

HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 15.3.21



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Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks2/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggspress

<https://readingeggs.co.uk/>

Top Marks

A website for great interactive maths games.

<https://www.topmarks.co.uk/>

Times Tables Rockstars

This is a great times tables game, practice all of the tables up to 12 x 12. Your child's username and password can be found in their Homework Book.

<https://trockstars.com/>

Monster SATs

On-screen and paper-based resources, including curriculum-based games for primary schools.

<https://www.monstersats.co.uk/group-login-page/>

SPaG.com

SPaG.com provides KS1 and KS2 practice punctuation & grammar tests. Plus 80 additional tests covering grammar objectives for every year group

<https://www.spag.com/>

White Rose Maths Hub

Daily 'home learning' lessons for Years 1-9. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

<https://whiterosemaths.com/homelearning/>

Khan Academy

A great website for learning, with all activities and videos for every topic. A favourite of Mr Ellison.

<https://www.khanacademy.org>

Codeclub

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

<https://projects.raspberrypi.org/en/codeclub>

Duolingo

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

Top tips to develop reading skills during lockdown

To view free Oxford Reading Tree texts online access

www.oxfordowl.co.uk .

Try to access Reading Eggs at least once each week.

Ask your child to create a book review for the favourite book that they have read during lockdown. Tweet @hillwestprimary to share your child's thoughts!

For engaging activities to further support your children's literacy skills from home visit

Access daily Letters and Sounds Phonics lessons at www.lessonsandsounds.org.uk

For phonics practise access Phonics Play!

To help your child grasp complex vocabulary use the 'SEEC' method.

Access the Oak National Academy's virtual library to read/ listen to the weekly text.

Look at the top 100 children's books that are listed in your child's homework diary. Highlight any of these books that your child has read.

- 1) **Select** – read the text beforehand, highlighting any complex vocabulary.
- 2) **Explain** – give multiple examples and pupil- friendly definitions.
- 3) **Explore** – dig into the root meanings of each word, and further questions that the word poses.
- 4) **Consolidate** – give your child the opportunity to use the words in conversation and revisit the word later in written activities and quizzes.

Create quizzes about your child's evening book.

To enhance your child's vocabulary follow @VocabularyNinja on twitter!

Use audiobooks as a supplement to reading, not a replacement. Listening to an audiobook is different to reading a book, and so your child might not develop the same comprehension skills while listening. However, audiobooks might help pupils get immersed in ideas and stories, and as a result motivate them to pick up a book.

www.worldofdavidwalliams.com/elevenses

Visit David Walliams' website to listen to a different section of his books each day.

www.bookstrust.org.uk/books-and-reading/bookfinder/

Visit the Books Trust website to find a suitable book for your child based on their age and interests.

www.bbc.co.uk/newsround

Encourage your child to read different news articles each day. Not only will it enhance their knowledge of current affairs, it will develop their confidence with reading non-fiction texts.

Key Question Week 10: How does diet and exercise impact on our bodies?
Key Text for Linked Learning: The Lost Words by Robert Macfarlane
Linked Learning: Geography, Design Technology
The children will start this week with a Science themed day linked to British Science week, which is a ten-day celebration of science, technology, engineering and maths. People from all over the UK take part in events and activities to develop their skills in these areas. Taking place from the 5th to the 14th March, this year's theme is 'Innovating for the Future'. In Geography, children will learn about how biomes are threatened by climate change; how they are threatened by human activity and what the future might hold for Earth's biomes. This will link to their work in English. They will examine why the author has chosen the words to be the focus of his poems and how he brings them to life through imaginative description. The children will be continuing to learn about features of poetry, they will write their own poem based on the text 'The Lost Words.' The children's poem will include a range of carefully chosen descriptive vocabulary, they will use rhyme and rhythm for effect, they will use a range of figurative devices and alliteration along with including poetic conventions and structure. They will then use their speaking and listening skills to perform to the rest of Year 6.
Maths: This week, children will read and interpret continuous data presented on line-graphs, including those where more than one set of data is on the same graph. They will build on this experience to draw their own line graphs, choosing the most appropriate scales and intervals. Following this, they will use line graphs to solve problems. In preparation for the focus on pie charts, children will illustrate and name parts of a circle, using the vocabulary radius, diameter, centre and circumference. They will then begin to interpret charts.
Science: Children will learn about having a healthy lifestyle and to recognise the impact of diet and exercise on the way their bodies function.
Geography: See above.
Computing: Children will learn how to use a forever loop to constantly generate moving objects in a game and to use a repeat until loop to ensure objects follow a line.
Design Technology: Children will evaluate their Biomes. Critiquing whether or not it has been successful.
PDW / R.E: In RE, children will continue learning about the Sikh religion and their cultural values.
P.E: Netball Children will develop their flexibility, strength, technique, control and balance to play competitive games.
MFL: The children will look at French songs.

