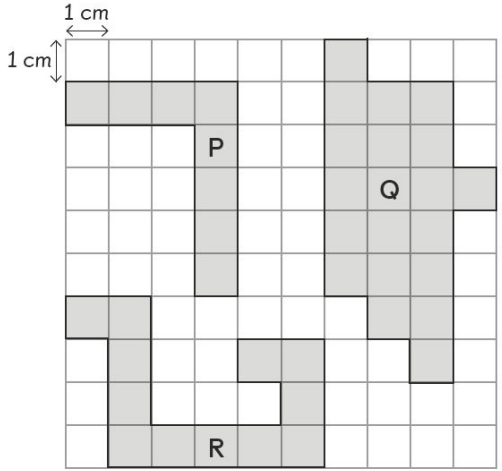


5 cm × 2 = 10 cm

Worksheet 2

Measuring Perimeter

1 Find the perimeter of each figure.

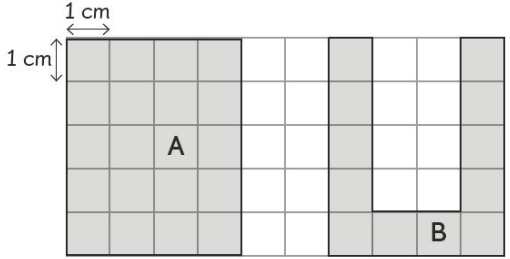


(a) The perimeter of figure P = ☐ cm

(b) The perimeter of figure Q = ☐ cm

(c) The perimeter of figure R = ☐ cm

2 Compare the perimeter of each figure.



(a) The perimeter of figure A = ☐ cm

(b) The perimeter of figure B = ☐ cm

(c) The total perimeter of figure A and figure B = ☐ cm

(d) Circle the correct answer.
The perimeter of figure A is
(smaller than / equal to / greater than)
the perimeter of figure B.

Guided Reading - 2nd February

Friend or Foe

Michael Morpurgo

Chapter 5 - Pages

coughs. Will you help us, please?'

'Help you!' David was almost shouting. He pulled himself to his feet, gathering the greatcoat around him. 'Help you? After what you've done? You come here bombing and killing and you want us to help!'

'It is a war,' he replied sadly. 'In war people die – on both sides.'

'Why don't you give yourself up?' Tucky said. 'You can't escape, not if your friend can't move. And there are soldiers out looking for you, you know. We told them about your plane.'

The German threw more wood on the fire. 'Perhaps you are right,' he said, 'but we must try. We need time to recover. Two days ago we have finished the emergency food. We have nothing left – just water from the river. This is the first fire I have dared to light. We must keep warm, and we must have food. Then we will escape over the moor to the sea and find a boat.'

'What about the soldiers?' said Tucky.

'They did not find us last time. It is a big place to search, this moor.'

'And what if we tell them where you are?' David said, as defiantly as he could.

'Then we shall be caught, my young friend. I cannot move my friend any more now, and I cannot leave him. We are in your hands,' and he turned away and walked back to his friend on the other side of the fire.

'What do we do?' Tucky whispered. 'We got to help him, haven't we? He saved your life, Davey, pushed all the water out of you and he was risking a lot to light that fire for you. You owe him, Davey. We both do.'

'He's a German, isn't he? He's probably bombed over London. What if it was his bombs that hit the Perkins' house back in Islington, eh? How many d'you think he's killed?'

'But he saved your life, Davey. He needn't have done it. He could have let you drown.'

As soon as his clothes were dry enough to put on, David got dressed. The two Germans watched from their wall. David walked over and handed back the greatcoat. 'Thank you,' he said. The taller airman, the one who had saved him, took it and laid it over his friend.

'If you come back,' he said, 'please bring us food. If you send the soldiers, then goodbye.'

David turned away and the two boys left them

sitting there, and when they turned round farther down the valley, they saw a great puff of white smoke going up. The fire was being put out. It was still a long walk back to the farm, an hour at least, and all that time they talked about what they should do. Every instinct except one told them to give the Germans up, to call in the soldiers, to tell Mr Reynolds. After all, wouldn't Ann and Mr Reynolds be pleased? Wouldn't the laughing faces in the village be silenced? Wouldn't their stock be high at school? And wouldn't everyone have to eat their words about the 'townies'? And apart from that, they were Germans, enemies; it was a duty to make sure they were captured.

It was Tucky who did most of the talking. He kept on reminding David that the German had saved his life, that you couldn't turn on someone who had saved your life, no matter who he was, but David was determined. He would tell Mr Reynolds as soon as they got back, and leave it to him. By the time they reached the cottage, he was longing to break the news.

Ann met them at the door. 'Where have you been, you two? I was worried?' Then she caught sight of David's clothes. 'Davey, what has

happened?' She reached out and felt his shirt. 'It is damp. What has happened?'

'I fell in the river,' David started to explain. 'We'd almost given up, Ann. We were crossing the river and I fell in, slipped on the rocks, and then . . .'

'Lucky I was with him, Ann, I can tell you. The river wasn't that fast, and it's not too deep there either. Still, s'lucky I was with him.' Tucky smiled up at Ann. David was about to interrupt, but Tucky went on before he had the chance. 'And he can't swim. He slipped on the rocks and I leapt in after

David's Decision

Put yourself in David's shoes - you have to decide whether you are going to tell Mr Reynolds, The Police and the Army. Make a list of reasons why you SHOULD and why you SHOULDN'T!

Reasons you should	Reasons you shouldn't

The Battle of Marathon
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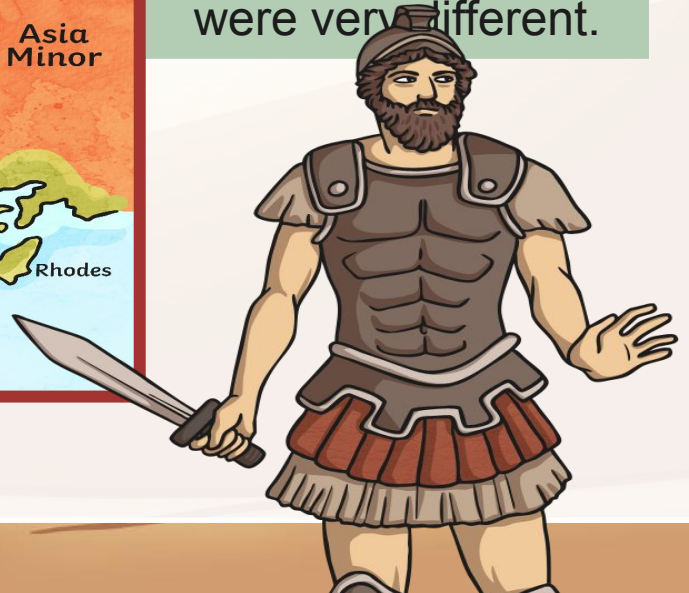
Quality Standard Approved

Athens and Sparta

Athens and Sparta were both Greek city states. They were very different.



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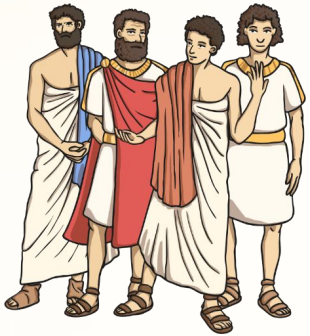
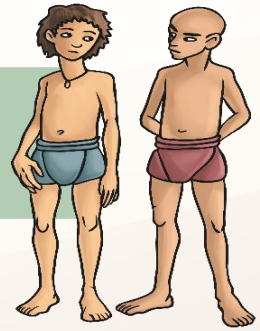
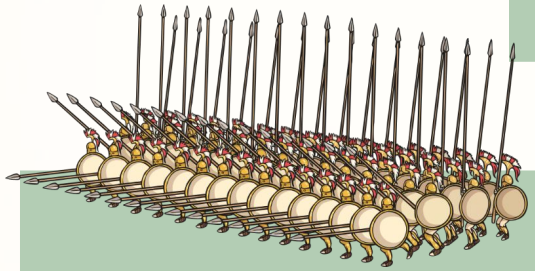
Athens



Athens was ruled by a democracy and believed the city should be run fairly.

They believed in education, but only for boys.





The Athenians wanted to expand their lands which led to many battles.

Women and girls didn't have the right to an education and couldn't participate in business. Wealthy girls could be educated at home.

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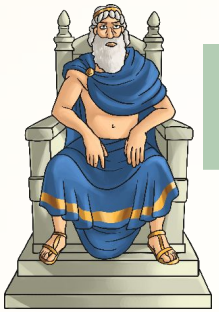
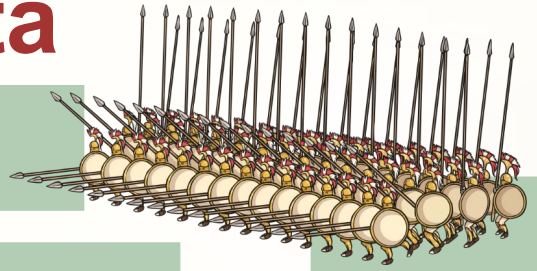
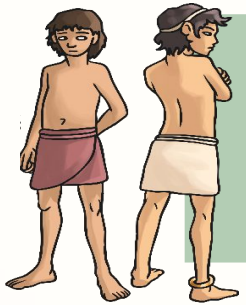
Sparta



Sparta was ruled by two kings who made all of the decisions.





