

English - The Iron Man



Task One: Listen to Chapter One of The Iron Man by Ted Hughes. After listening to the chapter, complete the reading mat.

Link: <https://www.youtube.com/watch?v=ycgfA-7udHs>

Task Two: Adjective Detective. Find examples of adjectives for colour, size and texture in Chapter One.

Task Three: Plan and Write

Plan your descriptive paragraph by choosing adjectives, similes and personification you could use to describe the Iron Man. Once you have collected your ideas, write a short paragraph describing The Iron Man.

Spelling

Please see attached both Y3/4 Statutory spellings and 100 Club. Instructions bellow.

Reading



Class Novel

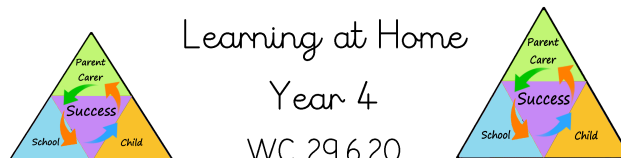
Chapter 10 - The Boy at the Back of the Class.

Science

Seeing as our leaf detective activity proved quite popular a few weeks ago, we now have another nature inspired challenge!

Can you identify birds in your garden or on a local walk?

Use our handy bird spotting guide to help you!



Demonstrate our Value of the Week

Resilience. Show resilience in everything you do this week. Don't give up! Try, try and try again!

Word of the Week

Erosion is the wearing away of the land by forces such as water, wind, and ice.

Maths - Mental Maths

This week's mental maths sheets can be found below.

Remember you have 20 minutes to answer all of the questions. Set a timer and see if you can beat your score each day. If you are struggling with a specific question, please let us know! Last week, it was mainly transforming shapes and plotting coordinates questions which you dropped points on. Here are some useful links to help recap and secure your knowledge.

How can I transform a shape?

<https://www.bbc.co.uk/bitesize/topics/z2dqrwx/articles/zcjs97h>

What are coordinates?

<https://www.bbc.co.uk/bitesize/topics/zgthvcw/articles/z96k9qt>

Time to Move

We know how much you enjoy Just Dance at school so here is a link to get up and move at home: <https://www.youtube.com/watch?v=66wCy2KwIck>

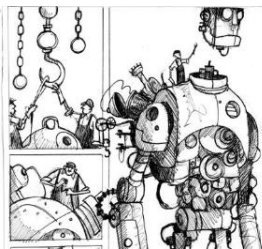
Our World

Iron Man came to the top of the cliff...but how are cliffs formed? Cliffs are formed because of a process called erosion.

Task One: Research Erosion is. Why is it dangerous for those who live near erosion? Here is a useful website link: <https://www.bbc.co.uk/bitesize/clips/z8tyr82>

Task Two: Dave Smith and his family live at the top of a cliff. (See image below). However, he does not want to move. Write a letter to Mr Smith explaining the dangers of erosion and what could happen if he does not move. (More resources provided below)

Get Creative



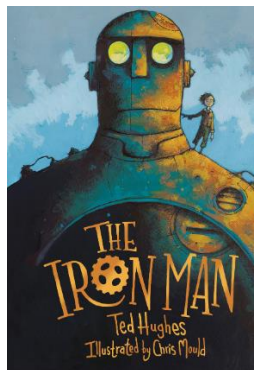
Drawing: Chris Mould is the illustrator of Ted Hughes' novel, 'The Iron Man'. Learn how to illustrate like Chris Mould by following this link and watch how you can also draw Iron Man.

Link:

<https://www.youtube.com/watch?v=9FtNE2Fm-3Y>

DT: Why not create your own Iron Man using house-hold materials? Help to bring Ted Hughes' description to life. Use toilet roll tubes, tin foil, bottle tops and create a 3D model. Send in your images on Class Dojo #H2S





English
The Iron Man

Task One: Listen to Chapter One of The Iron Man by Ted Hughes.

<https://www.youtube.com/watch?v=ycgfA-7udHs>

After listening to the chapter, complete the reading mat below using the extract provided.

Did you enjoy The Iron Man? Here's a link to the whole text or continue listening on YouTube :

<https://static1.squarespace.com/static/52ca2d4be4b0b1f6fe5a4875/t/587caacf414fb52b57fe258b/1484565200365/The+Iron+Man.pdf>

The Iron Man came to the top of the cliff.
How far had he walked? Nobody knows.
Where had he come from? Nobody knows.

How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way.

He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea.

Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted – up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSHH!

Down the cliff
the Iron Man came
toppling, head
over heels.

CRASH!
CRASH!
CRASH!

From rock to rock, snag to
snag, tumbling slowly. And as
he crashed and crashed and
crashed

His iron legs fell off.

His iron arms broke off, and
the hands broke off the arms.

His great iron ears fell off
and his eyes fell out.

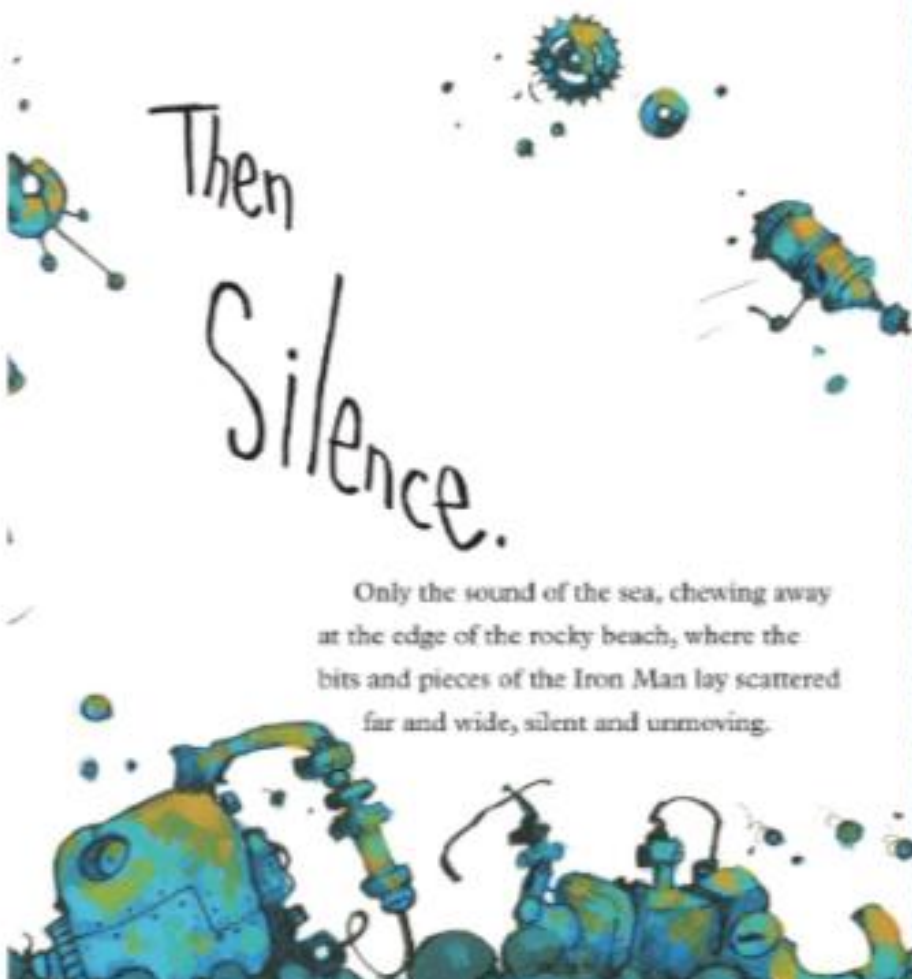
His great iron head fell off.