Year 6 Spellings by term

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6HalfTerm 6
aggressive	convenience	controversy	prejudice	sufficient	decided
awkward	mischievous	correspond	accommodate	determined	absolutely
desperate	committee	embarrass	accompany	explanation	education
disastrous	interrupt	especially	signature	pronunciation	information
temperature	interfere	exaggerate	foreign	programme	knowledge
relevant	attached	cemetery	apparent	shoulder	insignificant
variety	available	necessary	appreciate	sweltering	ecstatic
existence	average	sacrifice	persuade	sauntered	woeful
suggest	competition	hindrance	individual	equipped	dejected
lightning	conscience	nuisance	language	identity	unobtrusive

Maths

5 minutes of Times tables Rock Stars Daily (Tick each day).

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Day 1 – Calculate time intervals using the 24-hour clock.

Day 2 – Read timetables and calculate journey times.

Day 3 – Solve equations using bar model images and the techniques modelled.

Day 4 – Solve algebraic puzzles involving multiplying or adding with unknowns.

Day 5 – Find pairs of numbers that satisfy an equation with two unknowns.

Links for all 5 days

Mon-Fri PowerPoints Worksheets and Answers	https://www.hamilton-trust.org.uk/documents/27295/Maths_Y6_Week_7.zip
Helpful video links White Rose Maths Hub	https://whiterosemaths.com/homelearning/year-6/
BBC Bitesize Videos/guidance	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

English


□ Read for pleasure ~10 minutes.

Handwriting/Spelling

Choose 2-3 words from the spelling list. Write each word into a sentence or story. Not sure what it means? Check the internet or grab a dictionary! ☺

Y6 Half term 1	Y6 Half term 2	Y6 Half Term 3	Y6 Half Term 4	Y6 HalfTerm 5	Y6HalfTerm 6
aggressive	convenience	controversy	prejudice	sufficient	decided
awkward	mischievous	correspond	accommodate	determined	absolutely
desperate	committee	embarrass	accompany	explanation	education
disastrous	interrupt	especially	signature	pronunciation	information
temperature	interfere	exaggerate	foreign	programme	knowledge
relevant	attached	cemetery	apparent	shoulder	insignificant
variety	available	necessary	appreciate	sweltering	ecstatic
existence	average	sacrifice	persuade	sauntered	woeful
suggest	competition	hindrance	individual	equipped	dejected
lightning	conscience	nuisance	language	identity	unobtrusive

SPaG

	Oak National Academy Revisit your understanding of grammar and terms using the videos and resrouces.
	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-grammar

Reading

Complete Reading Eggs Lessons daily.

☐

Monday

☐

Tuesday

☐

Wednesday

☐

Thursday

☐

Friday

Vocabulary

Find a word to complete the vocabulary deconstruction grid.

Antonyms:

Prefix:

Root word:

Suffix:

Synonyms:

Word:

Etymology:

Definition:

Sentences:

the lost words

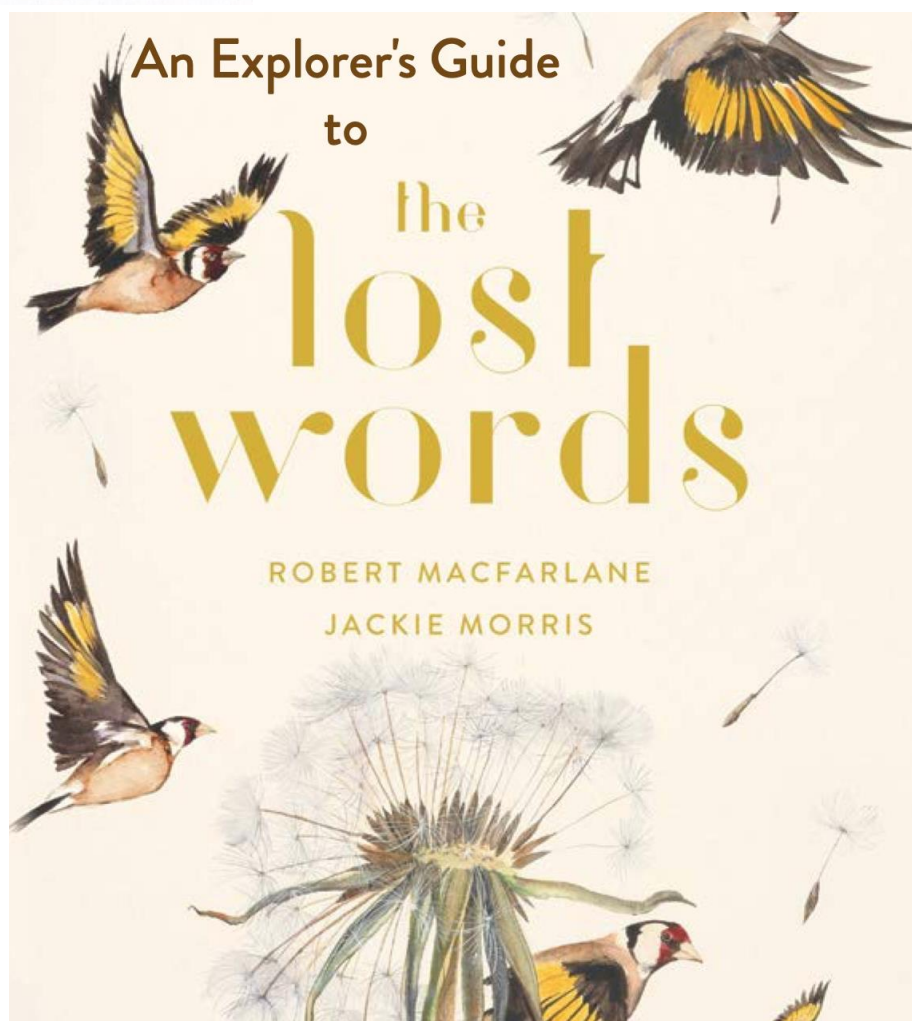
A Spell Book



Our text for two weeks is the brilliant *The Lost Words* by Robert Macfarlane and Jackie Morris.

Follow the activities on the PDF
[An Explorer's Guide to The Lost Words](#)

Posters of the poems can be found here.
<https://www.johnmuirtrust.org/initiatives/the-lost-words>





Once upon a time, words began to vanish from the language of children. They disappeared so quietly that at first almost no one noticed – fading away like water on stone. The words were those that children used to name the natural world around them: acorn, adder, bluebell, bramble, conker – gone! Fern, heather, kingfisher, otter, raven, willow, wren . . . all of them gone! The words were becoming lost: no longer vivid in children's voices, no longer alive in their stories.

You hold in your hands a spellbook for conjuring back these lost words. To read it you will need to seek, find and speak. It deals in things that are missing and things that are hidden, in absences and in appearances. It is told in gold – the gold of the goldfinches that flit through its pages in charms – and it holds not poems but spells of many kinds that might just, by the old, strong magic of being spoken aloud, unfold dreams and songs, and summon lost words back into the mouth and the mind's eye.



Capital letters at the beginning of sentences and for proper nouns:
Abraham is going to Spain on Tuesday.

The dog slept.

[illegible]

Apostrophe for contraction and possession:
Nadra's pen wasn't working so she couldn't write.

Paragraphs to organise ideas

Co-ordinating conjunctions: **for, and, nor, but, or, yet, so**
Subordinating conjunctions: **before, if, because, although,**

while, when, as, even though, after

Vocab and Sentence

structure

ought, shall,

beginning middle (as parenthesis and sometimes a **relative clause**) and at the

ly, possibly,

Miss Kemp was good at football.

Miss Kemp (whose dad had taught her

lots of tricks) was good at football.

acked Mrs Kaur

by the snake.

example.

Relative pronouns: that who which

relative pronouns: *who, who, which,*
whichever whom whenever whenever

Expanded noun phrases:

- a rectangular box wrapped in brown, crusty paper

- the young soldier with brown hair and

- the soldier's shotgun wound

- the cream wooden door

- a little more time
- the misty, murky moors

- the king's wounded body

Inverted commas and dialogue:

Vary the way you set out dialogue, making sure it is used with purpose to move your

Punctuation

Don't forget to check you have punctuated correctly.

"Come on, Milo!" his owner called.

garden, he saw...

Burned under the old oak tree.

Mrs Kaur announced: "There will be lots of homework this weekend."

and fish

Semi-colons (;):
In a list where the items are more than

one word:

end of a sentence:
ngest wait I've ever

lots of sweets for me!

Connect main clauses that are closely

related:
May was warm; it was pleasant.

which was already
er another

COAL.

Journal Pre-proof

100%

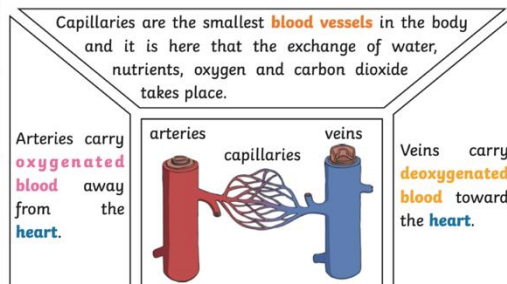
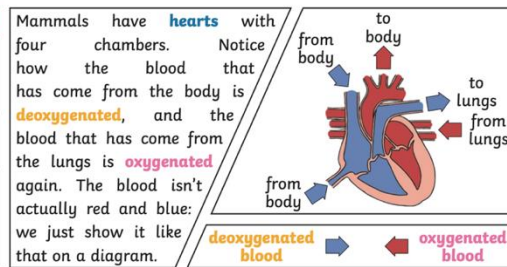
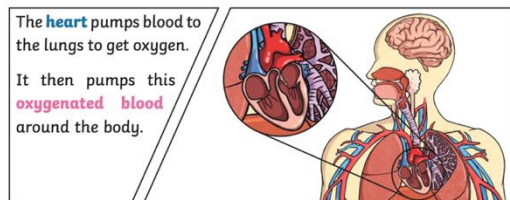
Science

Circulatory System

Animals Including Humans

Year 6

Key Vocabulary	
circulatory system	A system which includes the heart, veins, arteries and blood transporting substances around the body.
heart	An organ which constantly pumps blood around the circulatory system .
blood vessels	The tube-like structures that carry blood through the tissues and organs. Veins, arteries and capillaries are the three types of blood vessels.
oxygenated blood	Oxygenated blood has more oxygen. It is pumped from the heart to the rest of the body.
deoxygenated blood	Deoxygenated blood is blood where most of the oxygen has already been transferred to the rest of the body.