Spartans were raised to be in the army. Boys would learn to train from a young age. It was very strict.

Sparta did not try to invade other cities or claim more land.

Their army was famous in Ancient Greece because it was so powerful.

Women were not allowed to join the army but had to train and had to be fit and healthy.

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Greece and the Persian Empire

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The Battle of Marathon

In 490BC, the Persian Empire was very big. King Darius wanted to continue to expand the empire so he decided to invade Athens.

The leader, Datis, and his fleet of 25,000 sailed to Marathon which was a few miles from Athens.

The Athenian army was massively outnumbered!

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Help!

The Athenians needed to ask for help! So they decided to ask the Spartans. Although they didn't get along, the Greek city states usually joined forces to fight an outside enemy. The Spartan army were famous across the world for being fierce warriors who trained from the age of 5 and who had mastered every type of weapon. They could turn the tide of battle in the Greek's favour.

They sent a runner, Pheidippides, to Sparta to ask for help. He ran for 2 days and nights from Athens to Sparta, running 240km in total.

The Spartans were celebrating a festival and so said they couldn't help until the festival was over. Pheidippides then ran back to Athens with the news that they would receive no help.

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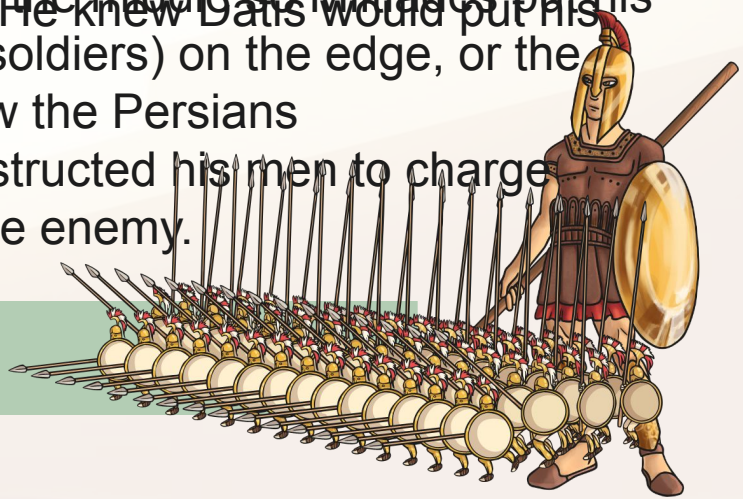
Let Battle Commence!

The Athenian army, led by General Miltiades, tried to wait for the Spartan army but they knew they would have to fight on their own. He had to come up with a plan.

Heavily outnumbered, Miltiades decided on a risky battle formation. He knew Datis would put his strongest fighters in the middle so Miltiades put his strongest hoplites (soldiers) on the edge, or the flanks. He also knew the Persians had archers, so instructed his men to charge quickly towards the enemy.



Phalanx formation

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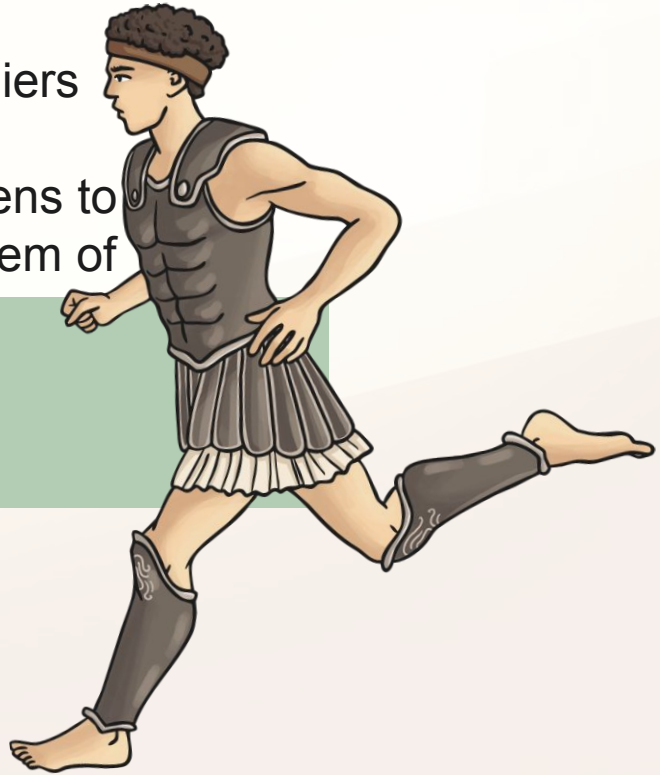
Surprise!

The Persian army lost over 6,000 soldiers compared to only 192 Athenians!
Pheidippides then ran 26 miles to Athens to tell of their victory, and also to warn them of a possible second Persian attack.

When he arrived, he shouted out:
“Nike!” (which means victory)
As he said these words, he died.



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Your task:

To imagine that you are General Miltiades, the leader of the Athenian army. You are going to write a letter to the Spartan leader, King Leonidas, asking for him to help you fight the Persians.

Dear King Leonidas,

I have sent Pheidippides with this letter to ask you _____
_____ .

The Persian army are on their way to attack us. They have _____
_____
_____ .

I know we have lots of differences like _____
_____
_____
_____ .

But when threatened with an outside enemy, we _____
_____ .

Please come and fight with us, _____ .

From _____

W-E-D-N-E-S-D-A-Y

Basic Skills

3.2.21
III.II.XXI

Maths Task

4585 + 5305	6579 + 1463	6739 + 6622
2721 + 4245	1197 + 1116	6418 + 6187

Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

Dojo Challenge

64 people went to the cinema on Tuesday. 35 went on Wednesday. The ticket price was £5 for everyone - how much money was made?

3.2.21

Designing The Hero

SPaG Starter:Adverbs to show time

Adverbs can show us the relationship of time and the verb happening - look at these fronted adverbials and try and complete the main clause.

For a very long time, _____.

Since last year, _____.

All day, _____

Since before she could remember, _____.

After waiting for an eternity, _____.

After years and years, _____.

Today, we will create our own Greek Hero/Heroine

Firstly, we will need a name!

Have a look at some example of male and female names for you to choose.

MALE	**FEMALE**
Alpheus	Delta
Castor	Beta
Apollo	Despina
Cosmo	Anastacia
Ezio	Diandra

Have you chosen your name? You are ready to move on..

Now you have your name, let's think of some key characteristics/adjectives

Admirable

Proud

Daring

Confident

Courageous

Gallant

Noble

Powerful

spirited

Muscular

Strong

Slender

Handsome

Beautiful

Dashing

Blue-eyed

graceful

Your Task...

My hero is called_____.

My Hero is _____, _____ and _____

He has to defeat the beast because_____.

Draw a detailed picture of your hero here..

Then, write at least 6 sentences featuring a noun phrase about your hero. Remember to add information before and after your noun.

*EG) Cosmo's muscular arms hold a ancient, golden **sword** beside him.*

Maths starter

Circle the words which mean **add** in **one colour**.
Circle the words which mean **subtract** in a **different colour**.

more	total	minus	plus	increase
fewer	difference	together	reduce	sum
	less	remain	take away	

Circle the words which mean **multiply** in **one colour**.
Circle the words which mean **divide** in a **different colour**.

share	times	groups of	product	share equally
lots of	equal groups	multiplied	divided	÷

Maths starter

Circle the words which mean **add** in **one colour**.
Circle the words which mean **subtract** in a **different colour**.

more	total	minus	plus	increase
fewer	difference	together	reduce	sum
	less	remain	take away	

Circle the words which mean **multiply** in **one colour**.
Circle the words which mean **divide** in a **different colour**.

share	times	x	product	share equally
lots of	equal groups	multiplied	divided	÷

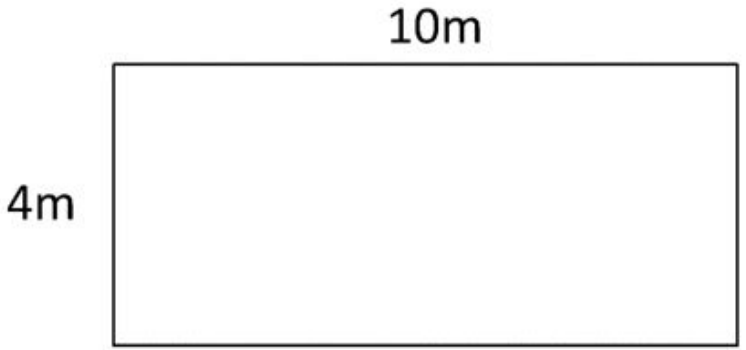
Measuring perimeter

3.2.21
III.II.XXI

This question has no squares to count.