All the separate pieces
tumbled, scuttered, crashing,
bumping, clanging, down on to
the rocky beach far below.

A few rocks tumbled with him.

Then
Silence.

Only the sound of the sea, chewing away
at the edge of the rocky beach, where the
bits and pieces of the Iron Man lay scattered
far and wide, silent and unmoving.



Only one of the iron hands, lying beside an old
sand-logged washed-up seaman's boot, waved its fingers
for a minute, like a crab on its back. Then it lay still.

While the stars went on wheeling through the sky
and the wind went on tugging at the grass on the
cliff-top and the sea went on boiling and booming.



Nobody
knew the
Iron Man
had fallen.

Night passed.



Find and underline:
darkness, headlamps,
enormous, brink,
toppling, iron ears,
tumbled, scattered.



According to the text, what part of the day is it? Find evidence to support your answer.

Put a tick in each row to say if a statement is true or false.

The Iron Man by Ted Hughes

STATEMENT	TRUE	FALSE
The Iron Man flew down to the bottom of the cliff.		
The Iron Man's legs broke off.		
The Iron Man tumbled quickly.		
Everyone knew the Iron Man was from Space.		

a) Find and copy one piece of personification in the extract.

Find and copy a word that means 'very large'.

b) ...he swayed forward, on the brink of the high cliff.

What does 'on the brink' mean'?

Task Two: Adjective Detective. Find example of adjectives for colour, size and texture.

The Iron Man by Ted Hughes

Read chapter one and note down any adjectives. Sort them under the appropriate headings.

Colour	Size	Texture
Just before dawn, as the darkness grew blue ...	His enormous right foot...	Something shiny, round and hard . It was one of the Iron Man's eyes.

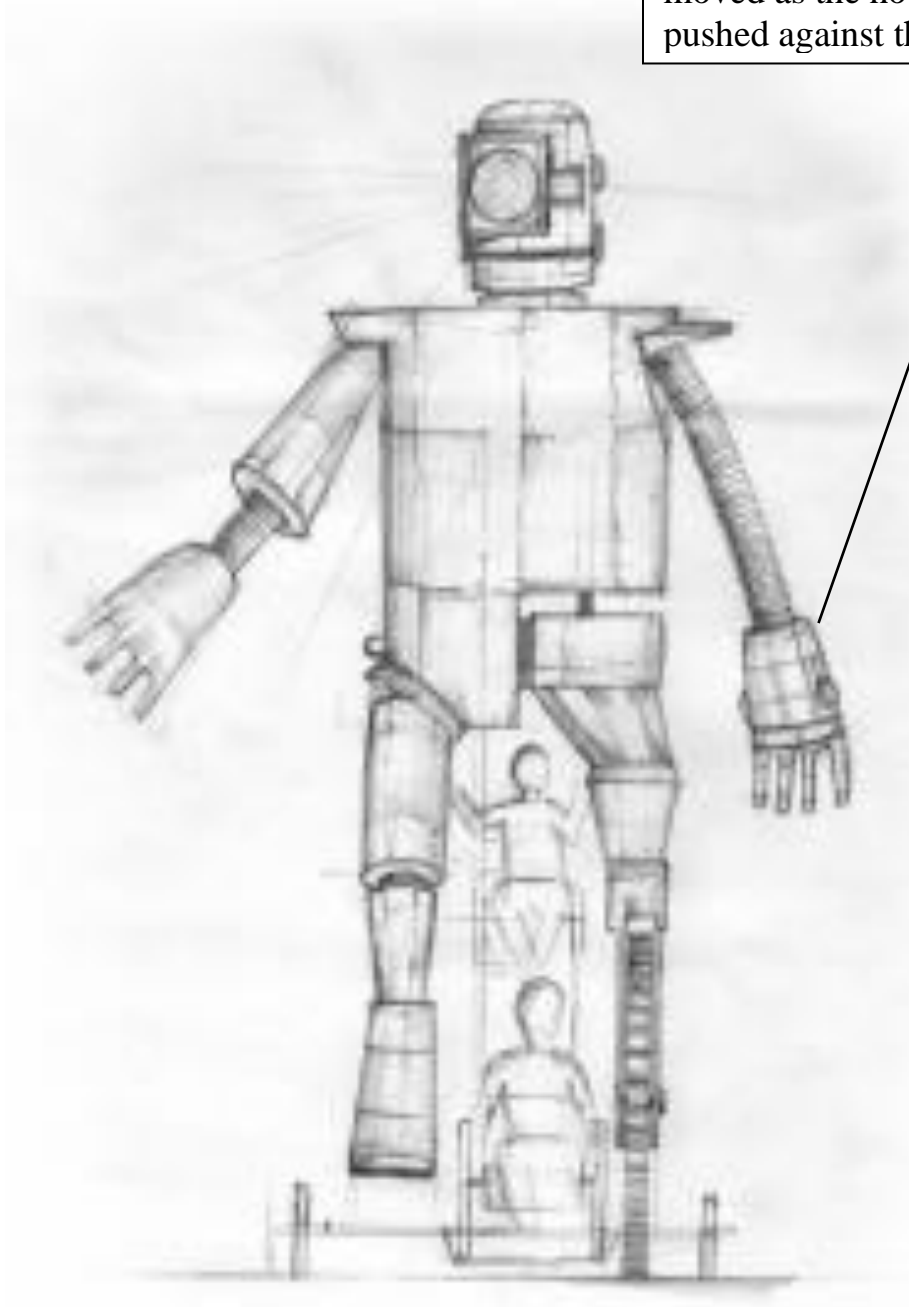
Week 4- English

The Iron Man

Task Three: Plan and Write

Plan your descriptive paragraph by choosing adjectives, similes and personification you could use to describe the Iron Man. Once you have collected your ideas, write a short paragraph describing The Iron Man.