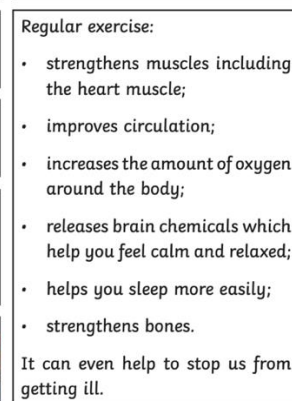
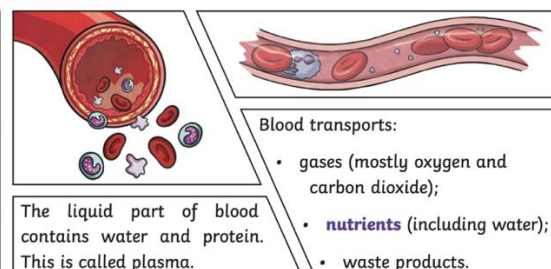
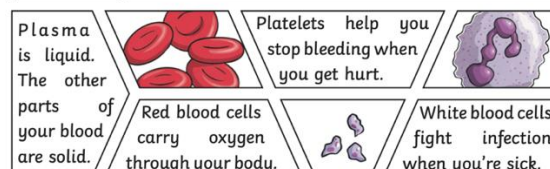


If you linked up all of the body's blood vessels, including arteries, capillaries, and veins, they would measure over 60,000 miles.

Animals Including Humans

Year 6

Key Vocabulary	
drug	A substance containing natural or man-made chemicals that has an effect on your body when it enters your system.
alcohol	A drug produced from grains, fruits or vegetables when they are put through a process called fermentation.
nutrients	Substances that animals need to stay alive and healthy.



Complete the following lesson.

What happens to the circulatory system during exercise?

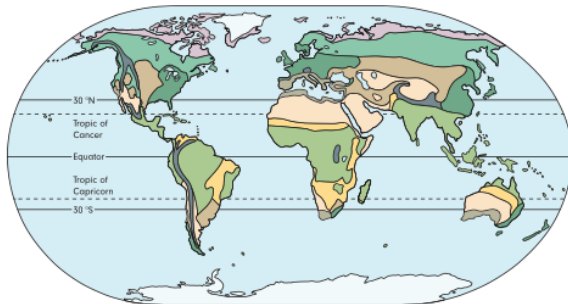
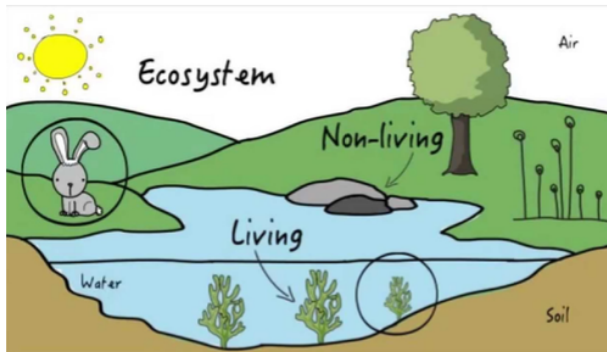
<https://classroom.thenational.academy/lessons/what-happens-to-the-circulatory-system-during-exercise-c8w62c>

Geography

Biomes







Vocabulary

Biome	A large area of land with a particular climate, type of plants and animals.
Ecosystem	A community of living and non-living things that work together.
Climate	The general weather conditions and patterns in an area.
Deciduous	A tree that sheds its leaves in the autumn.
Dormant	When a plant or animal is in a deep, long sleep.
Equator	The imaginary line that runs around the middle of the earth
Fauna	The animals that normally live in a particular biome.
Flora	The plants that normally grow in a particular biome.
Latitude	Imaginary lines goes around the earth horizontally.
Temperate	Mild weather, further away from the equator.
Tropics	Any place on earth near the equator.
Deforestation	Cutting down trees.



Tropical forest	Temperate broadleaf forest
Savanna	Northern coniferous forest
Desert	Tundra
Chaparral	High mountains (coniferous forest and alpine tundra)
Temperate grassland	Polar ice

The Six Major Biomes

Tropical Rainforest	<ul style="list-style-type: none"> • Very steady temperature between 20°C and 25°C. • Rains all year long. • The trees are very tall and varied. • Most of the plants are evergreen, not deciduous. 	
Temperate Deciduous Forest	<ul style="list-style-type: none"> • Temperature ranges from -30°C to 30°C. • Goes through all four seasons. • Range of trees, most lose their leaves in the autumn. • Even rainfall throughout most of the year. 	
Coniferous forest (Taiga)	<ul style="list-style-type: none"> • Temperature ranges from -54°C to 30°C. • Low average temperature. • Most of the trees are evergreen. • Largest land biome. 	
Tundra	<ul style="list-style-type: none"> • Temperature ranges from -34°C to 6°C. • Coldest of all the biomes. • Little rain, lots of frost. • No trees grow, and only a few small plants. 	
Grasslands (Savanna)	<ul style="list-style-type: none"> • Dry season and a rainy season. • Temperature ranges from -40°C to 40°C+. • Mostly grass grows, occasional individual trees. 	
Desert	<ul style="list-style-type: none"> • Temperatures over 50°C in the day, below freezing at night. • Very few clouds and very little rain. • Very few plants or animals. 	