It's also not draw to scale (it's obviously not 10 metres long!)

Can we still find the perimeter?

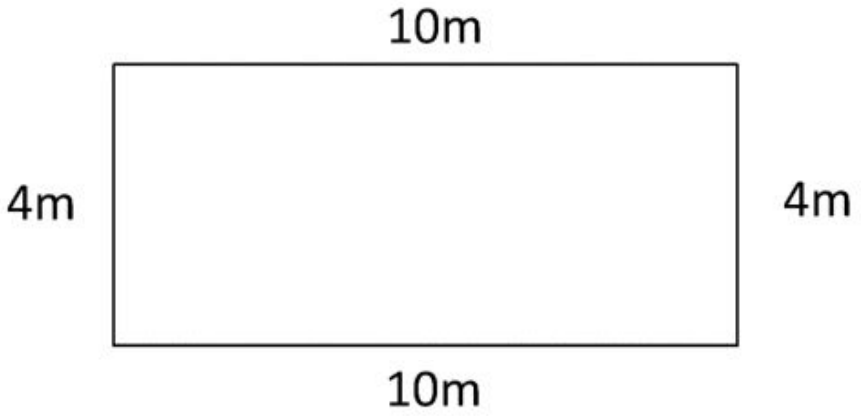


3.2.21
III.II.XXI

Measuring perimeter

This question has no squares to count.

BUT we still know how long each side is...just add them up



4m + 10m + 4m + 10m = 28m

Work out the perimeter of the following rectangles. They are not to scale.

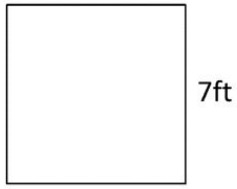
1)

Perimeter = _____ cm

2)

Perimeter = _____ in

3)



Perimeter = _____ ft

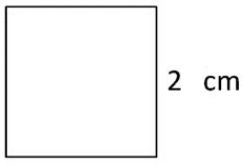
4)

Perimeter = _____ m

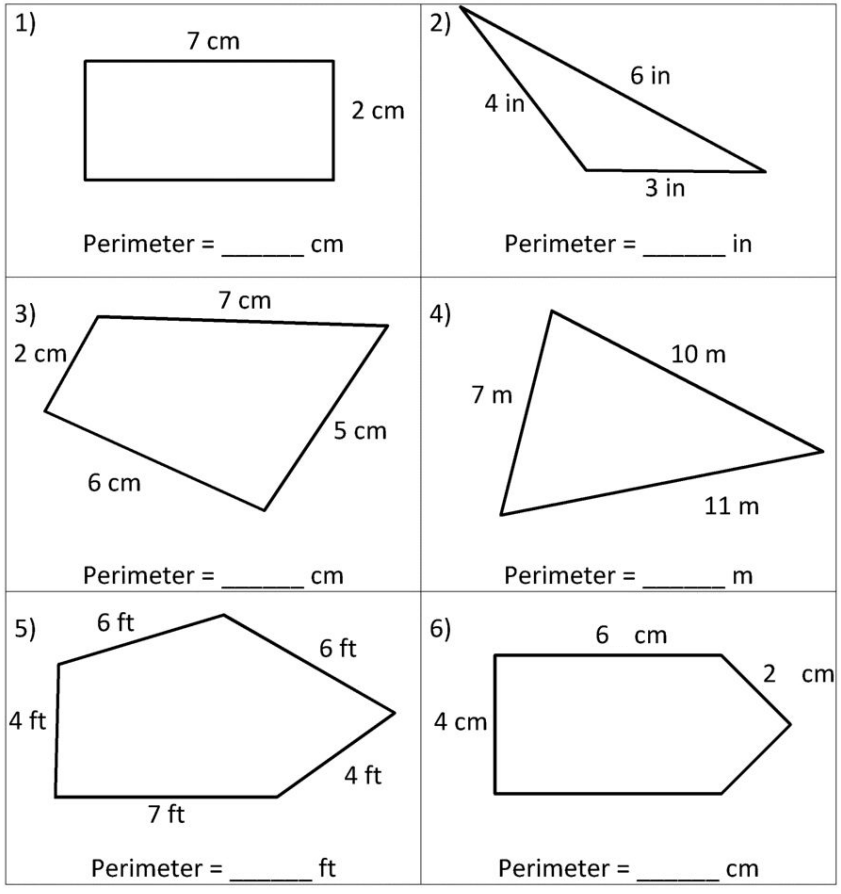
5)

Perimeter = _____ m

6)



Perimeter = _____ cm



Guided Reading - 3rd February

Friend or Foe

Michael Morpurgo

Chapter 5 - Pages

him and fished him out. Wet as a kipper, he was. No doubt about it, lucky I was there,' and he preened himself, flashed a grin at David and went into the cottage. It was a brilliant performance.

David just stood there, gaping after him. He had known Tucky a very long time, and Tucky had never surprised him before; that was what he liked about Tucky, he could always tell what Tucky was thinking, what he was going to do. Until now, that is.

Ann put an arm round his shoulder. 'Are you all right, Davey? You look at if you have seen a ghost. Are you cold still?'

'Yes, I'm cold,' was all he could say.

There was a steaming hot bath and tea in the kitchen, and then Ann went off to help Mr Reynolds with the milking. It was the first time the boys had been left alone, the first chance they had had to talk. David didn't waste any time. 'We agreed. We said we'd tell them. We must tell them.'

'I never agreed anything,' said Tucky, ready for him. 'You tell them if you like, but I can tell you, if someone had just risked his own life to save mine, I wouldn't kick him in the teeth – German or not, it doesn't matter.'

'But we can't, Tucky. We can't help Germans to escape, it's not right. We're supposed to be fighting them. We can't.'

'Like I say,' Tucky said firmly. 'You owe them, and what's more you know you do. All he's asking for is some food and blankets – if you don't think that's a fair exchange for saving your life, then I think it's a pity he went in after you.'

David had never heard Tucky like this. He was excitable, yes; impetuous, yes; but he'd never found him determined or single-minded.

Tucky leaned towards him over the kitchen table. 'I like you, Davey. We've been best friends ever since I can remember. You always seemed to do right by people. You've done right by me, been a real friend since we left home, but if you turn those Germans in just because your father . . .'

'My father?'

'That's what it is, Davey, isn't it? And maybe Ann's father as well. They're Germans and the Germans killed your dad, so you hate them all, don't you, every one of them?'

There was not a single word Tucky had spoken that David could argue with. Tucky was right. He did owe the Germans out on the moor.

'All right,' he conceded. 'We'll do it, but not for long.'

Tucky smiled like his old self for the first time since they had got back. They didn't see Mr Reynolds again that evening; he was busy fencing at the bottom of Front Meadow. But next morning over breakfast, before David and Tucky left for school, he heard all about their search on the moor. 'So, you found nothing,' he smiled wryly, 'and Davey here fell in the river.'

'I slipped, Mr Reynolds. Those stones were all slimy.'

'You crossed at the stepping stones, like I said?'

'Yes, Mr Reynolds.'

'And no sign of that plane?'

'Nothing,' said Tucky. 'We must have made a mistake. P'raps it went up again, behind a hill or something, and we just didn't see it. Sorry, Mr Reynolds.'

'Never you mind, my dear. You were right to tell us if you thought you saw it. Everyone makes mistakes, and anyway 'twas good practice for the army and for us – even if no one enjoyed it much. We won't mention it again. Off you go now, you'll be late for school.'

School was still buzzing with the 'townies'' shot-down German bomber, and David and Tucky longed to blurt out their secret. 'Haven't you found it yet, Davey boy?' and 'Look out, the Luftwaffe's about!' And whenever Mr Cooper wanted someone with a good imagination, he turned to the 'townies' with a knowing smile, and everyone laughed.

It was a wretched day, only made bearable by the knowledge that they knew they were right. On the way back home that afternoon, they worked out their plan.

'Whatever happens, Mr Reynolds and Ann must never find out. Never,' said David. 'Nothing must be missed.'

'What about the blankets? They'll miss those, won't they? They're bound to.'

'Not if we take two off our bed,' said David. 'We make our own beds, don't we? No one'll miss them, 'cept us. We can bring them back after they've gone. No one need notice.'

'What about the food then?'

'There's eggs,' David had thought it all out. 'We can get them from the chicken hut soon as we get back. Then there's carrots and radishes in the

Vocab Challenge

Can you use these interesting words in your own sentence?

Preened
Impetuous
Wryly
Wretched
Bearable
luftwaffe

Welcome to '***Children's Mental Health Week 2021***'

This year our theme is called '***Express Yourself***'

Growth Mindset

https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2-growth-mindset-how-to-develop-a-positive-mindset/z6gb2sg

Meesha and Lucas are in a maths lesson.