His enormous, hands which looked like pitch forks, hardly moved as the howling wind pushed against them.



Spelling

100 Club: Test yourself on the first 10 spellings, if you get ALL ten right you then move to the first 20. Keep on going until you know all 100 spellings.

Y3/4 Statutory spellings. By the end of Y4 you should know how to spell the following words. Choose 10 each week and test yourself.

1	said	21	which	41	any	61	interesting	81	definitely
2	when	22	who	42	balloon	62	surprise	82	intelligence
3	with	23	again	43	centre	63	clothes	83	acceptable
4	are	24	always	44	circle	64	thought	84	weird
5	one	25	don't	45	cousin	65	alright	85	acquire
6	two	26	every	46	eight	66	believe	86	sergeant
7	they	27	know	47	February	67	decided	87	jewellery
8	because	28	many	48	knee	68	bought	88	millennium
9	could	29	these	49	million	69	happened	89	twelfth
10	going	30	once	50	Mr.	70	received	90	discipline
11	like	31	saw	51	Mrs.	71	caught	91	mischievous
12	off	32	should	52	ninety	72	beautiful	92	exceed
13	of	33	take	53	often	73	through	93	restaurant
14	our	34	three	54	picture	74	pretty	94	possession
15	their	35	too	55	purple	75	tried	95	foreign
16	there	36	walk	56	Saturday	76	course	96	receive
17	went	37	why	57	square	77	they're	97	conscious
18	were	38	would	58	telephone	78	different	98	argument
19	what	39	year	59	television	79	babies	99	excellent
20	where	40	aeroplane	60	Thursday	80	until	100	rhythm

Year 3 and 4 Statutory Spellings

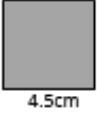

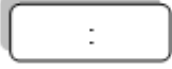
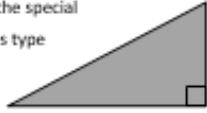
accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Maths





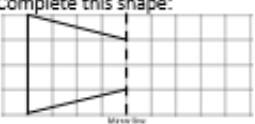
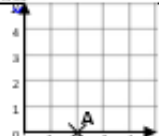
This week's mental maths sheets can be found below.

Remember you have 20 minutes to answer all of the questions. Set a timer and see if you can beat your score each day. If you are struggling with a specific questions please let us know!



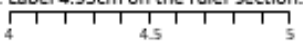
Day 1

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 18 27 <input type="text"/> 45 54	4:1	11. $36 \div 6 =$	4:9	21. A plant is 73cm tall. How many more centimetres does it have to grow before it is 1 metre tall?	4:19
2. What is the missing number? 49 56 63 70 <input type="text"/>	4:1	12. Two factors of 48 add up to 16. What are they?	4:10	22. Calculate the perimeter of a square that has a side length of 4.5cm.	4:20
3. What is 1,000 more than 1?	4:2	13. $257 \times 9 =$	4:12		
4. Round this number to the nearest 10: 7,548	4:2	14. In a class of 25 there are 3 girls for every 2 boys. How many are boys?	4:12	23. Here are the heights of three brothers. Who is tallest?	4:22
5. What is 5 - 11?	4:3	15. $\frac{1}{3} = \frac{5}{?}$ 	4:13	<div>Dave 1.3m</div> <div>Andy 145cm</div> <div>Phillip 1.25m</div>	
6. What is the value of the 6 in this number? 6,283	4:4	16. What is the missing number? 5.07 5.08 5.09 <input type="text"/>	4:14	24. How would 11:08pm be shown on a 24 hour digital clock?	4:22
7. Write the number 45 in Roman numerals.	4:5	17. $\frac{9}{8} + \frac{2}{8}$	4:15		
8. $2,859 - 1,364 =$	4:6	18. Write 0.1 as a fraction.	4:16	25. What is the special name for this type of triangle?	4:23
9. Write the sum to check $252 + 125 = 377$: $377 - \square = \square$	4:7	19. $9 \div 100 =$	4:17		
10. I have £5. I spend £2.65 then 97p. How much do I have left?	4:8	20. Round 5.4 to the nearest whole number.	4:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

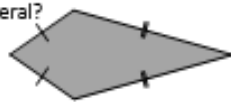
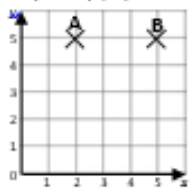
Day 2

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 14 21 <input type="text"/> 35 42	4:1	11. $11 \times 12 =$	4:9	21. Rebecca went travelling for 5 weeks and 4 days. How many days was she away for in total?	4:19
2. What is the missing number? 36 42 48 54 <input type="text"/>	4:1	12. Complete the sum that is equal to 6×27 : $6 \times \square \times 9$	4:10	22. What name is given to this type of angle?	4:24
3. Round this number to the nearest 10: 3,192	4:2	13. $59 \times 7 =$	4:12		
4. Round this number to the nearest 100: 7,548	4:2	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they?	4:12	23. Draw all the lines of symmetry on this square.	4:25
5. What is the next number in this sequence: 3, 0, -3, <input type="text"/>	4:3	15. $\frac{1}{?} = \frac{4}{20}$ 	4:13		
6. Write < or > to make this correct: 1,324 <input type="text"/> 1,605	4:4	16. Shade $\frac{1}{10}$ of this shape. 	4:14	24. Complete this shape:	4:26
7. What number does this Roman Numeral represent? XLV	4:5	17. $\frac{19}{15} - \frac{11}{15}$	4:15		
8. $4,763 + 692 =$	4:6	18. Write $\frac{4}{10}$ as a decimal number.	4:16	25. What are the co-ordinates of the point labelled A?	4:27
9. Estimate the answer to: $8,978 - 6,512$	4:7	19. What is the value of the 1 in: 8.15	4:17		
10. Sarah had £35. She bought a £15 DVD and a £8 CD. How much left?	4:8	20. A log is 8.5 metres long. It is cut in half. How long is each piece?	4:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	