How are biomes being damaged?



Retrieval Practice

1. A grizzly bear is an example of an animal you would find in the taiga biome.

True / False

2. Name one continent where the savanna biome can be found.

3. Circle the correct statement.

- a. Conifers drop their leaves in winter and grow new ones in summer.
- b. Conifers are green all year round and never drop their leaves.
- c. Conifers don't drop their leaves but they turn brown in winter.
- d. Conifers have brown leaves in summer and drop them in winter.

4. Which is the coldest of all the biomes?

5. Write down two characteristics of the savannah biome.



1. Read the passage about how biomes are threatened by climate change.

Climate change is presenting biomes all over the world with serious challenges and in many places, biomes are already being destroyed by climate change. When temperatures and rain patterns change even a small amount, this can have dramatic impacts on the biomes and the species that live in them. Plants and animals are often not able to survive in other places because they don't have the time they need to learn how to survive in other places. Furthermore, climate change is causing warmer temperatures around the world and this is causing ice to melt which is causing sea levels to rise. As coastal areas flood, human communities are having to move into new areas and this is putting more pressure on different biomes.



2. Answer the questions using the information from the passage.

a. What does climate change involve?

b. Why is climate change threatening biomes around the world?

c. Why are people moving away from some coastal areas?



3. Match the biome to one of the human activities that is threatening it.

Tundra	Cutting down trees and grazing cattle on the land damages the soil and turns it into a desert.
Savanna	Tourists driving off road cars kills the vegetation that the animals need to survive.
Taiga	Cutting down trees destroys the fragile habitat that animals need to survive the cold conditions.
Rainforest	Climate change means that global temperatures are rising, which is melting the ice in this biome.

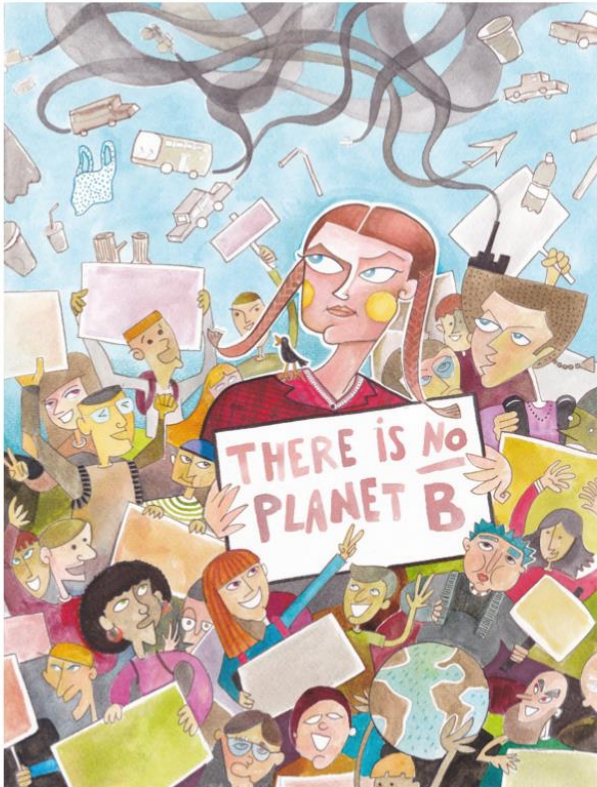


4. Read the passage about the future for the Earth's biomes.

Climate change is causing serious problems for the planet, the plants and animals that live on the planet and for us. It is really important that humans change their behaviours soon so that the biomes will not be permanently damaged and destroyed. Climate change is causing sea levels to rise and flooding large areas of land. Climate change is turning healthy land into desert, which reduced biodiversity and also affects our ability to produce the food we need. Climate change is altering (changing) the precipitation patterns, leading to water shortages. Climate change is causing many problems for the planet. Activitists like Greta Thunberg have been working to try to get governments to make the changes that are needed in order to protect the planet.



Photograph: Greta Thunberg, climate activist



Picture: a drawing of one of the protests that Greta Thunberg was at, calling governments to make changes to protect the planet.



5. Why should we protect the planet?
























French


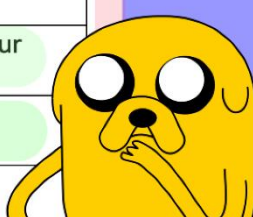
Revisit French Phonics. Then work on having a conversation with a partner or family member.

Follow link for this week's lesson.