- Meesha is happy to take on the challenges set by the teacher, but Lucas is more reluctant.
- Meesha has a growth mindset. She believes intelligence, talent and ability are open to change.
- So she believes she can get better at maths. This means she tries, puts in effort and works hard to master the learning.
- Lucas has a fixed mindset. He doesn't believe he can get better at maths.
- He thinks you're either good at maths or you're not. And he is definitely not good at maths.
- Lucas and Meesha make different decisions about their learning because of their different mindsets.
- As time goes on, Meesha and Lucas talk. Meesha explains that you can change your mindset - and she encourages Lucas to do this. Gradually, Lucas starts to think in a different way.
- He starts to think that he can do maths that he can get better. As he changes his mindset, so Lucas changes his behaviour. He starts to have a go, to keep trying and to persist.
- We see him improve his maths skills as a result. Meesha and Lucas demonstrate the differences between a growth mindset and a fixed mindset.
- They show how each one influences your thoughts, actions and behaviours.
- And they also show that anyone can develop a growth mindset, no matter who they are.

1. Explain all you now know about a growth mindset?

2. How can a fixed mindset affect your learning and development?

3. Explain how a fixed mindset might upset how you think and feel?

4. What advice would you give to someone who has a fixed mindset?

COMPUTING

Word Processing

(Don’t worry if you don’t have access to a computer, the games be accessed on any device)

When we type, it’s easy to be lazy and just use one hand or even one finger! But what is the best way to type so that you can type quickly and accurately?

We should try to use ALL of our fingers when typing. The best way is to match up our fingers with the colours:

This can feel awkward at first, but it's like everything we do – practise makes perfect!

Windows PC, iPad or Mac?

Whatever you use, the important keys you use to type are almost always in the same position.

We call these QWERTY keyboards… Look at the three pictures again, can you think why?

So, no matter what you use to learn on, you can type on anything. Handy!

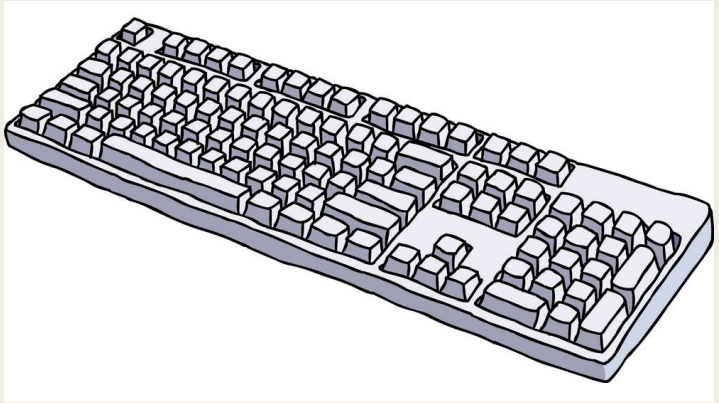
Where to start?

Lets start with some games of course!

https://www.roomrecess.com/pages/TypingGamesForKids.html

https://www.kidztype.com/typing-web/browse-typing-practice.html

- Play a few games and focus on using the correct fingers first.
- When you're used to the correct fingers, then start to slowly reach them faster.
- It is important to remain focused on being accurate. There's no point typing fast if it's all wrong !!!

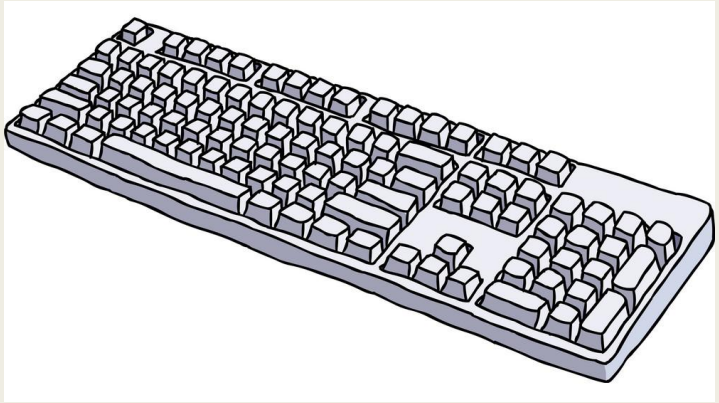


Now what?

On Dojo if possible, I would like everyone to type two paragraphs about their favourite hobby (football, singing, films, food, etc)

You have to include:

- Capital letters
- A space between every word
- Full stops and commas
- An empty line between your paragraphs



Bonus challenge

- I would also like you to try and use a #symbol at the end

e.g. #typing #computing #speedtyping

THURSDAY

Basic Skills

4.2.21
IV.II.XXI

Maths Task

9151 + 7977	2982 + 5556	1466 + 4639
9459 + 6733	4681 + 1344	7101 + 4284

Literacy Task - Spelling Week

This week, we will be practising our Y5/6 spelling words. Could you use them in sentences?

foreign
forty
frequently
government
guarantee
harass

Dojo Challenge

Can you find 3 countries that the equator runs through?

4.2.21

Opening Paragraph - The 5 W's

SPaG Starter: Apostrophes

Apostrophes show possession - that means something belongs to somebody or something.

*If something belongs to **ONE** person or thing, we place the apostrophe before the S.*

*If something belongs to **MORE THAN ONE** person or thing, we put the apostrophe after the S*

Joes pencil needed sharpening.

The Queens crown was stolen whilst she slept.

The boys toilets were an absolute mess!

The teachers meeting went on for ages and ages.

The builders van was left by the side of the road.

My sisters trainers are brand new and beautiful.

Our parents bedroom is being decorated.

When we are writing a newspaper report - the opening paragraph is extremely important.

It has to answer 5 key questions. Look at my example answers below, they tell you all you need to know about the story.

Who? The Queen

What? Her crown was stolen

Where? At Buckingham Palace

Why? The burglar needed the money.

When? In the middle of the night.

LET'S CONVERT THIS INFORMATION INTO A PARAGRAPH

In the middle of the cold winter night, Buckingham Palace was the scene of a devious, wicked crime. As The Queen was fast asleep in her golden, antique bed, a despicable thief climbed up the drainpipe of the Palace and stole the Queen's priceless, historic crown. The Burglar, who was desperate for money, was caught by the alert police officers at the scene.

Today, we will write the opening paragraph of our own newspaper report. The report will be all about the characters you have created on Tuesday and Wednesday.

Firstly, we need to re-read the opening paragraph of our model text - ***The Athens Chronicle.***

Who?
What?
Where?
Why?
When?

After years and years of terrorising the residents of Greece, the devious gorgon Medusa has finally been slayed by a heroic, fearless and courageous man named Perseus. Yesterday at 4pm, the dashing hero triumphantly returned to Athens with the head of the beast in his sack. Perseus's mission to destroy the stony-eyed beast with toxic snakes on her head was set for him by King Polydectes, who was desperate to marry Danae (Perseus's mother). However, the King received the shock of his life yesterday when the brave warrior actually returned safe, well and unharmed.

Have we managed to answer the 5 Ws?

After years and years of terrorising the residents of Greece, the devious gorgon Medusa has finally been slayed by a heroic, fearless and courageous man named Perseus. Yesterday at 4pm, the dashing hero triumphantly returned to Athens with the head of the beast in his sack. Perseus's mission to destroy the stony-eyed beast with toxic snakes on her head was set for him by King Polydectes, who was desperate to marry Danae (Perseus's mother). However, the King received the shock of his life yesterday when the brave warrior actually returned safe, well and unharmed.

Your Task..

Using our model text to magpie, can you write your own opening paragraph for your newspaper article? Remember - you are not reporting on Perseus and Medusa, you are reporting on your own hero and your own beast! MAKE SURE you answer the 5 W's!