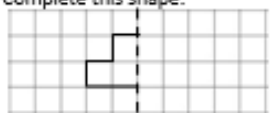
Day 3

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 18 24 <input type="text"/> 36 42	d:1	11. $7 \times 9 =$	d:9	21. What is the area of this shape? 	d:20
2. What is the missing number? 2000 3000 4000 <input type="text"/>	d:1	12. Circle the sum that is the same as 16×7 : $4 \times 7 \times 4$ $2 \times 8 \times 6$	d:10	22. Circle the name that describes a 90° angle. Right angle Obtuse angle Acute angle	d:24
3. Round this number to the nearest 100: 3,192	d:2	13. $138 \times 9 =$	d:12	23. To transform shape A onto B: Translate A <input type="text"/> units <input type="text"/> .	d:27
4. What is 1,000 less than 10,293?	d:2	14. To work out 9×58 you could do: <input type="text"/> $\times 9 + 8 \times$ <input type="text"/>	d:12		d:29
5. What is 12 less than 4?	d:3	15. Circle the equivalent fraction to $\frac{1}{9}$. $\frac{3}{27}$ $\frac{4}{18}$ $\frac{5}{36}$	d:13	24. Month of birth of Class 7 pupils. How many were born in the first half of the year?	d:30
6. What is the value of the 2 in this number? 6,283	d:3	16. Complete the sequence: $\frac{37}{100}$ $\frac{38}{100}$ $\frac{39}{100}$ <input type="text"/>	d:14	25. How many pupils are in Class 7?	
7. Write the number 91 in Roman numerals.	d:5	17. $\frac{4}{3} + \frac{1}{3} =$	d:15		
8. $2,472 - 598 =$	d:6	18. Write 0.01 as a fraction.	d:16		
9. Write the sum to check $3,250 - 975 = 2,275$: $3,250$ <input type="text"/> 975 <input type="text"/> $2,275$	d:7	19. $11 \div 10 =$	d:17		
10. There are 73 people on a bus. 15 get off & 28 get on. How many now?	d:8	20. Label 4.95cm on the ruler section: 	d:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Day 4

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 50 75 <input type="text"/> 125 150	d:1	11. $144 \div 12 =$	d:9	21. Kirsty has 1 kilogram of sugar. She uses 650 grams to make some cakes. How many grams of sugar are left?	d:22
2. What is the missing number? 54 63 72 81 <input type="text"/>	d:1	12. Use $7 \times 13 \times 2 = 182$ to answer: 14×13	d:10	22. Draw the hands to show: <input type="text"/>	d:22
3. What is 1,000 less than 7,345?	d:2	13. $57 \times 5 =$	d:12	23. What is the name of this quadrilateral? 	d:23
4. Round this number to the nearest 1,000: 7,548	d:2	14. Shop A sells 8 pens for £4. Shop B sells 3 pens for £2. Which is cheaper?	d:12	24. Plot the point (1, 1). Label it C. 	d:28
5. Put these numbers in order, smallest first: -4 0 -2	d:3	15. $\frac{1}{5} = \frac{\text{ }}{15} = \frac{5}{\text{ }}$	d:13	25. Points A, B and C form 3 corners of a parallelogram. Plot the fourth corner of the shape and label it D.	d:28
6. Put these in order, smallest first: 4,384 4,843 4,438	d:3	16. To find $\frac{1}{10}$ of a number, what do you divide it by?	d:14		
7. What number does this Roman Numeral represent? XXXIX	d:5	17. $\frac{13}{5} - \frac{3}{5} =$	d:15		
8. $3,916 + 4,207 =$	d:6	18. Write $\frac{68}{100}$ as a decimal number.	d:16		
9. Write the sum to check $283 + 39 = 322$: $322 -$ <input type="text"/> $=$ <input type="text"/>	d:7	19. What is the value of the 5 in: 8.15	d:17		
10. Pencils weigh 55g. Pens weigh 73g. How heavy are 1 pencil and 2 pens?	d:8	20. Round 9.6 to the nearest whole number.	d:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Day 5

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics							
1. What is the missing number? 1,000 2,000 <input type="text"/> 4,000 5,000	d:1	11. $9 \times 9 =$	d:9	21. How many millilitres are there in 2.15 litres?	d:19						
2. What is the missing number? 200 225 250 275 <input type="text"/>	d:1	12. Complete the sum that is equal to $4 \times 5 \times 18$: $20 \times$ <input type="text"/>	d:10								
3. Round this number to the nearest 1,000: 3,192	d:2	13. $932 \times 4 =$	d:11	22. Tick (✓) the shape that has exactly 2 lines of symmetry. <div><input type="checkbox"/>  <input type="checkbox"/></div>	d:25						
4. What is 1,000 more than 6,394?	d:2	14. To work out 4×55 you could do: $50 \times$ <input type="text"/> + <input type="text"/> $\times 5$	d:12								
5. If the temperature starts at 5°C, then drops by 9°C, what is it now?	d:3	15. $\frac{35}{40} = \frac{7}{?}$	d:13	23. Complete this shape: 	d:26						
6. What is the value of the 8 in this number? 6,283	d:4	16. What is the missing number? 9.96 9.97 9.98 9.99 <input type="text"/>	d:14								
7. Write the number 74 in Roman numerals.	d:5	17. $\frac{2}{5} + \frac{4}{5}$	d:15	24. Number of tyres sold by a garage one weekend: <table border="1"><tr><td></td><td>Key: $\oplus = 4$ tyres</td></tr><tr><td>Saturday</td><td>$\oplus \oplus \oplus \oplus \text{€}$</td></tr><tr><td>Sunday</td><td><input type="text"/></td></tr></table> 13 were sold on Sunday. Show this.		Key: $\oplus = 4$ tyres	Saturday	$\oplus \oplus \oplus \oplus \text{€}$	Sunday	<input type="text"/>	d:29
	Key: $\oplus = 4$ tyres										
Saturday	$\oplus \oplus \oplus \oplus \text{€}$										
Sunday	<input type="text"/>										
8. $4,115 - 1,472 =$	d:6	18. Write 0.8 as a fraction.	d:16								
9. Estimate the answer to: $15,507 + 4,489$	d:7	19. $293 \div 10 =$	d:17								
10. From 300 tickets, pupils buy 89 & parents buy 184. How many are left?	d:8	20. Using £20 Rob buys a DVD for £6 and a CD for £6.95. How much left?	d:18								
Total (A)		Total (B)		Total (C)							
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)							