French: Songs

<https://www.bbc.co.uk/bitesize/topics/zhvg9mn>

1.  a a / à	2.  on an / en / on	3.  k q / qu / c / k	4.  sssh ch	5.  eeuh e *
6.  ay é / er * / es / ez / et / ai *	7.  (h)er eu / oeu	8.  guh g	9.  juh ge / j	10.  nyuh gn
11.  eee i / y	12.  an in / ain	13.  au o / au / eau	14.  wa oi	15.  ooo ou
16.  grr r / rr	17.  sss s / ç / c+e / c+i	18.  t t / th	19.  (n)ew u	<p>H is silent at the start of a word.</p> <p>French consonants at the end of words are silent except</p> <p>C, F, L, R.</p> <p>Remember</p> <p>Clear French Language Rules.</p>
20.  uh un	21.  zzz z	22.  eean ien	23.  air ei / ai * è / é er *	

	Hello!	Bonjour Salut	Good day Hi
	How are you?	Comment ça va? Ça va très bien! Ça va comme ci, comme ça. Ça va bien, merci. Ça ne va pas bien. Ça va mal.	How are you? I'm very well. So, so. Good, thank you. Not so good. Bad.
	What's your name?	Comment t'appelles-tu? Je m'appelle...	What are you called? I am called ...
	How old are you?	Quel âge as-tu? J'ai ... ans. Et toi?	What age are you? I am (have) ... years. And you?
	Colours	What is your favourite colour?	Quelle est votre couleur préférée?
	Animals	What is your favourite animal?	quel est votre animal préféré?
	Good bye	Au revoir à bientôt	Good bye See you soon

Computing

CATS!

Scratch



What you will learn

- How to use a **forever** loop to constantly generate moving cats
- How to use a **repeat until** loop to ensure your cats follow a line

<https://projects.raspberrypi.org/en/projects/cats>

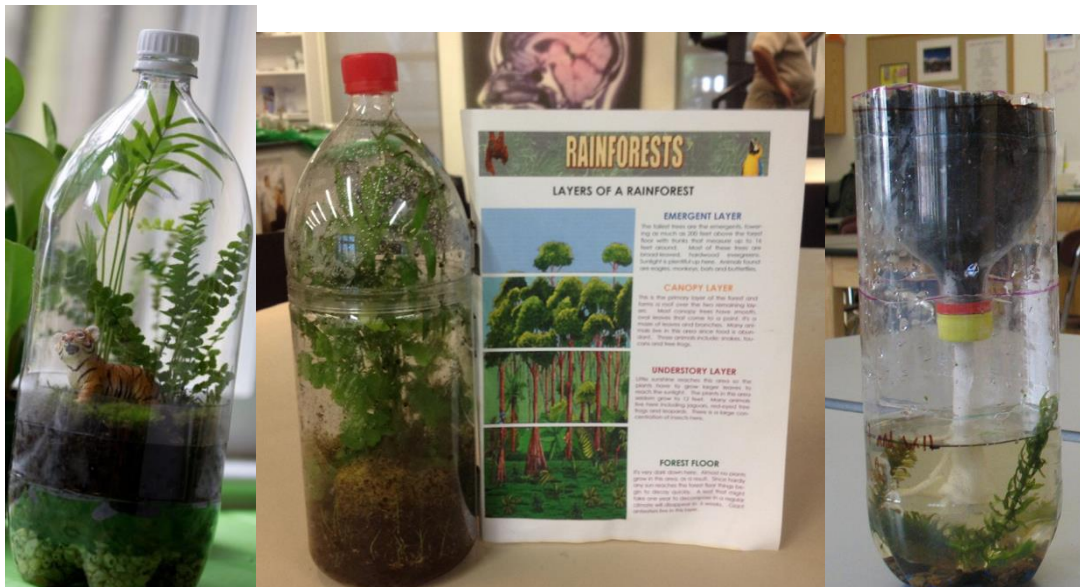
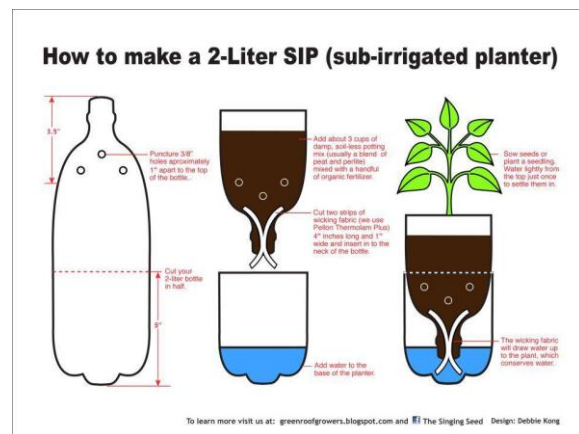
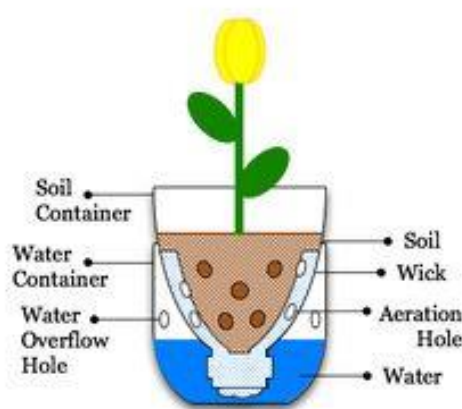
Design and Technology

Over the next few weeks, we will be researching and creating our own biomes, using what we have learnt in Geography.