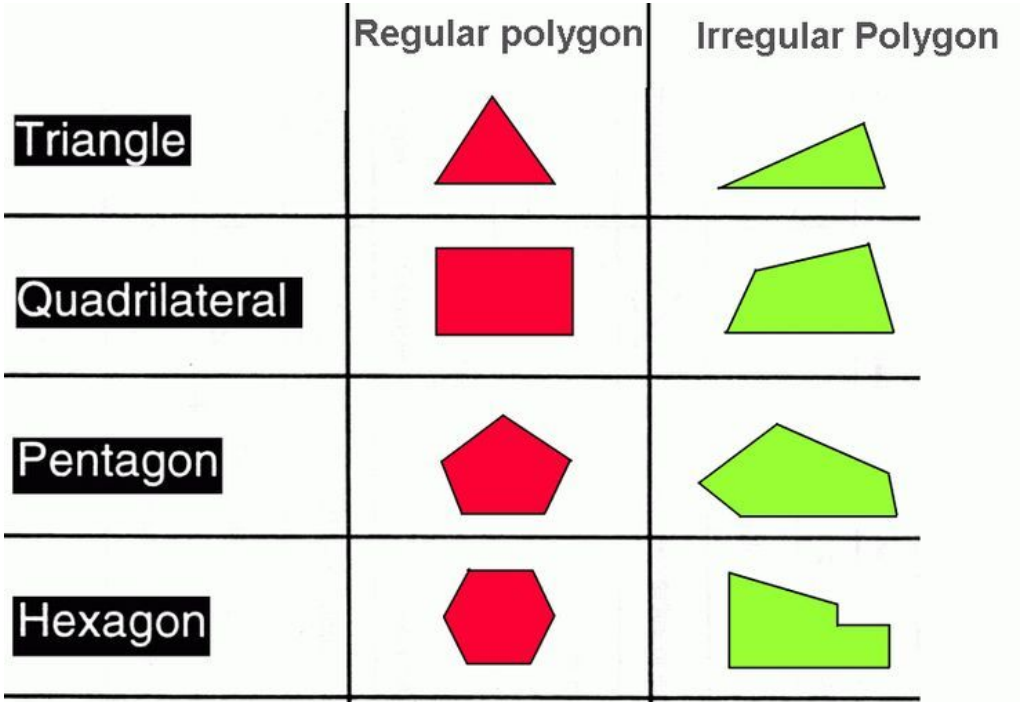
Maths starter

1. How many 50p coins are in £2.50?	2. How many 50p coins are in £2.00?	3. How many 10p coins are in £0.30?	4. How many 5p coins are in £0.15?
5. How many 5p coins are in £0.25?	6. How many 5p coins are in £0.10?	7. How many 20p coins are in £1.00?	8. How many £2 coins are in £8.00?
9. How many 50p coins are in £3.00?	10. How many 5p coins are in £0.25?	11. How many £2 coins are in £6.00?	12. How many 50p coins are in £2.50?

Measuring perimeter

4.2.21
IV.II.XXI

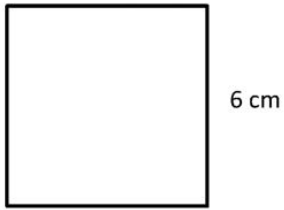
Regular shapes (polygons) are shapes where every side is the same length and every angle is the same.



Measuring perimeter

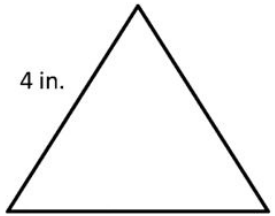
Can we find the perimeter of these regular polygons?

1)



Perimeter = _____

2)



Perimeter = _____

Is there a quick way?

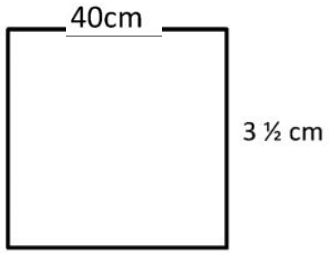
(Remember, every side is the same length)

Tricky ones:

Why are these harder?

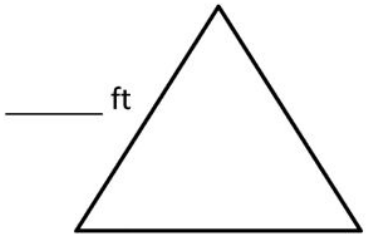
How could we solve them?

1)



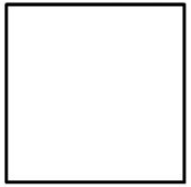
Perimeter = _____

2)



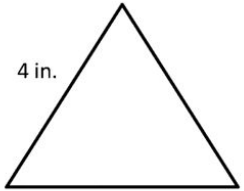
Perimeter = 15 ft

1)



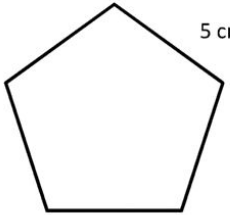
Perimeter = _____

2)



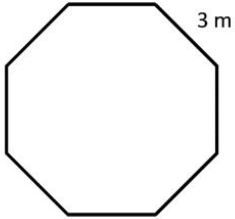
Perimeter = _____

3)



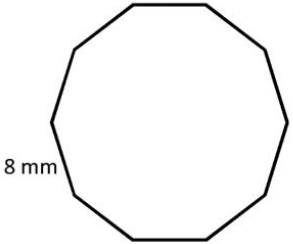
Perimeter = _____

4)



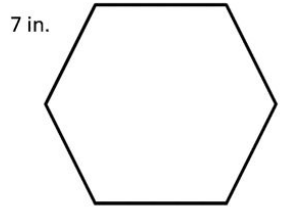
Perimeter = _____

5)



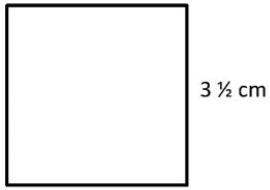
Perimeter = _____

6)



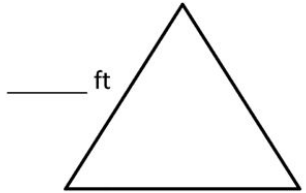
Perimeter = _____

1)



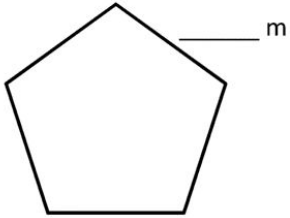
Perimeter = _____

2)



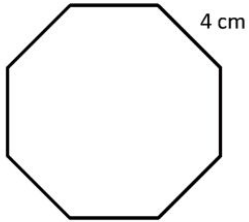
Perimeter = 15 ft

3)



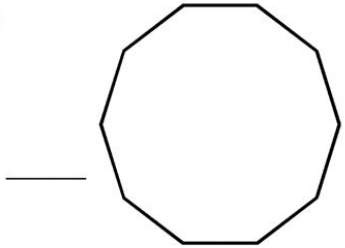
Perimeter = 30 m

4)



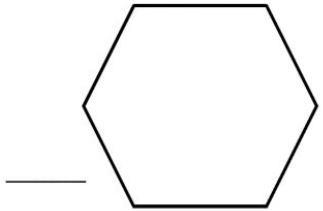
Perimeter = _____

5)



Perimeter = 40cm

6)



Perimeter = 48 in.

Guided Reading - 4th February

Friend or Foe

Michael Morpurgo

Chapter 5 - Pages

vegetable patch – I've seen Ann pulling them up often enough. I know where they are.'

'That won't be enough.'

'Then there's that bowl of bread and leftovers that Ann keeps on the window ledge above the sink. We could take that, some of it anyway. No one would miss that – 'cept the pigs, of course.'

David had been planning it all day, and once they got home, he knew exactly what had to be done. He sent Tucky upstairs for the blankets while he went for the food. As he expected, Ann was out with Mr Reynolds haymaking across the stream by Long Close; it was far enough away from the house for it to be safe. They wrapped the food in one of the blankets and made off out of the back door, and across the fields towards the moors.

Once off the farm they kept to the cover of the hedgerows until they reached the open moor and were out of sight of the cottage. Tucky flopped down behind a stone wall and waited for David to join him. He fought to catch his breath, hanging his head back and taking in great gulps of air. David slumped down next to him and checked that the food was still inside the blankets. One egg had broken, but everything was there. It was then they heard someone coming up the track behind them. They looked at each other in alarm. The panting was close now, just the other side of the stone wall. The froze against it, rigid and frightened. And then Jip came lolloping into sight, saw them cowering there and trotted over, tail wagging, tongue hanging down from his pink and grinning mouth. They laughed themselves silly with relief.

'Dogs can't tell tales,' David said, and Jip followed them along over the hills to where the river tumbled over the rocks. They crossed over the stepping stones and clambered on up, always looking ahead of them to see if the Germans were still there. They approached the place slowly, but Jip ran on ahead sniffing the ground busily, alternately growling and yapping in excitement. He disappeared behind the stone wall, and then there was silence.

The German airmen were where they had left them, only closer in among the rocks. One of them held Jip under his arm, his hand clamped over his muzzle. Both wore their blue greatcoats and were crouching down low. Their faces relaxed and the black revolver that was pointing at the boys was lowered.

Inference Questions

1. 'David had been planning it all day' - what had he been planning?

2. 'Tucky flopped down behind a stone wall - why?

3. How do you know they had carried the food with care?

4. 'They froze against it. Rigid and frightened' - why has the author chosen these words?

5. Why were they relieved when they saw Jip?

6. Do you see any clues that the Germans might be kind people?

7. Why did the German's faces relax when they saw David and Tucky?

8. Why was the revolver lowered?

5.2.21

Be *Kind* to yourself because 'It's okay not to feel okay'

Friday is officially 'Friendship and Kindness Day', take a few moments to think about how we can do this today.

If you are in school you could demonstrate this at playtime with your friends, or if you are at home then perhaps you could do something kind for your family.