Answers: AC= Adult Check

Day 1	Day 2	Day 3	Day 4	Day 5
1. 36	1. 28	1. 30	1. 100	1. 3000
2. 77	2. 60	2. 5000	2. 90	2. 300
3. 1,001	3. 3190	3. 3200	3. 6345	3. 3000
4. 7550	4. 7500	4. 9293	4. 8000	4. 7394
5. -6	5. -6	5. -8	5. -4,-2,0	5. -4
6. 6000	6. <	6. 200	6. 4384,443	6. 80
7. XLV	7. 45	7. XCI	8,4843	7. LXXIV
8. 1495	8. 5455	8. 1,874	7. 39	8. 2643
9. 252,125	9. 2500	9. +,=	8. 8,123	9. 20,000
10. £1.38	10. £12	10. 86	9. 39,283	10. 27
11. 4	11. 132	11. 63	10. 201	11. 81
12. 4,12	12. 3	12. $4 \times 7 \times 4$	11. 12	12. 18
13. 2313	13. 413	13. 1,242	12. 182	13. 3728
14. 10	14. 56	14. 50,9	13. 285	14. 4,5
15. 15	15. 5	15. $\frac{3}{27}$	14. A	15. 8
16. 5.1(0)	16. 1 part	16. $\frac{40}{100}$	15. 3,25	16. 10(.00)
17. $\frac{11}{8}$	17. $\frac{8}{15}$	17. $\frac{5}{3}$	16. 10	17. $\frac{6}{5}$
18. $\frac{1}{10}$	18. 0.4	18. $\frac{1}{100}$	17. $\frac{10}{5}$	18. $\frac{8}{10}$
19. 00.9	19. $\frac{1}{10}$	19. 1.1	18. 0.68	19. 29.3
20. 5	20. 4.25m	20. AC	19. $\frac{5}{100}$	20. £7.05
21. 27	21. 39	21. 16CM2	20. 10	21. 2,150
22. 18cm	22. Right angle	22. Right angle	21. 350	22. Rectangle
23. Andy	23. AC	23. 3,up	22. AC	23. AC
24. 23:08	24. AC	24. 15	24. AC	24. 3 full $\frac{1}{4}$
25. Right Angle or scalene	25. (2,0)	25. 36	25. AC	25. 31

Our World

Iron Man came to the top of the cliff...but how are cliffs formed? Cliffs are formed because of a process called erosion.

Task One: Research What is Erosion? Why is it dangerous for those who live there?

Here is a useful website link: <https://www.bbc.co.uk/bitesize/clips/z8tyr82>

Task two:



Imagine you work for the Council. Dave Smith and his family live at the top of a cliff. However, because erosion, (See image above) his house is too dangerous to live in. However, he does not want to move.

Your task is to write Dave Smith a letter to explain and persuade him to get his family out as soon as possible. Explain the dangers of erosion and what could happen if he does not move....

Get Creative

Drawing: <https://www.youtube.com/watch?v=9FtNE2Fm-3Y>

DT: Example of model below.



Reading

Chapter 10 – The Boy at the Back of the Class

Questions:

Re-write the questions in your workbook and answer them below.

- 1) Why did Ahmet receive a gold star?
- 2) What did Ahmet find in his tray?
- 3) Why did the teacher have to lock the classroom doors at breaks and lunches?
- 4) Why did Ahmet and his family have to run away?
- 5) Describe the boat Ahmet and his family travelled in.
- 6) How do you think the other children felt hearing Ahmet's story?



WAR AND MISSING PIECES

On the day after the Big Fight, just as Tom had guessed, Ahmet became famous. In the playground, wherever he went, people pointed and gasped and called him 'The Boy Who Beat Brendan-the-Bully', and they asked him lots of questions like, 'Is it true you can do a hundred punches in under a minute?' and 'What were you REALLY fighting over – was it your parents' ransom money?' and 'When are you gonna fight again? Can we come and watch?'

After a while, Ms Hemsy began to tell everyone to leave Ahmet alone, so everyone started asking Michael and

Josie and Tom and me their questions instead. I didn't say much and neither did Michael. But Josie and Tom got so excited that they started to add new bits to the story, so that by the end of the week, most of the school believed Ahmet hadn't just beaten up Brendan-the-Bully, but had fought Chris and Liam too, over a suitcase full of red diamonds – and a pink basketball.

All of this made Brendan-the-Bully scowl more than ever. But even though he stared at us all the time and Chris and Liam showed us their fists whenever they saw us, they didn't chase us around the playground, or steal Josie's football, or smash into us when we were carrying our lunch trays like we thought they would.

'I bet he's scared of us now that we've got Ahmet,' grinned Tom.

'Yeah!' said Josie. 'He's a proper scaredy-cat now!'

But Michael said he didn't like it one little bit, and that he bet Brendan-the-Bully was up to something. At first, I didn't believe him, but then lots of strange things began to happen to Ahmet.

The first thing happened just two days after the Big Fight. We had all been decorating a new pot for our

photosynthesis plants, and Mrs Khan had given Ahmet a golden star because his plant had grown faster than anyone else's. I think that was because every morning, before Mrs Khan called the register, he would water it and talk to it for one whole minute. I didn't know that plants could speak different languages, but when I asked Mrs Khan about it, she said plants could speak every language under the sun, and that the more languages they heard, the faster they grew.

Ahmet was really proud of his golden star, and he got a silver one too for decorating his pot with pictures of sea shells and whales and fish. But when we got back from last break that afternoon, his pot was lying broken on the floor and his plant had been stamped on. Someone must have smashed it on purpose because nobody else's plant pots were hurt at all. Mrs Khan said that if the person who did it didn't put their hand up right away, they would be in Big Trouble. But nobody did put their hands up, so The Mystery of the Murdered Plant Pot stayed a mystery.

Then, almost exactly a week after The Mystery of the Murdered Plant Pot, came The Day of the Deathly Worm

Tray. After assembly one morning, Mrs Khan told us all to get our workbooks from our class trays. But when Ahmet pulled his open, he found it bursting with a whole pile of large, fat, wriggling worms! He cried out and dropped the tray on the floor so that all the worms went flying out across the room. That made Dean – who sits on the table behind me – be sick all over his table. Dean is scared of anything that doesn't have any legs on it – even snails. But he hates worms the worst.

Mr Whittaker, the school cleaner, had to come and clean it all up, and Mrs Khan and Ms Hemsy were very angry and checked all our trays. But no one else had a single worm in their tray – not even Tony-the-Nose-Picker, who likes to collect all kinds of strange things in his tray. Mrs Khan told the person who had done it to put their hand up again – and this time she looked at Brendan-the-Bully as if she wasn't really speaking to any of us and only to him. But again, nobody put their hand up. So, Mrs Khan shook her head and said she was going to make sure that whoever it was would be caught soon and punished not just by her, but Mrs Sanders too.