Using materials and resources you can collect easily; you will create a biome of your choice.

Use your geography knowledge organiser for key words.
Hint: Search 'biome in a bottle' or 'build a desert biome' for ideas.

Begin building your bottle biomes.



RE

SIKHISM

YEAR 6



Key Vocabulary	
Sikhism	One of the world's main religions.
Sikh	Someone who follows Sikhism .
Guru	Spiritual teacher.
Guru Nanak	The founder of Sikhism .
gurdwara	A Sikh place of worship.
Guru Granth Sahib	The Sikh holy text.
sargun	The belief that God is everywhere and in everything.
nirgun	The belief that God is above and beyond everything.

God is referred to by many names, including:

- Waheguru (Wonderful Teacher);
- Sath Nam (Eternal Reality);
- Akal Purakh (Eternal One).



Main Beliefs

Sikhs believe that:

- there is only one God;
- God cannot be described as either male nor female;
- God is both **sargun** and **nirgun**;
- God created the world and created people to know the difference between right and wrong;
- images of God are forbidden as is worshipping them;
- all people are equal.



Worship

Sikhs worship both in public and in private. **Sikhs** worship together in the **gurdwara**. The word **gurdwara** means 'door to the **Guru**'.

Shoes must be removed and hair covered before entering the main prayer hall to worship. Men and women sit cross-legged on opposite sides, facing the **Guru Granth Sahib**.

Sri Harmandir Sahib

The Sri Harmandir Sahib is also known as the Golden Temple. It is located in Amritsar, India. Its doors open from all sides to welcome people of all faiths.



Key Vocabulary

Nam Japna	The duty of keeping God in mind at all times.
Kirt Karna	The duty of earning an honest living and avoiding crime, begging and gambling.
Vand Chhakna	The duty of giving to charity and caring for others.
shabads	Sacred hymns in the Guru Granth Sahib .

The Ten Gurus

There were ten **Gurus** who spread God's message:

Guru Nanak, Guru Angad, Guru Amar Das, Guru Ram Das, Guru Arjan, Guru Hargobind, Guru Har Rai, Guru Harkrishan, Guru Tegh Bahadur and Guru Gobind Singh.

Symbols

The Khanda is the main symbol of **Sikhism**. The Ik Onkar means 'there is only one God'.



The Guru Granth Sahib

The **Guru Granth Sahib** is the **Sikh** holy book. It contains the messages of all the **Gurus**. It is covered by a rumala when not in use.

The chaur is made from yak's hair. It is waved over the **Guru Granth Sahib** as a sign of respect.

The **Guru Granth Sahib** contains 5867 **shabads**, which were written by six of the ten **Gurus**. They are known as Gurbani (the word of the **Gurus**). The introduction includes the 'Mool Mantar', which contains all the important **Sikh** beliefs.

The 5 Ks

Kesh: **Sikhs** leave hair uncut to show obedience to God.

Kangha: A wooden comb that helps **Sikhs** to keep their hair in place.

Kara: A steel bangle that reminds **Sikhs** to behave well.

Kachera: These are shorts worn as underwear.

Kirpan: A tiny sword worn by **Sikhs**.



Who were the ten gurus?



Retrieval Practice

1. Put these three religions in order from the first founded to the last:
 - Sikhism
 - Judaism
 - Christianity
2. What is the difference between polytheistic and monotheistic religions
3. What does the word 'Guru' mean?
4. Who founded Sikhism?
5. What did the first Guru want to do the Caste system?

Sikhism was begun by a man called Nanak Dev, who became known as 'Guru Nanak'. Guru means teacher, and Sikhs believe that Guru Nanak taught them about God and how they should live. Before Guru Nanak died, he chose one of his followers, Angad Dev, to become the next teacher, the next guru.



1. Summarise everything else that you can remember about Sikhism in the last lesson with your partner.

Guru Nanak and Guru Angad were the first of ten great gurus who established, developed and defended the Sikh faith. Each guru had many accomplishments. The light of Sikhism was said to pass from one guru to the next, like a candle lighting another candle.

Though gurus are not worshipped, they are highly respected within Sikhism. After the final guru – Guru Gobind Singh – died in 1708, the gurus were passed onto the sacred texts of Sikhism, the Siri Guru Granth Sahib.



2. Gurus are worshipped within Sikhism.

True / False

Each of the gurus made tremendous contributions to the religion of Sikhism, however we will focus on just three in this lesson.

- The second guru: Guru Angad
- The fifth guru: Guru Arjan
- The sixth guru: Guru Hargobind

Guru Angad

Before Guru Angad, the founder of Sikhism – Guru Nanak – helped to spread his message by writing songs, or hymns. One of the most important is the Song of the Soul, in which Guru Nanak describes the mystical vision that he experienced when achieving enlightenment.



3. Give at least two reasons which explain how songs a powerful way of spreading the message of a religion?

- a. _____

b. _____

Guru Angad's original name was Lehna. He came from a wealthy family, but joined the Sikh community after hearing one of Guru Nanak's hymns. After meeting Guru Nanak, Lehna faced three tests.