Today we are going to watch Holly Smale on BBC Bitesize, she will be telling us all about how we can be kind to ourselves....Enjoy!

https://www.bbc.co.uk/bitesize/articles/zj9sy9q

Can you write 10 ways to be kind to yourself?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

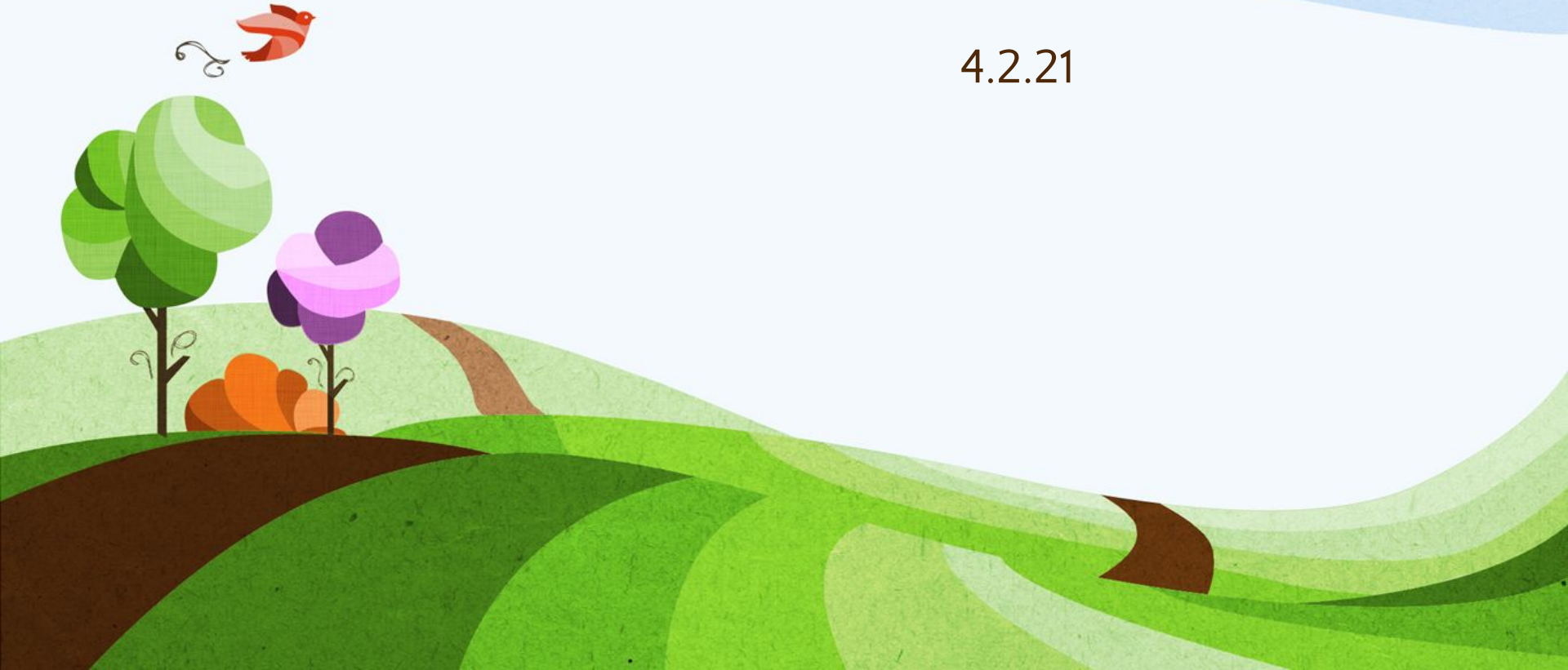
We all know it is important to be kind to others but why is it important to be kind to yourself?

_____

_____

Collective Worship: Trust & Promises

4.2.21



We'll begin with the sign of the cross...
In the name of the Father...

Our theme this week is 'Trust and Promises

Let's read through today's scripture:

Proverbs 3:1-35

My son, do not forget my teaching, but let your heart keep my commandments, for length of days and years of life and peace they will add to you. Let not steadfast love and faithfulness forsake you; bind them around your neck; write them on the tablet of your heart. So you will find favour and good success in the sight of God and man. Trust in the Lord with all your heart, and do not lean on your own understanding...

Today's scripture talked about putting love and faithfulness around your neck and writing them on your heart so that you remember them.

Why do you think this is important?

Why should we always remember to love and be faithful?

Take a minute just to think about how you can show your love to people today…

We also heard about how we should trust in the Lord with all our heart.

Think about:

Why should we put our trust in the Lord?

How does that help us?

How does that make us feel?

We'll finish with the sign of the cross...

In the name of the Father...

BLACK
FRIDAY

Basic Skills

5.2.21
V.II.XXI

Maths Task

54,288	68,035	41,811
- 49,409	- 10,663	- 36,777
72,047	85,358	47,875
- 45,998	- 33,417	- 13,908

Literacy Task - Spelling Week

immediately
individual
interfere
interrupt
language
leisure

Dojo Challenge

Can you use these key words from our science topic in a sentence?

ORBIT - ROTATE - AXIS - SOLAR SYSTEN

5.2.21

Apollo and The Chimera

SPaG Starter: Reported to Direct Speech

Can you convert these examples of reported speech to direct speech?

The scientist explained that the potion was finally ready.

David warned his sister to leave him alone!

The king roared at his servant for his breakfast being cold.

With a quiet voice, Jess told the teacher she didn’t know the answer.

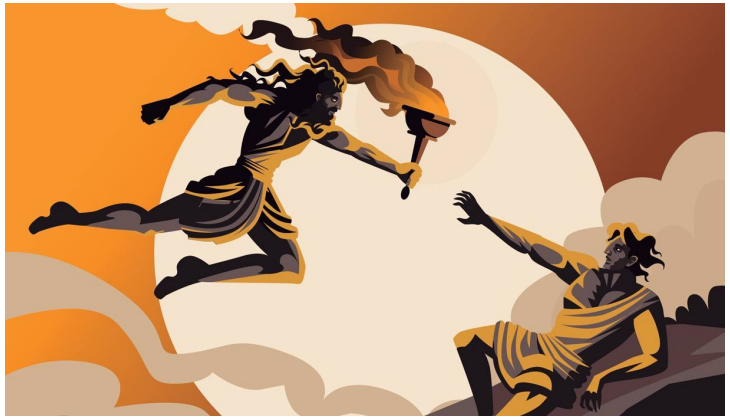
The decorator explained that the work would cost £600.

Today, we are looking at another Greek Myth so we can compare the structure and the key features.

We will read the myth of ‘Apollo and the Chimera’.

Before we begin, what kind of things do you expect to see? What key features might you see?

1)
2)
3)



Long ago in Ancient Greece, there was a strong and handsome soldier called Apollo. Apollo had a beautiful wife called Athena, who had been kidnapped by an old king called Minos. Apollo was devastated and vowed to rescue Athena. He knew that the king would have taken her to his palace in Crete but a monster called the Chimera guarded this palace.

The Chimera was a ferocious monster with the head of a lion, the body of a goat and a long serpent as a tail. Many heroic men had travelled to his cave and tried to beat the Chimera, but had been burnt to death by his fiery flame breath. Although Apollo was a brave man, he did not know how to kill this enormous monster. His father told him to go to Mount Olympus and ask the great God Zeus for advice.

Apollo set off immediately and soon reached the great mountain, where the twelve gods lived. Apollo called for Zeus and begged for his advice. Zeus appeared before him and explained that although the Chimera was fierce and strong, his heart was full of poisoned blood. If Apollo could pierce his heart, the blood would leak into his body and the monster would die an agonising death. Zeus then gave Apollo a shield to keep the Chimera's flames away, a sharp sword to pierce the evil heart and a pair of shoes. These shoes were shoes of swiftness that made the wearer faster than the speed of light. Apollo thanked Zeus and set off on the long journey to Crete.

Apollo walked on dry roads, climbed mountains and sailed the great, unpredictable seas until at last he reached the palace of King Minos. He entered the cave, that was home to the monster, and could hear his blood-chilling roar. Apollo crept through the tunnels and edged closer to the monster's lair. When he was close enough to hear the serpents hissing, he put on the shoes of swiftness and got his sword and shield ready. With a deep breath he ran towards the Chimera with his sword in the air.

The Chimera roared and flames surrounded Apollo. He held up his shield and ran in every direction trying to bewilder the monster. The serpent hissed, the lion's head roared and the flames soared into the air. He kept darting around and soon the Chimera was dizzy. Apollo ran forward and plunged his sword into the monster's heart. The Chimera let out a furious roar and fell to the floor. The monster was dead at last.

Apollo ran past the body and found his way to the tower where Athena was being held. HE knocked down the door and saw his beautiful, distressed wife chained up against the cold, har brick wall. Rapidly, he cut the chains and with the aid of the shoes of swiftness, Apollo whisked Athena off to his kingdom and there they lived together happily for the rest of our lives.