And then, after that, came the worst trick of all – the

one that everyone in school later called The Great Baked Beans Bag Trap.

Every morning, right before Mrs Khan takes the register, everyone has to put their school bag on their own special hook at the back of the class, and we're only allowed to take our P.E. kit or homework or lunch boxes out when we're told to. Everyone knows whose bag is where, because everyone's hook has their name on top. Just days after The Day of the Deathly Worm Tray, Mrs Khan told us to get up and collect our P.E. kits from our bags, just like she always did on Wednesdays. But when Ahmet went to get his P.E. kit and unzipped his rucksack, a lumpy river of baked beans burst out and splodged and splashed all over him! Everyone cried out 'Eeeeeewwwwwww!' and then instantly fell silent. Mrs Khan was so angry when no one put their hand up again that she cancelled P.E. and Mrs Sanders came and told the whole class off. It was horrible – especially because Ahmet started to cry when he saw what had happened to his P.E. kit and his bag.

I think everyone knew it was Brendan-the-Bully who had done all these things, but no one could prove it. Not

even Mrs Khan. After that day, the door to the classroom was locked every break-time and at lunch-time, which stopped anything else from happening to Ahmet's things. But I wanted more than anything for Brendan-the-Bully to be caught and to prove he was a Criminal, so Michael bought his grandad's magnifying glass in and we all searched for clues. But we couldn't find a single one! Not even in the school bins.

Ahmet was more upset about The Great Baked Beans Bag Trap than any of the other things that had happened. And even though Ms Hemsî washed his rucksack with lots of washing-up liquid, it looked even worse than before and smelled strange too. But Ahmet still brought it into school every day. I wanted to know why he didn't get a new one, or why Ms Hemsî kept saying that it looked fine when it didn't. And then, just two days after The Great Baked Beans Bag Trap, I found out.

We had all put away our books and were getting ready for group story time just like we always did on Fridays, when Mrs Khan made a surprise announcement.

'Now, everyone!' she said. 'This is our last afternoon before we all break up for the half-term holidays, and I

thought we could do with a treat! Instead of us all reading a story together, we're going to listen to one instead. And it's a very important story, because it's going to be told to us by someone very special in our class.' Looking over at Ahmet and Ms Hemsî, she waved them over to where she was standing. I didn't know it just then, but I was about to have nearly ALL of my original eleven questions answered in one go!

We all turned around to watch as Ms Hemsî picked up a large pile of papers from the table and followed Ahmet to the front of the class.

'I want everyone to listen extra carefully, and I don't want anyone asking any questions until after Ahmet has finished telling his story. Is that understood?'

'Yes, Mrs Khaaaaaan,' shouted the class.

'Good!' And leaning against her desk, Mrs Khan smiled and said, 'Ahmet ...?'

Everyone shuffled in their chairs and sat up straight, waiting for Ahmet to speak. I wondered if he would tell the story in English or in Kurdish, but I was so excited I didn't really care.

'Hello. My name is Ahmet. I am nine ... years old. And I

am refugee. I come from Syria.'

As he said this, he pointed to Ms Hemsi, who held up a drawing showing a house and a tree and a car in front of some mountains. And in the front of the car were four people, labelled, 'Me', 'Mum', 'Dad' and 'Sister' – and a cat.

This was the drawing:



I was surprised because I had never thought about Ahmet having a brother or a sister. I thought he was like me and didn't have any. His sister wasn't at our school. In the

picture, she looked smaller than him, so maybe she was in nursery.

'But in Syria, there is big war,' said Ahmet, and he pointed to Ms Hemsi again, who held up another picture. This one showed buildings on fire and bombs dropping from a plane and lots of people lying on the ground and other people holding guns.

It looked like this:



Josie stopped chewing her hair and looked at me and then

looked back at the drawing again. And from behind, I heard someone whisper, 'Woah! He's seen a real bomb AND a real gun!'

'Because of war, my family ... run away,' said Ahmet, as his lion eyes became big and round and watery. 'We went ... on mountain and rivers ... and carry bags and cat.'

This time, Ms Hemsî held up a picture showing a family crossing mountains and rivers, and in the sky, birds that were crying. In the picture, Ahmet had drawn himself carrying a red rucksack with a black stripe on it, just like the one he had now. That was when I knew why he loved it so much, and why he cried when it had been filled with Brendan-the-Bully's horrible baked beans. He had carried it all the way from his house and over a mountain, which meant it was lots more important and lots more special than any of our bags.

This was the picture:



'Then nowhere safe, so we get on boat on big sea.'

This time, Ms Hemsî held up a drawing of a boat. But the boat wasn't like a normal boat with sails and pointy ends and wooden sides. This one was flat and round and was orange on the sides – just like the ones I had seen on the news that didn't have any toilets on them. And inside the boat were lots of people, all wearing vests that made them look like puffin birds. But there were people in the water too, and they had bubbles coming out of their

mouths saying, 'HELP ME'.

Everyone leaned forward in their chairs and tried to read the labels Ahmet had put over some of the people's heads. I saw 'Me' and 'Mum' and 'Dad', but there wasn't one for 'Sister' or 'Cat'. I know cats don't like water because Josie has a cat and she says it screams whenever it rains and always wants to stay inside. So maybe Ahmet's cat didn't want to get into the boat. And maybe his sister didn't want to leave it behind, so she stayed behind to look after it.

This was the boat picture:



'Then we are in another country, called Greece,' said

Ahmet. 'We live in tent with lots of people who run away like me. They come from lots of country like Afghanistan and Pakistan and Eritrea.'

The next picture showed a flag with blue and white stripes and a white cross in a blue corner, and next to it were lots of tents and people everywhere sitting next to fires and sleeping on the floor. In this picture, only the words 'Me' and 'Dad' could be seen. Ahmet's mum must be sleeping inside one of the tents.

This was the picture:



‘Then we walk long time ... In lots of country. It was cold, and we sleep on floor. And then we stay in France.’

This time, Ahmet pointed to the next picture with his finger and showed us the railway tracks he had drawn. On it were people carrying suitcases and children, and all of them were walking to a wall with barbed wire on the top. Everyone looked sad. And in the corner, there were army tanks and soldiers holding guns, and all the guns were pointing at the people with the suitcases and children.

Ms Hemsî held this drawing up for longer than any of the others, because Ahmet was looking at it and didn’t seem to want to stop staring at it.

This was the drawing:



‘Then I come here ... and come to school. I like here ... no bombs. It safe and I like new friends and teacher and play football.’