The first test was given when Lehna first arrived. Guru Nanak was working on the farm. Being wealthy, Lehna was wearing beautiful clothes made of silk. In the barn were three huge bales of wet, muddy hay. Nobody wanted to move them because they were too dirty. Lehna knew what he must do, and picked up all three bales of hay before carrying them to the field.



4. What do you think the message of the first test of Lehna was?

The second test came during a great rainstorm in the middle of the night. Guru Nanak's home was badly damaged by the water and a wall needed to be replaced. He demanded that Lehna replace the wall immediately. After Lehna had finished, Guru Nanak said that the work wasn't good enough. Without a word, Lehna tore it down and started from scratch.

Again and again, Guru Nanak told Lehna it wasn't good enough, and again and again Lehna rebuilt the wall without protest. Eventually, Guru Nanak was pleased with the work. Lehna had passed the test of showing obedience to his master, and the ability to surrender.



5. Do you think that it is important to show obedience? Justify your answer.

Yes / No / It depends

The word Angad means 'limb', and Guru Nanak began to call Lehna "Angad". He did this to show that the young man was just another part of himself. This fits in to the Sikh idea of oneness (or monism). In the final test, Nanak asked Angad to eat the food on a table. Angad said that he would first wait for Nanak and the other people there to eat, then have what was leftover.

Once Lehna had become Guru Angad, he continued the tradition of writing songs. However, not everyone was able to read, and some songs were written in slightly different languages. For this reason, Guru Angad invented a new written language called Gurmukhi, which means "from the mouth of the guru".

This written language had simple rules and was easy to read aloud. Followers of Sikhism could now read the songs of Guru Nanak and Guru Angad, as well as other holy men.

Guru Arjan

Guru Arjan (1563-1606) was the fifth Guru. He was alive at the same time that Elizabeth I was on the throne in England. Arjan's father was the fourth Guru, and began work on a great golden temple called the Harimandir Sahib. Arjan completed this temple, making sure that it had a door in a corner, to show that everyone was welcome.



6. What is the name of the Golden Temple?

Practice spelling this, and saying it.



As well as the Golden Temple, Guru Arjan began collecting all of the teachings of the previous gurus, the songs, and other holy men into a book. He wanted to stress that Sikhism revealed a holy truth and that it was the Word, not the man, which was sacred. This book was called the Adi Granth.



7. What are the possible reasons for recording the key messages of a religion in written form?

By this time, the Sikh community had become very wealthy. The Mughal Empire began to attack the Sikhs and attempt to take control of the land and people. The Muslim Mughal emperor demanded that Arjan remove any writing from Islamic prophets from the Adi Granth.

Arjan refused to give in to the Mughals, and so was tortured for five days straight. His body was placed on a burning hot sheet, before boiling sand was poured over his bare skin. After five days of this, he was taken to a river to be bathed. After entering the river, he disappeared. Sikhs believe that he dissolved into light.

He became the first 'martyr', someone who dies in defence of their faith. Most religions have martyrs, which become powerful symbols and examples to other believers.



8. Why do you think the stories of martyrs are so inspirational?

Guru Hargobind

After Guru Arjan was tortured to death, his son – Hargobind – became the next Guru. Hargobind knew that the threat from the Mughal Empire would not go away, and that Sikhs must learn to protect themselves. Hargobind trained Sikhs in martial arts (called Gatka) and became a skilled and powerful warrior.

Sometimes, fighting and war are unavoidable.



9. Do you agree with this statement? Choose a position, justify it, and debate your classmates.

War is sometimes unavoidable

War is always avoidable

As a religion of peace, Hargobind made sure that rules were in place. They would never attack an enemy, only defend themselves. They would never take property after a battle. Once they had won, they would stop fighting. They would never take the enemies of slaves.



Hargobind led the Sikhs into many battles, both to protect his own community and to protect other religions, such as Hindus. The Sikhs were attacked again and again and punished harshly for their religion.

However, they never gave up their spiritual identity, and Hargobind even built a great throne called the Akal Takht. This stood next to the Golden Temple and represented the throne of God. Hargobind was sending a message to the Mughal Empire that no emperor would ever rule over them, since God was their King.



VIDEO: <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-what-is-sikhism/zn4h382>

PE

Get plenty of fresh air and exercise, if you can

An introduction to running, jumping and throwing

Children will be involved in activities introducing running stride, basic throwing actions & simple stretches as part of a cool-down. Please note this lesson will require some physical exercise and additional equipment, beyond a pen, pencil or paper. Please see the equipment slide near the start of the lesson video and make sure your child is adequately supervised when equipment is required. Parents and carers are responsible for ensuring that children follow the correct safety advice provided at the start of this lesson and the instructions the teacher gives during the lesson. Parents and carers are responsible for supervising activities where required and for seeking medical advice in advance if your child has a medical condition that may prevent them taking part in physical activity.

<https://classroom.thenational.academy/lessons/an-introduction-to-running-jumping-and-throwing-cgvkqc>