Questions

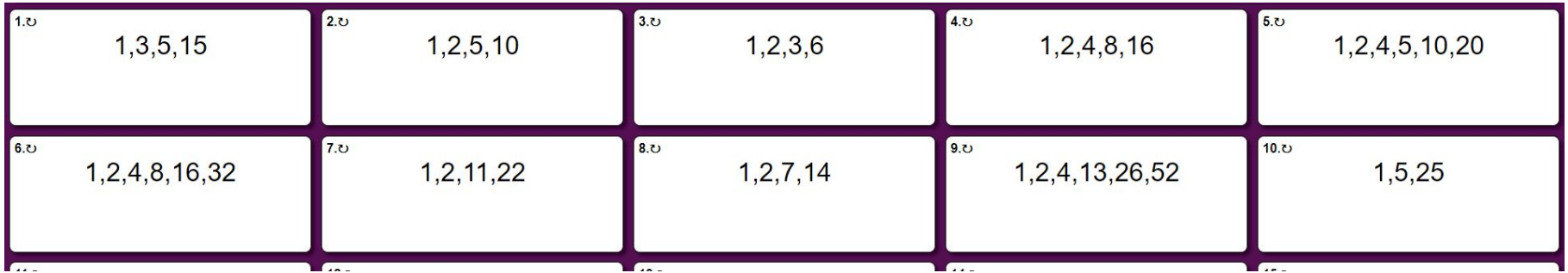
1. What three body parts is the Chimera made up of?
2. Who did Apollo go and speak to for advice?
3. What is the name of the Gods' home and how many Gods live there?
4. How did Zeus suggest that the Chimera could be defeated?
5. What do you think the word 'agonising' means?
6. What were the three gifts that Zeus gave to Apollo?
7. 'He kept darting around and the Chimera became busy' - what does 'darting' mean and why do you think the author used this word?
8. Can you create 2 examples of direct speech that Apollo might say in this text?
9. What do you imagine the headline of the newspaper could be the next day?
10. Write 3 sentences with possessive apostrophes in about characters from this myth.
    EG) Looking into the Chimera's eyes was like looking into a cave of despair.

Maths starter

1.ʊ Factors of 15	2.ʊ Factors of 10	3.ʊ Factors of 6	4.ʊ Factors of 16	5.ʊ Factors of 20
6.ʊ Factors of 32	7.ʊ Factors of 22	8.ʊ Factors of 14	9.ʊ Factors of 52	10.ʊ Factors of 25

Remember: Factors are the times tables which make that number

Maths starter



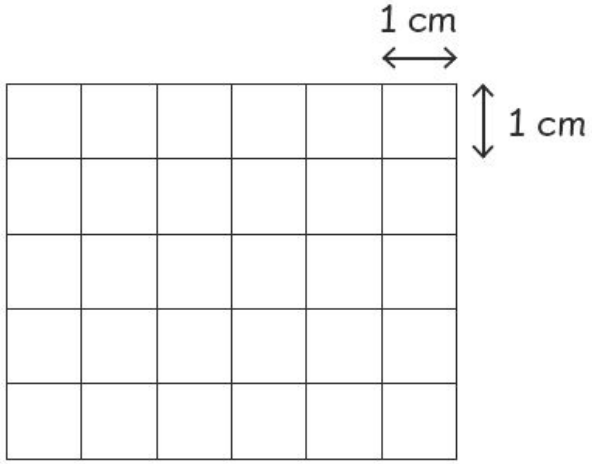
Remember: Factors are the times tables which make that number

Drawing perimeters

5.2.21
V.II.XXI

Remember, perimeter is the distance around the edge of a shape.

How can we draw a shape with a perimeter of 8cm?

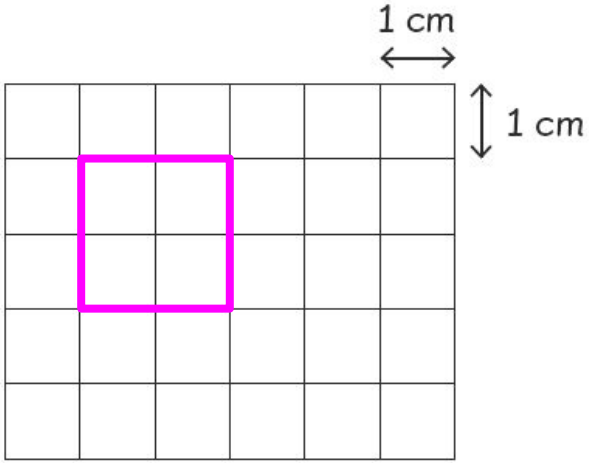


Perimeter = 8 cm

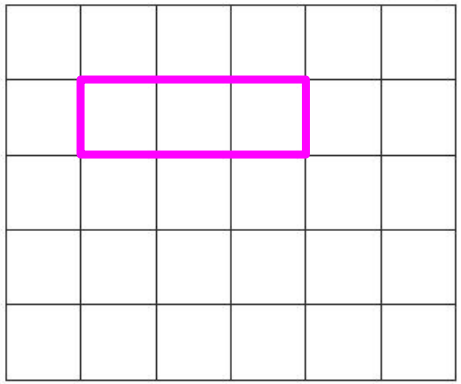
Drawing perimeters

5.2.21
V.II.XXI

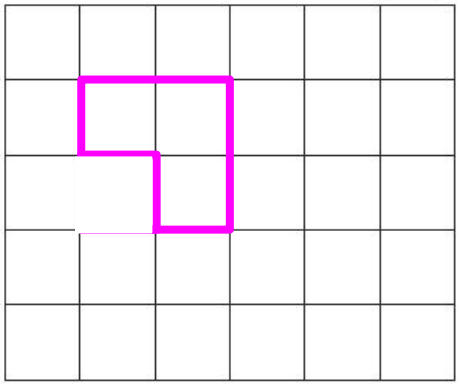
Remember, perimeter is the distance around the edge of a shape.



Perimeter = 8 cm



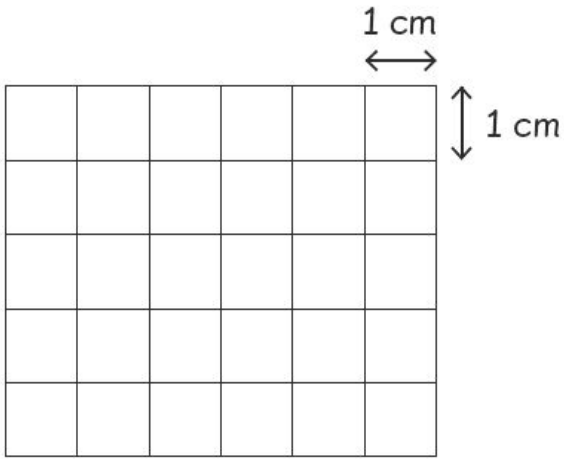
Perimeter = 8 cm



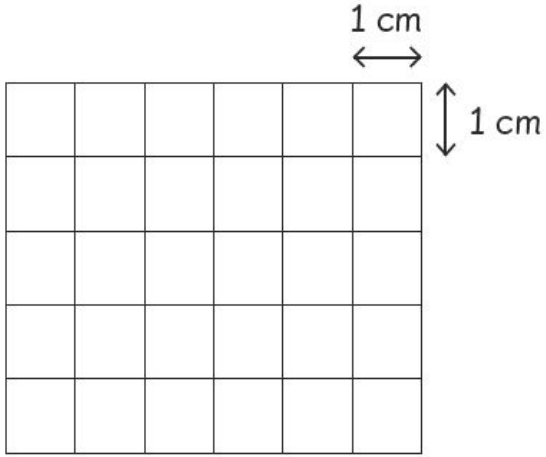
Perimeter = 8 cm

Remember, perimeter is the distance around the edge of a shape.