Ahmet stood and stared at everyone, and everyone stared back. Mrs Khan blew her nose loudly, and Ms

Hemsi put the drawings down and gave Ahmet a hug.

‘Thank you, Ahmet,’ said Mrs Khan, standing up and putting a hand on his shoulder. ‘Everyone, let’s give Ahmet a huge round of applause for being so brave and for sharing his story with us.’

We all clapped, but we didn’t clap as loud as we usually do for stories, because I think we were feeling strange. I don’t think any of us had ever heard a story like it before. And as sad and as scary as it was, it was even sadder and scarier because it wasn’t just a made-up story from one of our reading books. It was all real. Ahmet had survived everything his pictures had shown us and was here. With us. Knowing that made me feel sorry and proud and scared for him all at once; but most of all, it made me want to tell him he was definitely the bravest person I knew.

‘Now, as you have seen, Ahmet’s story is very special, and I’m sure you have lots of questions you want to ask him,’ said Mrs Khan. Everyone’s hands immediately shot up into the air – but I think mine was first.

‘That’s wonderful!’ smiled Mrs Khan, as she signalled at us to put our hands back down. ‘But as Ahmet is still

learning his English words, we’re only going to ask him three questions. I want you all to write down just one question for him on a piece of paper.’ Mrs Khan walked around and gave us each a thin slip of blank paper. ‘And when you’re done, Ms Hemsi is going to pick out three questions we can ask him. You have a few minutes to think of your question and to write it out in your very best handwriting. Try to get all your spellings right, and remember, just *one* question each.’

The entire class fell quiet as everyone grabbed their pencils, put their heads down and wrote out their questions. I had lots of questions that I wanted to ask, but I picked the one that was most new and wrote that one out. After a few minutes, Mrs Khan said our time was up, and Ms Hemsi collected all the bits of paper.

Everyone began to whisper to one another as Mrs Khan and Ms Hemsi looked through our questions and either shook their heads or nodded.

‘What did you ask?’ whispered Tom, turning around.

‘I asked why he didn’t stay in Greece, because the weather’s warmer there and they have more seaside

places,' whispered back Josie.

'Oh. I asked how fast he had to run to get away from the bombs,' whispered Tom.

'Michael, what did you ask?' whispered Josie, leaning forward and poking Michael on the shoulder.

'I asked if it was scary to be in the boat and if he was on it at night-time,' said Michael.

'That's two questions!' whispered Josie, shaking her head. Then she looked at me. 'What did you ask?'

'I asked what happened to his cat and what his sister's name is,' I answered.

'Oh!' said Tom. 'But that's two questions as well!'

'Right, everyone!' said Mrs Khan, clapping her hands so that we all stopped whispering and looked to the front of the class. 'We have some excellent questions here, but we've chosen three. I'm going to say them in English, and then Ms Hemsî is going to translate both the question and answer for us. Right ... the first question is: what did your mum and dad do in Syria?'

Ms Hemsî spoke to Ahmet in Kurdish and he said something back. Ms Hemsî nodded and then looking at us, said, 'Ahmet's father was a teacher. And his mother

wrote for a newspaper.'

Everyone in class nodded and we waited for Mrs Khan to read out the next question. I crossed my fingers extra-tight in the hopes that it would be mine.

'The next question is: what did you like doing most before the war happened?'

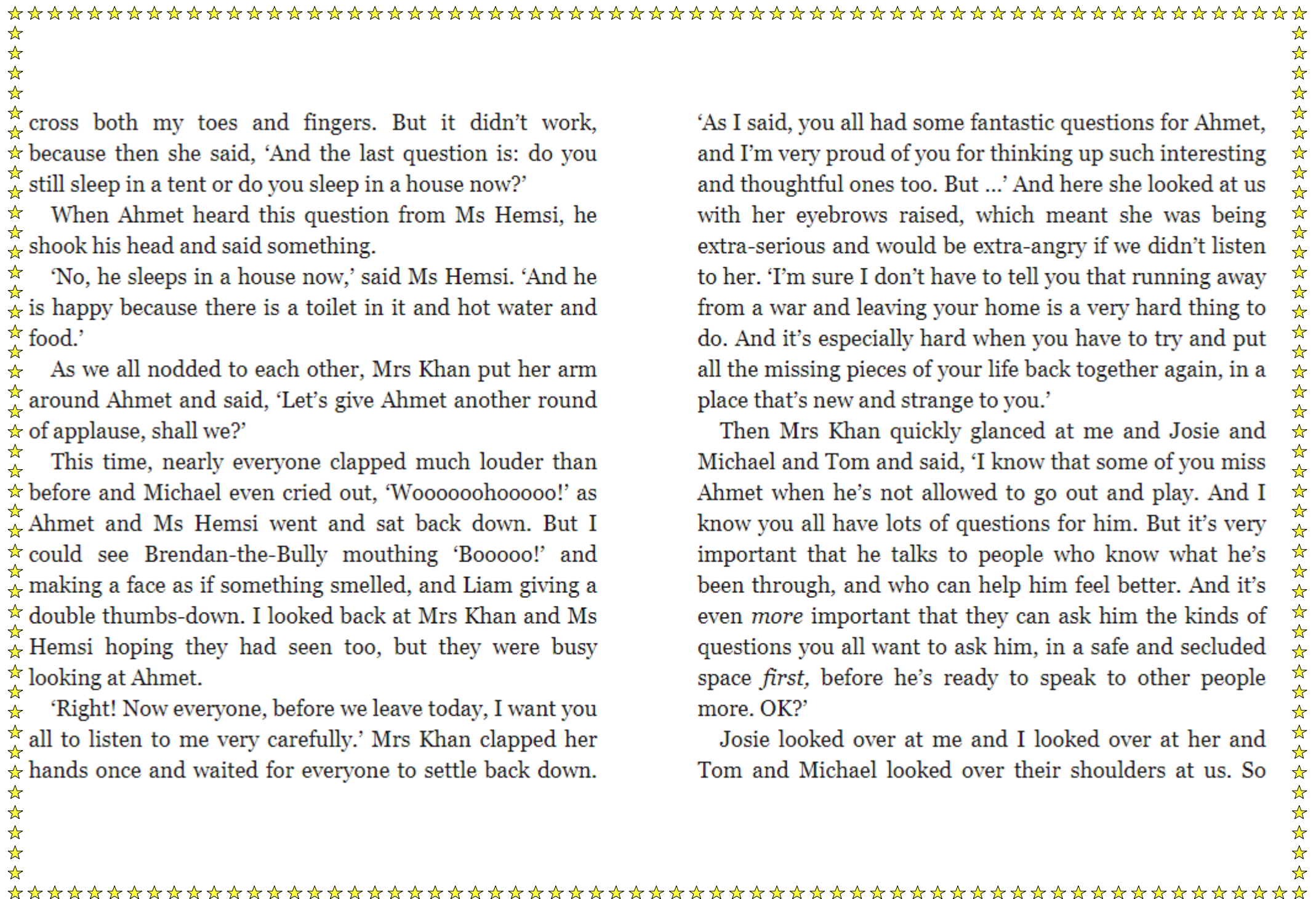
We waited for Ms Hemsî to tell Ahmet what the question was and then reply. 'He liked to play football with his friends,' answered Ms Hemsî. 'And going to the park with his grandfather and eating kibbeh.' She smiled at Ahmet, and before any of us could ask what a 'kibbeh' was, explained, 'A kibbeh is a very special snack which is filled with minced meat in the middle and is covered with lots of delicious spices. It's very famous in Syria and it looks like ...'