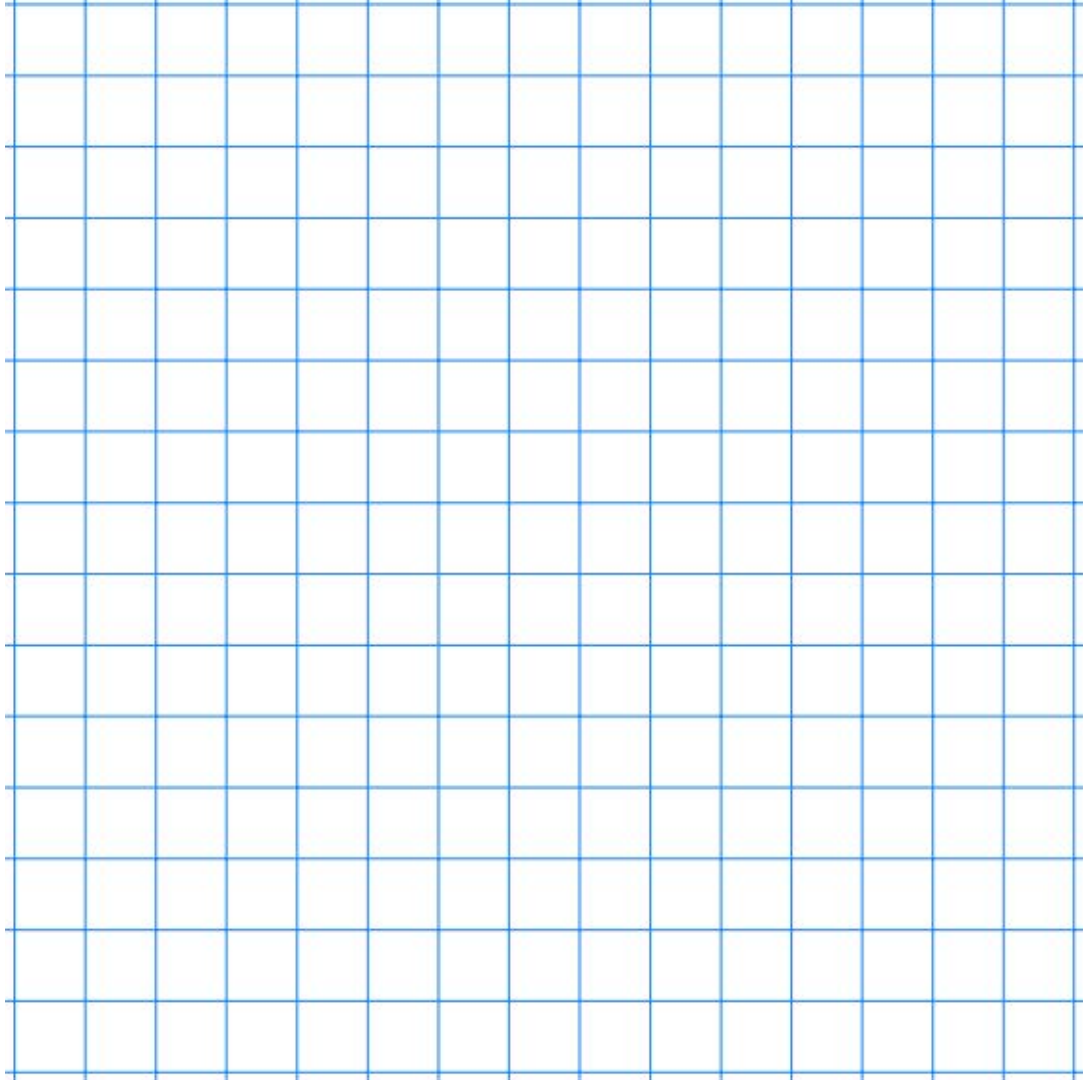
Guided Practice



Perimeter = 12 cm



Perimeter = 8 cm



Each square is 1m wide.

1. Draw a shape with a perimeter of 10m.
2. Draw a shape with a perimeter of 8m.
3. Draw a shape with a perimeter of 2m.
4. Draw a shape with a perimeter of 20m.
5. Draw a different shape with a perimeter of 20m.

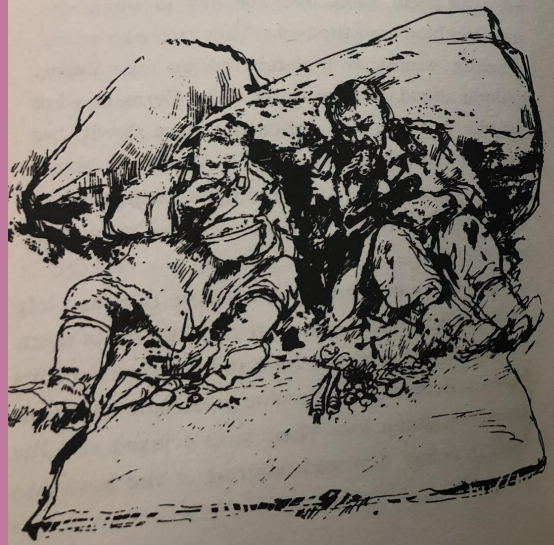
Guided Reading - 5th February

Friend or Foe

Michael Morpurgo

Chapter 5 - Pages

'Is it your dog?' he asked. David nodded, and the Germans released Jip and patted his neck gently. Jip sprang away and cowered behind the boys. 'Food? Have you brought food?' David handed over the blanket, and the two Germans spread it out carefully in front of them. They divided it equally and then devoured it like starved dogs, looking up from time to time as if someone might take it away from them.

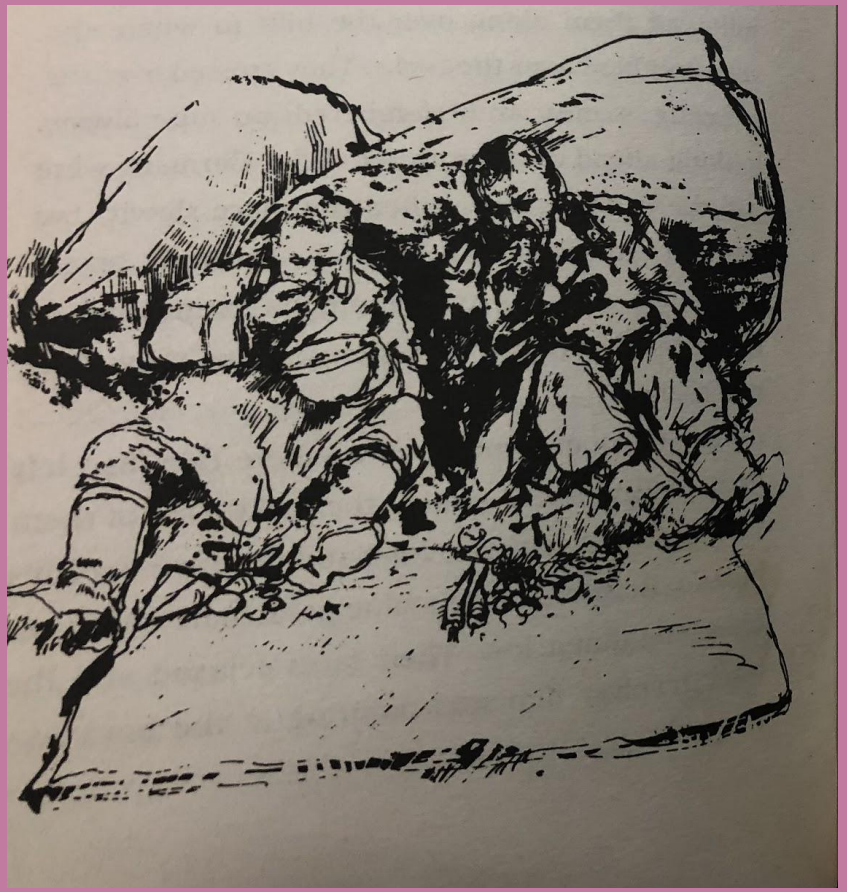


The boys looked on in silence, wondering how anyone could be that hungry. They ate anything and everything – meat fat, cold porridge, stale bread, peelings, carrots, raw eggs. When they had finished not a crumb was left on the blanket – except the eggshells. They sat back against the wall, breathing deeply.

'That was good, very good,' the airman was panting. 'Gurt here, he slept hardly at all, it will be good for him. You are kind, very kind. Thank you, it was a feast, a real feast.'

The boys saw that the men had built themselves a rough shelter up against the wall since the day before. It was made of wooden supports, and covered in bracken, dried grass and freshly cut turf. There was more bracken on the floor inside and enough room for both men to squeeze in together. 'It's not a palace, my young friend,' he said, 'but it is better than nothing.' The German smiled quietly as he spoke, but then his face altered suddenly.

They all heard it together, the drone of an aeroplane, and it was coming closer all the time. The two Germans crawled in under their shelter and pulled the blankets in after them. Tucky spotted it first as it came over the hill, a single-engined spotter plane, a biplane, and it flew down towards them over the moor, its RAF markings plainly visible. It was the same spotter plane that had been used in the search the week before.



Look at this image of the two German soldiers.

If they were sat opposite you, what questions would you ask them?

Ask better questions

	Is? Present	Did? Past	Can? Possibility	Would? Probability	Will? Prediction	Might? Imagination
What?						
Where?						
When?						
Who?						
Why?						
How?						

5.2.21

How we keep memories alive

Everybody has memories of different people, experiences and places. As we grow each day, it is easy to forget these things. There are lots of different ways to keep memories alive - it might be an item, a sound or a picture.

Can you think of something you have in your house that keeps a memory close to your heart?

Item

Sound

Picture

Smell

Taste

Place

Your task

Create a memory mind map. Underneath each heading, can you describe a memory that is triggered by that thing.

Collective Worship: Trust & Promises

Friday 5th February

We'll begin with the sign of the cross...

In the name of the Father...

Our theme this week is 'Trust and Promises

Let's read through today's scripture:

Mark 5:36

But overhearing what they said, Jesus said to the ruler of the synagogue, "Do not fear, only believe."

Today's scripture said "do not fear, only believe"

How do you think this picture relates to the scripture?

Learning to not fear things but to believe in ourselves and in God is hard to do, but he is always there for us.

What could we do to remember that he is always there for us?

What could we do to be more positive and to believe in ourselves more?

Take a minute just to think about what we fear in our lives and then smile. Smile because we know God will be there for us in those moments of fear.

We'll finish with the sign of the cross...
In the name of the Father...