Ms Hemsî went over to the blackboard and quickly drew a shape. It looked like a small American football.

'Is that the right shape, Ahmet?' she asked.

Ahmet nodded. We all looked at each other and tried to imagine what an American football with minced meat in the middle might taste like.

As Mrs Khan held up the last slip of paper, I decided to



cross both my toes and fingers. But it didn't work, because then she said, 'And the last question is: do you still sleep in a tent or do you sleep in a house now?'

When Ahmet heard this question from Ms Hemsî, he shook his head and said something.

'No, he sleeps in a house now,' said Ms Hemsî. 'And he is happy because there is a toilet in it and hot water and food.'

As we all nodded to each other, Mrs Khan put her arm around Ahmet and said, 'Let's give Ahmet another round of applause, shall we?'

This time, nearly everyone clapped much louder than before and Michael even cried out, 'Woooooohooooo!' as Ahmet and Ms Hemsî went and sat back down. But I could see Brendan-the-Bully mouthing 'Booooo!' and making a face as if something smelled, and Liam giving a double thumbs-down. I looked back at Mrs Khan and Ms Hemsî hoping they had seen too, but they were busy looking at Ahmet.

'Right! Now everyone, before we leave today, I want you all to listen to me very carefully.' Mrs Khan clapped her hands once and waited for everyone to settle back down.

'As I said, you all had some fantastic questions for Ahmet, and I'm very proud of you for thinking up such interesting and thoughtful ones too. But ...' And here she looked at us with her eyebrows raised, which meant she was being extra-serious and would be extra-angry if we didn't listen to her. 'I'm sure I don't have to tell you that running away from a war and leaving your home is a very hard thing to do. And it's especially hard when you have to try and put all the missing pieces of your life back together again, in a place that's new and strange to you.'

Then Mrs Khan quickly glanced at me and Josie and Michael and Tom and said, 'I know that some of you miss Ahmet when he's not allowed to go out and play. And I know you all have lots of questions for him. But it's very important that he talks to people who know what he's been through, and who can help him feel better. And it's even *more* important that they can ask him the kinds of questions you all want to ask him, in a safe and secluded space *first*, before he's ready to speak to other people more. OK?'

Josie looked over at me and I looked over at her and Tom and Michael looked over their shoulders at us. So

that was what the Seclusion was for! It was so that Ahmet could talk to people!

‘So,’ continued Mrs Khan. ‘I want you all to promise me that you won’t ask Ahmet any more questions about the war – or about his family – without asking me or Ms Hemsî first. Is that understood?’

‘Yes, Mrs Khaaaaaan ...’ said the class, as the bell for home-time began to ring.

‘Good! Now, row one, put away your things and off you go. Make sure you all have everything you need for your homework assignments for the half-term, and I’ll see you in a week’s time!’

As we waited for our row to be called out, I looked over my shoulder at Ahmet and wondered what pieces he was still missing before he could put his life back together again. It was like a jigsaw, I thought. I hate doing jigsaws – even the easy ones, because I always get bored halfway through, and I couldn’t imagine trying to do one that had pieces missing.

I sure hoped that when he was running away from all the bullies and the bombs, Ahmet hadn’t lost any of the important pieces on the way. And that, if he had, someone

was helping him find new ones that were exactly the right shape and colours that he needed.

Summer Term Science

Enquiry Type - Identifying and Classifying



Question

Can you identify birds in your garden or on a local walk?

- We have another nature inspired science enquiry for you this week! This time, we would like you to be bird spotters! Settle yourself down by a window overlooking a garden, or with an adult, go for a walk in a local green space or park.
- Use our bird spotting guides (two different ones included) to try and identify any birds that you see.
- Look at the size, colours and distinctive features (such as beaks and tails) of the birds to help you identify them.
- Top tip! Try to keep as quiet and still as possible when you are close to birds - you may get a better look at them before they fly away!

Question

Predict

Observe

Record

Analyse

Report

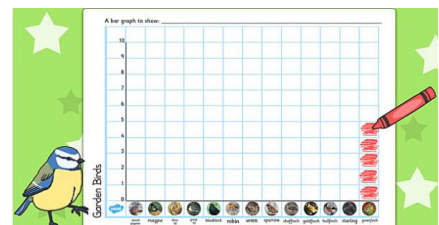
Activity

Use the bird spotting guides to identify the birds. Do you notice any similarities or differences between different birds? Think about their size, colours and the shape of distinctive features such as their beaks. If you are lucky enough you may even hear them sing!

Extension:

Keep a tally of the amount of each bird that you see. Which are the most common?

Can you create a bar graph or a pictogram to show your results, like this one below? You may want to have a go of this on the template attached or make your own.



Challenge

If you completed this activity twice - in the same place but at different times of the day (such as in the morning and late afternoon), would your results differ?

If you completed this activity in two different places (such as your garden and the park) would your results differ?

About this type of Scientific Enquiry

Identifying and classifying is how we can make sense and order of the world around us. This enquiry type requires using observation and reasoning skills.

Examples of classifying include how we classify animals (into mammals, reptiles etc), plants and foods.

Identifying and classifying is used by scientists to help learn about the natural world.

What did you see?



Blackbird

1 2 3 4 5
6 7 8 9 10

More than 10 _____



House sparrow

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Black-headed gull

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Magpie

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Blue tit

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Robin

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Carrion crow

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Song thrush

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Chaffinch

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Starling

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Coal tit

1 2 3 4 5
6 7 8 9 10

More than 10 _____



Greenfinch

1 2 3 4 5
6 7 8 9 10

More than 10 _____

A bar graph to show:

