

Sheffield Learning Together

Learn Sheffield  The Star



Sixteen pages full of fun learning at home with your Sheffield schools



We want to hear from children and teachers! Email your photos and letters to news@thestar.co.uk





South Yorkshire Police has more than doubled the size of its off-road team



There are lots of possible careers within the police.

We can all make a difference, not just kings, generals and PMs

Alan Billings
Police and Crime Commissioner
South Yorkshire

What is your job, when did you start in that role and what do you do on a day to day basis?

At present I am the Police and Crime Commissioner for South Yorkshire.

I was elected in 2014. My job is to make sure the police do their job as well as they can.

■ Why did you choose this career?

I have only done this for six years. Before that I was a priest and an academic in colleges and a university.

■ What do you enjoy most about your role?

As police commissioner I get to see all the different things police officers do – patrolling the city on foot or in cars with blue flashing lights, working with dogs and horses, using computers to catch internet criminals.

■ How has your role changed during lockdown?

I now work from home and hold all my meeting remotely with video conferencing – Skype, Zoom and Microsoft Teams

■ What advice would you give to teenagers considering their career paths now?

Think about the police. It's such a varied job and unlike



South Yorkshire Violence Reduction Unit executive board chair Dr Alan Billings visits the Big Brother Burngreave project

many organisations the police will be recruiting over the next few years.

■ What do you love most about living in Sheffield/South Yorkshire?

I live in Crookes, so one way I can be in the city centre in a

few minutes on the bus, and the other way I can walk into the countryside.

■ Was there a particular teacher who inspired you in school?

My history teacher said we can all make a difference, not just

kings and generals and prime ministers.

■ What's your funniest memory from school?

My teachers all wore academic gowns and taught sitting down. The teacher fell asleep and we tied his gown to the chair so that

when he got up he had the chair swinging behind him. He was called Mr Dexter and went on to write detective stories about a police inspector called Morse.

■ What are you looking forward to after lockdown?

Gone to a restaurant for pizza

and ice cream with my little grandchildren aged between three and ten.

■ What's your favourite joke? Where would you find a dog with no legs?

Answer: Right where you left him.

#homeadventures

Make up your own songs at home for under 5's

Here's something that grown ups or older siblings can do with under 5's. Think of some well known nursery rhymes or songs and make up your own versions.

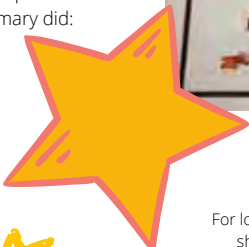
Maybe just switch them around - like **'Baa Baa Black Sheep'** - think up some different colour sheep and make up some new words to go with them. This is what some children from Manor Lodge Primary made up:

Baa Baa blue sheep
Have you any paint?
Yes sir, yes sir, but only for the gate.
None for the master
None for the dame
and none for the children who go to Manor Lane



Or maybe try **'Twinkle Twinkle Little Star'** or **'London's Burning'** and just make up new words like the children from Acres Hill Primary did:

Twinkle twinkle, big loud noise
Coming from the girls and boys
Put your hands upon your ears
Then let out a big loud cheer



For lots more ideas of music home activities and songs to share check out the OUR STREET OUR SONG Youtube Channel (<https://youtu.be/vsVI8gOiac>) and join 'Our Street Our Song' musicians MARTIN HARWOOD, LUKE CARVER GOSS, POLLY IVES & MOONY WAINWRIGHT there. We'll be adding to the channel all the time, so SUBSCRIBE to the channel to receive updates.

SSELP
Sheffield South East
Learning Partnership

YOUTH MUSIC
ARTS COUNCIL
ENGLAND

#47 Making Pizza Faces



If you are looking for some fun, yet healthy recipe ideas for you and your children, why not try these super easy Change4life Pizza faces...

Ingredients:

- 4 wholemeal pitta breads
- 4 tsp tomato purée
- 1 tsp dried mixed herbs
- 8 thin cucumber slices
- 6 cherry tomatoes, halved
- 1 yellow or red pepper, deseeded and sliced
- 40g reduced fat grated cheese

Method:

- 1- Preheat the grill.
- 2- Spread 1 tsp of tomato purée over one side of each Pitta bread. Sprinkle with the dried mixed herbs.
- 3- Arrange the cucumber and tomatoes on the pittas to resemble 'eyes', tomatoes for the 'nose', the sliced pepper to look like 'eyebrows' and 'mouth' and the grated cheese for 'hair'.
- 4- Grill for 4-5 minutes. Cool for a few moments then serve.

50 Things to Do Before You're Five is now live in Sheffield. Find the full list of activities via the website <https://sheffield.50thingstodo.org/app/os#> or the app by scanning the QR code.



More #homeadventures
createsheffield.co.uk/adventures



#17 Hocus Pocus Potions



Fancy making some super-power potion, some magic medicine or a spell or two? Take a look at some science mixed in with lots of fun, but be careful... It could get messy, though potions can be mixed inside or outside. You'll need to gather together some of the following household items; bottles, jugs, cups, bowls, water, food colouring, spoons, whisks... add in some mud, leaves, petals and grass. Or you might want to try a Bubbling Wizards' Brew... Fill half a glass jar with clear vinegar and add several drops of food colouring and a good squeeze of washing up liquid. Stir with a metal spoon. Stand in the sink or on a tray and then add a heaped teaspoon of bicarbonate of soda. You will see lots of bubbles come spilling from the jar.

Potion making activities support the development of mathematical concepts of space and measure such as volume, capacity, full, empty and simple fractions. Children might like to draw or write a list of ingredients. Children's understanding of the world is supported, developing scientific concepts such as colour and changing states. You could also use stories to support children's imaginative play - read a story about magic or science and then have a go!

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#46 Fantastic Paper Folding



These activities are suitable for children aged 2 and up, but children may be interested in flying paper planes, long before they can fold one themselves! Do you remember having a friend or relative who could make things out of paper? Did you and your brother or sister make paper planes and have a competition to see whose could fly the farthest? Did you used to make 'chatterboxes' with your friends and spend ages asking each other questions such as 'What's your favourite colour'? Re-live your childhood with your child.

How to make a chatterbox:

You will need: A plain piece of A4 paper, scissors, a pen or pencil

1. Take blank piece of A4 paper
2. Fold the corner across and cut off the overlap that you do not need. You will now have a folded triangle in front of you.
3. Now fold it across again to make a smaller triangle.
4. Then open up your paper so it looks like a square.
5. Then fold each corner in to the centre.
6. Turn your paper over and do the same again.
7. Now fold your paper in half.
8. At the bottom there are slots to fit your thumb and finger of both hands. Do that and push your fingers together.
9. Decorate as you want.

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More #homeadventures
createsheffield.co.uk/adventures

This is not JUST a bunch of sticks...

Being Imaginative is a hugely important part of a child's development and so whilst we are encouraging lots of home learning, let's remember to play too!



It is not just a bunch of sticks...
It is a ... game of noughts and crosses!
It is a ... den for my teddy!
It is a ... stick puppet!
It is a ... paint brush!

I wonder what you imagine your stick to be, perhaps a magic wand, which will transport you to a far off kingdom. Whatever it may be, we can't wait to see! You don't have to do this with a stick either, you could do it with a box! Remember to share your ideas with us @MeynellSchool on Twitter.



Consequences

What you need to play:

Each player starts with a blank sheet of paper and pencil.
The game works best with three or more players, but can be played with two.

How to play:

At the very top of the paper, each player writes the name of a male. They might choose a historical figure, a cartoon or nursery rhyme character, a pet, a famous actor or even someone in the room.
Each player then folds down the top of their paper to conceal what they've written, and passes it to the player on their left.
Each player then writes down the name of a female on the paper that's just been passed to them.
Then everyone folds over and passes their paper again.
Continue writing and passing papers in this way until each paper contains the following:

- male character
- female character
- where they met
- he said
- she said
- what happened in the end (the eponymous consequence)

Once the consequence has been written, everyone unfolds the paper they're holding and takes turns reading their story aloud.

A popular variation is to add one or more adjectives before each of the male and female characters. You might also add adverbs before "he said" and "she said".

From Prince Edward Primary School



Primary ECCLESALL School My Lockdown Time-capsule

A time capsule is a collection of items to remind people of the future what it was like in previous times. They take many different forms and what your time capsule may look like will depend on the items you want to put in it.

Your virtual Show & Tell challenge this week is to produce a Lockdown Time Capsule.

You should aim to include 5 items (one for each day) and on the 5th day (Friday 29th May) send in a photo of you, with your time capsule that we can share on social media.

Then, go and put it somewhere, this could be a drawer, under your bed, bury in the garden, in a plant pot or up in the loft - be creative - it maybe that you totally forget about it and it is not discovered for many years.



Some ideas for items: A list of favourites (colour, book, film, treat, toy, food, game, friend), a family tree, a floor plan of your bedroom/house/garden, a newspaper, a dated letter to your future self, a list of goals/aims/hopes/ambitions, a list of dates/events whilst in lockdown, a piece of your art or craft work, personal information i.e. height, shoe size, hair colour. Photographs with dates or notes attached. Items to represent any of the above but remember to include notes about their inclusion - you may not be the person who opens this or you may have forgotten.



OASIS WATERMEAD - GEOGRAPHY

HUMAN GEOGRAPHY

HUMAN GEOGRAPHY IS ANYTHING IN AN AREA THAT IS NOT NATURALLY OCCURRING, SUCH AS PEOPLE AND THEIR COMMUNITIES, CULTURES, ECONOMIES, AND INTERACTIONS WITH THE ENVIRONMENT



PHYSICAL GEOGRAPHY

PHYSICAL GEOGRAPHY IS ANYTHING IN AN AREA THAT IS NATURALLY OCCURRING SUCH AS MOUNTAINS, RIVERS, LAKES AND THE WEATHER



ACTIVITY

CAN YOU COMPARE THE HUMAN GEOGRAPHY OF EASTERN EUROPEAN REGIONS WITH THAT OF YOUR OWN AREA?



DO YOU THINK THE HUMAN AND PHYSICAL GEOGRAPHY WILL BE THE SAME IN EASTERN EUROPE AS WHERE YOU LIVE?

USE THE INTERNET TO RESEARCH THE HUMAN GEOGRAPHY IN ST. PETERSBURG. HOW IS IT SIMILAR TO WHERE WE LIVE? HOW IS IT DIFFERENT? THIS WEBSITE MAY HELP YOU -

[HTTPS://WIKI.KIDZSEARCH.COM/WIKI/](https://wiki.kidzsearch.com/wiki/)





Lowfield Primary School



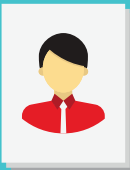
Write a letter

Write a letter to your teachers or a friend about what you have been doing while at home, how you are feeling about things and what you have been missing.

Portrait and fact-file

Draw a self-portrait and write about your favourite things to do and your dislikes. Do this for the family members in your house too.

Draw a portrait of each other and give them marks out of 5, this is to encourage peer feedback and art skills.



Illustrations

Paint, draw or write about what you have seen on your daily walk. This could be anything from a flower, tree to a car or building.

Maths

Practice counting in 2s, 5, and 10s to 100. Practice counting from any given number. Use the stairs to count in steps of 2, 5 and 10. When out in the garden count in steps of 2, 5 or 10.



Make & design a rocket

You will need:

- A big plastic bottle
- Tape
- 3 pencils/sticks/straws
- A cork that fits the bottle
- Paper
- Colouring pencils
- Glue & Scissors (optional)

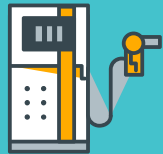


- 1) Stand up the bottle and cello tape 3 pencils/sticks/straws to make a base for it.
- 2) Use paper and colouring pencils to design it and make it into a rocket ready to launch.

Make rocket fuel

- You will need:
- Your bottle rocket
- Kitchen roll

- Bicarbonate of soda
- Vinegar
- A hard surface e.g. pavement, chopping board



- 1) Assemble rocket fuel, place some vinegar in your rocket (experiment with how much, KS2 could measure out 1/8th)
- 2) Pour 4 teaspoons of bicarbonate of soda into the middle of a piece of kitchen roll, then fold the kitchen roll up so it is slim enough to fit into the bottle rocket.
- 3) Take your rocket outside and drop the kitchen roll into the bottle. Place the cork into the bottle (lightly) and stand back. Get ready for blast off!

Salt Dough Rainbows

Makes 1 ball

Ingredients

- 1 cupful of plain flour (about 250g)
- Half a cupful of table salt (about 125g)
- Half a cupful of water (about 125ml)

Method

1. Ask an adult to preheat the oven to 120°C and line a baking sheet with baking paper.
2. Mix the flour and salt in a large bowl. Add the water and stir until it comes together into a ball.
3. Transfer the dough to a floured work surface and shape into your chosen model. You can roll it out and cut out shapes, numbers or letters using biscuit cutters, or make any kind of model you can think of. If you want to make a rainbow, roll lots of long sausages, getting shorter as you go and mould them into an arch shape, then you can add clouds at the bottom.



4. Put your finished items on the lined baking sheet and bake for 2 hours or until solid.
5. Leave to cool and then paint.



OASIS WATERMEAD - SCIENCE

HOW DOES LIGHT HELP US TO SEE?

LIGHT IS A TYPE OF ELECTROMAGNETIC RADIATION. IT IS MADE UP OF PHOTONS (LITTLE PARTICLES OF ENERGY). LIGHT TRAVELS AS A WAVE. BUT UNLIKE WAVES OF WATER OR SOUND, IT DOES NOT NEED ANY MEDIUM TO TRAVEL THROUGH. THIS MEANS THAT LIGHT CAN TRAVEL THROUGH A VACUUM - A COMPLETELY AIRLESS SPACE. LIGHT WAVES TRAVEL OUT FROM SOURCES OF LIGHT IN STRAIGHT LINES. THESE LINES ARE OFTEN CALLED RAYS OR BEAMS OF LIGHT.

WHERE DOES LIGHT COME FROM?

LIGHT SEEMS TO BE ALL AROUND US, BUT WHERE DOES IT COME FROM? CAN YOU NAME SOME SOURCES OF LIGHT? HOW MANY CAN YOU NAME?



WHAT ABOUT SOME REFLECTORS OF LIGHT? THESE CAN LOOK LIKE LIGHT SOURCES BUT REALLY ARE REFLECTING LIGHT - HOW MANY REFLECTORS OF LIGHT CAN YOU NAME?

Find even more FREE daily learning challenges and details of how you can earn Sheffield CU awards for taking part by visiting: www.sheffieldcu.blogspot.com

CU Home Learning Challenge: Shadow Drawing!

The sun is an amazing 151 million kilometres away from us on earth and when an object blocks the sun's rays from reaching a surface, a shadow is created. Capture those shadows in art form!



Step 1: Select a group of items from your house that you think might cast a good shadow (check with an adult that it's OK to use them).

Step 2: Find where that the sun shines in and onto a flat surface such as the floor or a table, and lay out your paper.

Step 3: Place your objects at the edge of your paper so they cast a shadow. Try moving them around to create the best shapes and shadows.

Step 4: Draw around the outline of the shadow first, then move the object away. You can then colour in the shadow shapes. Try a different group of objects and compare the shapes their shadows make.

Step 5: Can you do this outside and even create a shadow shape of yourself? What happens if you move one way or the other, nearer or further away from the sun? Ask someone to draw your shape on the floor if you have any chalk!



If you attend a Sheffield school, you can collect 1 CU credit for completing this task. To claim your credits, please complete and return a Sheffield CU Home Learning Challenge Reflection Diary which can be found here: <https://bit.ly/SheffCUReflectionDiary>. Once you have completed all the challenges, email your reflection diary along with evidence of your completed activity to cu@sheffield.gov.uk (photos/videos etc.) and we'll award CU credits. We can't wait to see your work!



You will need:

- Sunshine (or a torch!)
- Paper (or a hard clear surface outside)
- Pencils, colouring pencils, crayons, felt tips, paint (chalk for outside)



CU Home Learning Challenge: Obstacle Course!

Can you climb over, roll under, skip round, jump high, and catch? It's up to you to decide how you can test your skills in this obstacle course!



Step 1: Decide where your obstacle course will go (you'll need plenty of space!). Indoors or outdoors is fine.

Step 2: Think about your design and what you might need to test all your skills. Include things to jump over and crawl under, test your ball skills, balancing skills, or even how steady your hand is. Make it fair so that everyone who joins in will enjoy it (from younger brothers or sisters to parents too).

Step 3: Gather your equipment! Look around your house and garden - you might find things that give you even more ideas for challenges! Ask an adult to help make sure you're staying safe.

Step 4: Lay out your equipment in the right order and test it out. Demonstrate it to your family members and agree some rules together. Take it in turns to run your assault course, encouraging and cheering each other on. If you want to, you could time each person and record their times on a sheet of paper. Who was the fastest? Who was the most careful? Do your times get faster the more times you complete your obstacle course?



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You will need: ANYTHING you can find in the house or garden that could become an 'obstacle', chairs, stools, boxes, hula hoops, cushions, wellies, tennis racket etc., a stop-watch or timer (most mobile phones have them!), paper, a pen or pencil

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eat smart SHEFFIELD

GET YOUR CHILDREN INVOLVED IN
MAKING RAINBOW KEBABS!



These vitamin-packed fruit skewers are a simple, colourful and fun way to get children to eat fruit. They'll love helping to make them too. You can use any fruits you like – here's some suggestions:

Red – strawberries or raspberries

Orange – satsuma or mango

Yellow – banana or pineapple

Green – kiwi or green grapes

Blue (indigo & violet!) – red grapes or blueberries

Just thread a piece of each fruit onto a wooden skewers (be careful, skewers can be sharp).

And if you don't have any skewers, just arrange the fruit into a rainbow shape, colourful pattern or even a funny face!

VEGGIE-GRAMS!

Can you work out these anagrams?

They are all types of vegetable:

- | | |
|------------|---------------|
| 1 EPA | 5 FOULCARELWI |
| 2 CRIBLOCO | 6 CHAPINS |
| 3 NUKMIPP | 7 REPPEP |
| 4 ARTORC | 8 TWOCREENS |



For more information about Eat Smart Sheffield check out our website: <https://www.learnsheffield.co.uk/Partners/eat-smart-sheffield/>

Follow us on social media:

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Family Recipe TUNA & BEAN JACKETS

Fill some jacket potatoes with this fresh, colourful, tasty mixture!

Serves: 4

Prep time: 20 mins **Cooking time:** 60 mins



Ingredients:

- 4 baking potatoes
- 1 can of beans (cannellini, if possible)
- 200g tuna in water, drained and flaked
- 2tsp tomato purée
- 1 pepper, any colour, deseeded and chopped
- 2 tomatoes, chopped
- 4 spring onions, finely chopped
- 2tsp red or white wine vinegar (optional)
- 1 pinch ground black pepper (optional)

Method:

1. Preheat the oven to 200°C/fan oven 180°C/gas mark 6. Prick the potatoes, then bake towards the top of the oven for 1 hour, or until tender.
2. While the potatoes are cooking, mix together the beans, tuna, pepper, tomatoes, spring onions, vinegar and tomato purée. Season with black pepper.
3. Split the baked potatoes open and fill them with the salsa mixture. Serve at once.

Remember to eat the skin of the potato, as it's high in fibre!

SWAP TIP

For a vegetarian option, use 200g tofu instead of the tuna.

For more recipes, check out the Change 4 Life website at <https://www.nhs.uk/change4life/recipes>

Answers: 1 Pea 2 Broccoli 3 Pumpkin 4 Carrot 5 Cauliflower 6 Spinach 7 Pepper 8 Sweetcorn

Sheffield Children's Hospital Occupational Therapy & Physiotherapy: Making Sense!

Making Sense of Senses!

Our senses are the systems our body has to give us information about ourselves and the world, so that we can go about our day-to-day lives.

Sometimes, we can't seem to get enough from our senses to stay calm and alert, and we might feel lethargic or 'zone-out'.

Sometimes, we might feel like this and our bodies might try seeking more sensations; we might become very fidgety and restless.

Other times, our senses might be on high-alert, (which often occurs when we are stressed or anxious), and everything can seem too noisy, too smelly, too bright; too much!

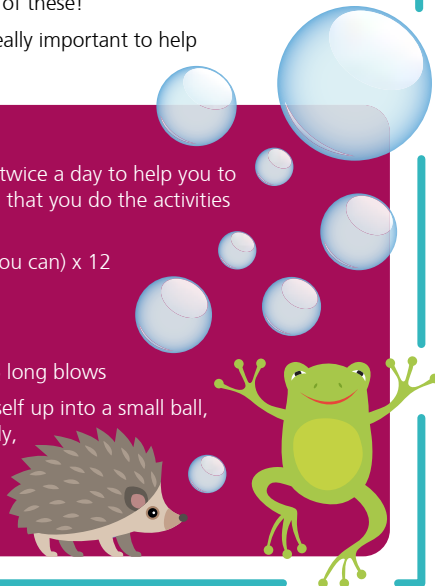
And sometimes, our senses are a muddle of all of these!

Regular heavy physical work and exercise are really important to help our sensory systems stay on track!

Sensory Circuit

Complete this full circuit of activities at least twice a day to help you to stay calm, alert and regulated. It is important that you do the activities in this order...

- Frog-jumps: (squat, then jump as high as you can) x 12
- Bunny-hops x 12
- Jumping-Jacks / Star-jumps x 12
- Blow bubbles (through a bubble wand) x 6 long blows
- Hedgehogs: sit on a comfy seat. Curl yourself up into a small ball, crossing your legs and hugging them tightly, with your head tucked in. Breath slowly and gently here for a few minutes.



Sensory Messy Play!

Messy play gives children a chance to explore how things feel, sound, look, taste and smell, which helps nurture their awareness and understanding of the world around them. Plus, it's great FUN!

Some children may not like certain textures or experiences, this is fine; never force a child, only encourage. Get involved yourself and chat about the experiences together.

Cleaning up can be a hassle after messy play. A great idea is to try messy play in the bath, to contain the mess and make it easier to tidy up and clean everyone after!

Here are a few ideas to get you started. Get messy and have fun!...

Ice Play

Freeze water, coloured with food colouring, and explore! You could also try adding food flavouring, or hiding small objects in the ice.



Jelly Play

Make up a large bowl of jelly; turn out the jelly when set, and explore. You could try hiding objects in the jelly to find.



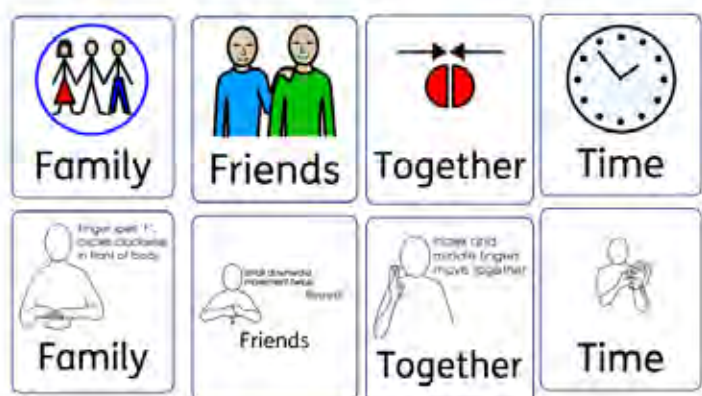
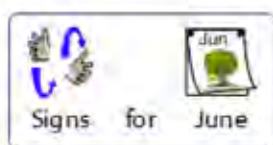
Shaving Cream Paint

Squirt shaving cream into pots. Add a few drops of food colouring in each pot and mix to create your paints. Use brushes or your hands to paint! This is great in the bath, as you can wash it down the plug-hole when finished!



NEVER leave any child unattended with any messy play.

<https://www.sheffieldchildrens.nhs.uk/>



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

Check out Singing Hands' brand new online classes and activities. See their forthcoming events page for twice weekly webinars and their FB and YouTube page for FREE content on Monday, Wednesday and Fridays!

<https://www.facebook.com/thebestideasforkids/>

The Best Ideas for Kids provides daily inspiration with activities, crafts, foods and lots of fun.

Create a journey stick of what you have done today!

You will need... a stick, string or masking tape, scissors, little bits of the environment you can collect to put on your stick.

What to do...

- 1) Use your stick to represent where you have been today both inside and outside.
- 2) Add things to your stick using string or masking tape during the day to help you remember your journey.
- 3) Just before bedtime can you tell someone about your journey for the day?



PE at Home – ATHLETICS – JUMPS

#stayhomestayactive
#PEatHome

EXPLORE

 Find about 10 small objects - balls of screwed up paper, rolled up socks, or small soft toys will do. Spread them out on the floor/ground. Put some in pairs and some on their own.

Bright Ideas:

- Jump over the paired objects with 2 feet, and the single objects on one foot.
- Find as many different ways of jumping over your objects on 2 feet or 1 foot.
- Can you create a route or circuit for your jumping?

Add in doing this to music for some extra fun!

@KESSPB
@awhitehousePE
@SarahLayPE

Where can I go to take part in more athletics?



PRACTICE

Use your objects to make a V shape 

Start at the narrow end and jump across from one side to the other. Try using 1 foot and 2 foot jumps first. Then just jump 2 feet to 2 feet.

See how far along you can jump across your 'V'.

 How did it feel when you jumped further each time you practiced this?

Maths Challenge!

Measure the distance of your longest jump.

Can you write that as metres (m), centimetres (cm) and millimetres (mm)?

Which is the best unit of measure to use for measuring standing long jump? Why do you think this?

Standing Long Jump was first in the Olympic Games in 1912

- * Can you find out who won the Gold medal and how far they jumped?
- * Can you find out who the World Record holder is now?
- * What other sport does this person play?
- * What is the current World Record and when was it achieved?

DEVELOP

Use these Top Tips to help you jump further:

- * Start with your knees bent.
- * Swing your arms and reach forwards as you jump.

 **EXPLODE** up and forwards using your legs and toes to push off.

Can you create an instructions poster for practicing and improving a standing long jump?

Give your instructions to someone in your family and ask them to use them to improve their technique.

 **Parent's Tip!** Start with a narrow 'V' and gradually increase it as your child improves.



KS2

 Make sure you have enough room to complete the tasks!

PE at Home – ATHLETICS – JUMPS

#stayhomestayactive
#PEatHome

EXPLORE

 Find a small space. How many different ways can you find to travel?

Bright ideas:

- Can you hop over a small object?
- Can you jump from two feet to two feet over a line?
- Can you stride from one line to another?
- Can you try to make your stride, hop and jump as long as possible?

Can you combine a hop, step and a jump together? This is called triple jump.



@KESSPB
@awhitehousePE
@SarahLayPE

Where can I go to take part in more athletics?



PRACTICE

Mark out a start line. Hop, step and jump and measure the distance you achieve from a standing start with an object or a tape measure.

Once you have completed a jump from a standing start, take 3 steps as a run up before the start line and measure your jump.

 How does beating your personal best make you feel? How can you remain positive if you don't beat your personal best?

English Challenge!

Can you define each of the following words related to jumping in athletics?

**TRAJECTORY
MOMENTUM
APPROACH
HITCH KICK
LOAD
LEVER**

Create a paragraph to explain the technique in triple jump using the key words above.

Jonathan Edwards is the current triple jump world record holder:

How far is his world record jump?

Where did he set this world record?

Who holds the women's world record?

How many jumps would it take you to jump the length of Jonathan Edwards' jump cumulatively?

DEVELOP

Can you develop your own practice to help others improve their triple jump? What are the key things they will need to remember to become an expert?

The next Olympic Games will be in Tokyo, Japan in 2021. Produce a leaflet advertising the Games and what the host city has to offer, persuading people to visit.

Try and use hyperbole, emotive language and rhetorical questions!

 **Parent's Tip!** Use your arms to get more momentum with each jump. For more of a challenge, use a small run up or an object to jump over!



KS4

 Make sure you have enough room to complete the tasks!

#Facespotting



#facespotting

For as long as anyone can remember, people have been seeing faces in things.

Just look at the example here. Lots of people see faces in the front of buildings. Have you ever noticed a building that seems to have eyes, a nose a mouth, even ears and a hat?

Next time you're out on a walk, why not see how many faces you can spot? Take pictures and share them with your friends using #facespotting. Maybe you can make up names and stories for the faces you see...



More #homeadventures
createsheffield.co.uk/adventures



Scavenger Hunt

Join in a scavenger hunt at home or in the garden. Imagine that you live out in the wild and – just like a wild animal – survival depends on whether or not you can hunt for everything that you need. Will you complete the list before time runs out??

First things first, you need to decide:

1. Are scavenging as individuals or in pairs?
2. In your home or out in the garden? (Or both?)
3. Where do you need to be when your time is up?
4. Ask an adult what is off limits & where is out of bounds
5. What will be your time limit? (30 minutes might work well!)
6. How will you know when the time is up?

See if you can find something...

- ... that gets wetter as it dries
- ... green & over 10cm long
- ... that you can arrange to spell the word FOX
- ... that could hold things
- ... that you can see through
- ... alive! (find and collect an animal no bigger than your little finger nail)
- ... with hair (If you're outside, look closely at the detail of natural objects)
- ... prickly
- ... heavy
- ... smooth
- ... that floats
- ... to leaf through
- ... to sit on
- ... noisy
- ... soft
- ... sticky
- ... smelly
- ... woody



Good luck!

More #homeadventures
createsheffield.co.uk/adventures



When you've done, you must make sure that the items collected (in particular live creatures) are returned to the exact spot that they were found.

Make your own body percussion!

Sheffield Music Hub
learn sing play enjoy!

Choose some shapes and assign them to an action:



Draw your body percussion out in 4 bars of 4 beats (4 lines) and try it out



Mix it up and make different patterns.
Make it trickier by using 2 symbols per beat (quavers!)

Share your video with us at #sheffmusichub

More #homeadventures: createsheffield.co.uk/adventures



Create a Cabinet of Curiosities

We love stories at Chol, and we absolutely love thinking up new ways to tell them.

With a bit of imagination – anything is possible!



One place that many weird and wonderful stories can be found are the old Cabinets of Curiosities.

A Cabinet of Curiosities is a collection of strange or interesting objects that have been put on display together. This can be on a shelf, in a room or as the name suggests, in a cabinet.



1. **Collect some objects.** These can be strange or everyday objects from around your home. Please make sure to ask permission from the owner of these items before you display them in your cabinet! You only need between 5 and 10 objects to start your display, as you can add to it later.
2. **Create a history.** A story for each object, either true or fake. To get started, think of a real story about one of your objects. You can 'keep the 'real' story or change it a little or get really creative and change it completely! Create a story for each object. If you get stuck you can use our step by step guide to creating stories for objects at www.wearechol.co.uk/cabinet-of-curiosities
3. **Design and make a plaque.** a sign for each object. This will be a short piece of information, written or typed that can include the name of the object, where it is from, when you got it and a few sentences about the object.
4. **Curate your objects.** Arrange them, with their descriptions however you like – it is your cabinet of curiosities after all! Now you can admire your work, take family on a guided tour, create a guided video tour, or share photographs of your cabinet. Please do share any photographs with us too, we would love to see what you create! You can email info@wearechol.co.uk



More #homeadventures:
createsheffield.co.uk/adventures



King Edward VII School

Make A Paper Man Puppet!



*Need a creative outlet?
Why not make a 'Gyre and Gimble' Paper Man Puppet?*



You could act out a moment from your lockdown life or escape to a fantasy world! Look at these clips for inspiration:

- <https://youtu.be/fLnRCBVNMFc>
- <https://www.youtube.com/watch?v=D1KXcmFrJW4>

All you need are some large sheets of paper (packaging will do) and some tape or string. Go to <https://www.youtube.com/watch?v=pFEnZfS5lXQ> for more details on how to create one.

HIGH STORRS SCHOOL

Designed for Success

Composing a soundtrack

You can compose music on your own musical instrument if you have one, but there is also free music software available that runs on your internet browser. **Noteflight** is a great site for notating your own sheet music. **Bandlab** is a DAW which you can use to record your own instrument, write out your own notes or use loops.

1. Find a short film on YouTube that inspires you. It could be a short animation, an advert or a dramatic scene from a film.
2. Map out where the 'cues' are. Cues are important points in the scene that you might want something to happen in the music. You will want to include the timings so you know how long your music should be. For example...

0s	10s	31s	34s	44s	60s
New York Skyline	Hero is flying through the air	His jetpack fails	Falls towards the ground	Re-ignites just in time and he flies away	Scene ends

3. Try composing an idea for each section. Think about what feeling or mood each section should portray. What musical instrument or technique would help portray that feeling?
4. When you have finished composing try playing your soundtrack along with the film. You could even hold a premiere!

TAPTON SCHOOL

Investigating Poetry

The poem *Aedh Wishes for the Cloths of Heaven* was written by W B Yeats in 1899.

Had I the heavens' embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half-light,
I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.

Task 1 Links and Connections

Explore some of the themes and ideas in the poem by making links and connections between some of the poem's vocabulary

1. Which words would you pair up and why?
2. Create two different groups of words and give each group a title
3. Which words contrast with each other?
4. Are there words that don't fit in the grid? Why?
5. Make a list of 5 examples of vocabulary that you feel would fit well with the themes and ideas of this poem, but that the poet hasn't included.

light	night	dreams
spread	embroidered	tread
softly	poor	dim
dark	blue	cloths
feet	silver	heavens

Task 2 Investigating meaning

1. How would you describe the mood and atmosphere of the poem? Could you use any of the following words in your description? *Dreamlike, calm, beauty, wish, decorated, beloved, sacrifice, possession*
2. What do you think the line 'I would spread the cloths under your feet: But I, being poor, have only my dreams' means? Can you recognise and explain any of the poet's methods in this line? How does the poet use an extended metaphor?

Task 3 Creating your own poetry

Choose a theme or idea to build your own poem around. Think carefully about your vocabulary choices – do they all contribute to your chosen theme or idea?

If you are stuck, you could take your inspiration from *Aedh Wishes for the Cloths of Heaven* and write about: the night, dreams, sacrifice, yearning or love.

KS3

Art and communication

All Saints Catholic High School


Creating slogan T-shirts to show hope for the future

Materials:
Old T-shirt, pen and pencil.

- Decide on an image which represents hope to you. There are lots of rainbows everywhere. What else can you think of which is a sign of hope to inspire others?
It could be a grandparent and grandchild talking or a school classroom full of students. Think of what you are most missing in lockdown.
- Draw your image a couple of times first to practice.
- Plan your slogan. Slogans should be short simple and powerful sentences. Select your words carefully to create a message of hope. Maybe ask people in the house what words mean hope to them to help inspire you.
- Draw your image in the T-shirt, if you plan it out first in pencil you can rub out any mistakes. You don't need fabric pens for this an ordinary biro will allow you to create a very effective image.

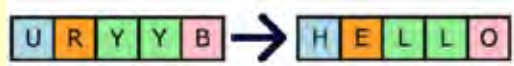
Don't have an old T-shirt to hand?

Cut up an old plastic carrier bag and turn it into a banner. Use an old magazine to cut out your slogan and stick it on to paper to make a very effective image.



Achievement Respect Opportunity  Togetherness Kindness Determination

Code Breaking



This is the Rot13 code. Every letter is replaced by the letter 13 places later.

A	B	C	D	E	F	G	H	I	J	K	L	M
↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕	↕
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

1. Translate this joke:

Jung qvq gur gevnatyr fnl gb gur pvepyr? Lbh ner cbvagyrff.

2. Write your own Maths joke using Rot13.

3. What would the Rot7 code look like? Make a diagram and write a joke.

Number Maze

Starting from the "Start" box, travel through the maze to the finish. Add every number that you land on. You can only move right or up.

1. Get a total of 23.
2. Find the highest possible total.
3. Write a list of every possible total and prove you have found all of them.



DAVID & JANE RICHARDS
FAMILY FOUNDATION

Internet of Things:

Design your own smart product!

In 1990, John Romkey created the first "smart" product: a toaster that could be turned on and off via the internet.

Since that first "smart" toaster, people have continued to combine data and creativity to invent thousands of products which solve a particular problem or make our lives easier. There are smart speakers (e.g. Amazon Echo, Google Home), smart doorbells, smart lightbulbs... and even smart fridges!

What item do you think could be improved with the addition of connectivity, sensors, and data sharing?

Should your sofa automatically warm up for you when you're on your way home from school? What if your wardrobe knew the weather forecast and could pick you out the best outfit?

Think about:

- What sensors your device should have
- How you will control your device
- What might go wrong... and how you could prevent that

You can:

 Draw and label your design on paper; OR

 Create a poster or presentation on the computer

Glossary

Internet of Things: The extension of Internet connectivity and data sharing into physical devices and everyday objects.

Smart product: An electronic device which can connect to and share data with other devices or networks via wireless technology such as Wi-Fi and Bluetooth.



Mon Super-héros! Part Three

STEP 1. Cut out these new flashcards and add them to all the words you have learnt so far. Play pairs/snap until you think you can remember them all.

porte	wears
une cape	a cape
une masque	a mask
une ceinture	a belt
des bottes	boots
des gants	gloves
une bague	a ring
magique	magic
d'or	gold

Save your flashcards each week! You will need them.

STEP 2. Spread all the flash cards out on the table. How many different sentences can you make?

What do they mean?

Last week you learnt how to describe your superhero's personality. Now let's think about what they might wear!

STEP 3. Just like last week you will now use the sentence builder below to tell us more about your superhero!

Elle She	porte wears	une cape a cape	rouge red	des bottes boots
Il He		une masque a mask	brillant sparkling	des gants gloves
		une ceinture belt	d'or gold	avec with
		une casque a helmet	transparent e	une bague magique a magic ring
			invisible	

STEP 4. Read my paragraph below. Can you spot the 6 errors I have made?

Mon superhéros s'appelle ARBOUR. Elle est les cheveux vert et les yeux jaunes. Il est courageux et très forte. Elle porte une cape d'or et un bottes bleues!

STEP 5. Do you think you could now write a short paragraph telling us about what your superhero wears?

Next week we will learn how to talk about your superhero's super powers!



Maths Puzzle - Maths Puzzles -

There are 30 animals in a field, a mixture of rabbits and ducks. Counting their feet, there are 94 altogether. How many of each animal are there?

Geography - Where am I? This can be played with people in your house or virtually on a call with a group of family or friends. Everyone picks a place in the world, such as a country or a city. You all ask each person a series of questions (yes and no answers) to try and help you guess where they are. You can add your own rules to make the game more fun, e.g. you have 5 questions or a point system where you gain more or less points depending on how fast it took you to guess.



Reading Read the paragraph below. Can you find the following devices? Metaphor, alliteration, simple sentence, simile, advanced vocabulary, advanced punctuation

It was dawn. The rain lashed the seaside town like a sadistic vengeful god. Bullets of rain hammered the carriages of a passing commuter train. Through the misty morning light, a woman was visible peering through her passenger window; her face was contorted into a mask of worry. Next to her, ...



NOTRE DAME HIGH SCHOOL

Writing - Write 200 words to continue the "Reading" box below. Can you maintain the sinister mood? Which devices will you include?

Ethos - Make a post lockdown jar! Wash a jar out. Get some paper and write after the lockdown we will... And then write on slips of paper what you want to do. It could be as simple as - 'I would like to go to the park to play football with my friends'. After lockdown, each weekend pick a different activity out of the jar and do it!

The Sheffield College

Have a go at these lockdown activities from three of The Sheffield College's academies!



SPORT

Task: Analysing a sporting performance

Watch a video of a sports performance. It can be anything from gymnastics to golf, and you can either focus on a team or an individual.

Write down 3 strengths of the performance (they could be physical attributes, psychological factors or tactical elements) then write down 3 weaknesses from the performance. When you have done this, think about how the athlete(s) could correct these weaknesses (maybe additional training, different tactics, etc.) and what things might stop the athlete(s) from making these changes.

You have just completed a SWOT analysis of performance!

HEALTH AND SOCIAL CARE

Task: Keeping a healthy food diary

Over the next week, keep a record of all the food and drink you consume and a rough guide to the amounts e.g. 1 cup of water, 1 small bowl of Coco Pops.

Then create a recommended plan to improve your diet. Add diagrams to keep your plates balanced with all the different food groups.

To extend this task, consider how you would change the diet if you were an athlete or worked in an office.

CATERING

Task: Creating an A to Z of food

Starting with the letter A, list as many foods as possible that begin with that letter. Then, move onto the letter B before working your way through the alphabet to the letter Z. Think about all the different food items you could choose from. Use the names of different fruit, vegetables, meats and fish, and think about foods that come from all around the world.

GO FURTHER

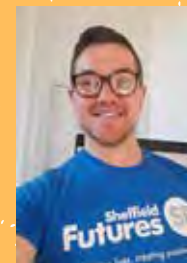
For more information, please contact: admissions@sheffcol.ac.uk



Job hunting?

Where to start if you've no on the job experience
Are you due to leave school this year and looking for your first proper job?
No work experience and feel like you've not much to offer?

Alex Leonard, Employer Engagement Co-ordinator at Sheffield Futures provides advice and guidance on looking at the skills you've got and growing these to give you the edge when it comes to securing a job



"First of all I want you to think about your skills. I like to call this, looking at what's in your skills jar. When you interact with people in life you grow your communication skills and when you overcome difficulties, you grow your problem-solving skills. As you do these things you add to your skills and your skills jar fills up. So, how do we go about filling that skills jar?"



Firstly, it's really important to take on the right mindset. The mindset we all need to grow anything in life is a positive mindset. Growing ourselves, growing our skills, growing anything is hard work, it takes a positive and 'can do' mindset but it's worth it, as the good things that come with work, like money, confidence and feeling good about yourself are all more than worth a bit of hard work in the short term!



Grow the skills you have got

So now you know what your skills are, have a think about how you can grow the list of skills to get where you want to be. Here are some ideas:



Training courses

Training courses are a good port of call if you want to strengthen your Maths or English skills or even want to go down a specialist route for example writing code for websites or driving trucks. **Volunteering Work** for a charity or do great work in community to learn skills as you go. Volunteering looks great on your CV as it shows you have the get up and go to get the experience employers are looking for. Voluntary Action Sheffield (VAS) is a great place to look in Sheffield www.vas.org.uk or you can look on the websites of charities that interest you.



Work experience

Apply for temporary unpaid work experience and get a foot in the door. This will give you vital experience and exposure to the workplace. You will be able to get a reference and may even get lucky and be the first to know about paid jobs coming up!



Entry level jobs

Entry level jobs are jobs have a low requirement for skills or training, they're paid and rely on doing a great interview. This might be a good option if you know the specific field you want to be in, are aware of what's in your skills jar and want to work your way up in an organisation.

For more information, advice and guidance about getting into work from Alex visit www.sheffieldfutures.org.uk or look out for Alex's videos on **Sheffield Futures YouTube channel** bit.ly/2T4m6DR

Can you recognise these parts of Sheffield city centre?

We have nine close-cropped pictures of buildings around Sheffield for you to work out where they are. The answers will be in next week's Sheffield Learning Together.



1. This sits just outside the building on Surrey Street.



2. You will find this old building on Norfolk Street.



3. This building stands out on Norfolk Street.



4. A section of a building on Fargate.



5. This fine building can be found on Surrey Street.



6. This fine building can be found on Barker's Pool



7. A well known building on Pinstone Street.



8. A fairly easy one on Norfolk Street.



9. You will find this building on Norfolk Street.



Home Languages

The resources on this page will help support your child to continue to develop their first language. Each week will focus on a different language.

Polish Polskie

Use notebook paper to complete these activities. Do one each day!

Użyj kartki papieru aby skończyć zadania. Wybierz jedno dziennie!

<https://eslathome.edublogs.org/>

Monday	Tuesday	Wednesday	Thursday	Friday	Poniedziałek	Wtorek	Środa	Czwartek	Piątek
Find 30 objects in your home. Sort them into lists. Example: things that are red, things that are plastic, things that are magnetic.	Roll up three pieces of paper to make tubes. Stand them up. See how many things you can stack on top of the tubes. Make a list of all the things you were able to stack.	Create a scavenger hunt for your family. Hide things around your house, then write clues to help them search.	Write acrostic poems to describe each member of your family (even your pets!) Example: M - magical A - ambitious X - eXcellent	Think of two characters from two different books or shows. Write a story about what might happen if they met each other.	Znajdź 30 rzeczy w domu. Posortuj je według listy, na przykład: rzeczy które są czerwone, plastikowe lub magnetyczne.	Zwiń 3 kawałki papieru w tubki. Postaw. Sprawdź, ile rzeczy możesz położyć na tubkach. Sporządź listę.	Stwórz poszukiwania dla rodziny. Pochowaj różne przedmioty w domu i napisz wskazówki gdzie można je znaleźć.	Napisz wiersz akrostyczny opisujący członków twojej rodziny (nawet zwierzęta!) Na przykład: M - magical A - ambitious X - excellent	Pomyśl o 2 bohaterach z książek lub seriali. Napisz historię, która mogłaby się przydać gdyby się spotkali.

Who Speaks Polish?

From: Language of the Month

<https://www.newburyparkschool.net/lotm/index.html>

Polish is spoken by about 45 million people in the world. 38 million Polish speakers live in Poland, where it is the official language. A large number of Polish-speaking people live in Lithuania, Ukraine, Belarus and the USA.



<https://globalstorybooks.net/>



Animals and Wisdom

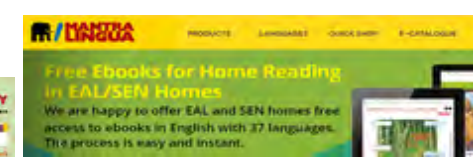


Useful websites

przydatne strony internetowe



<http://en.childrenslibrary.org/>



<https://uk.mantralingua.com/homereading>

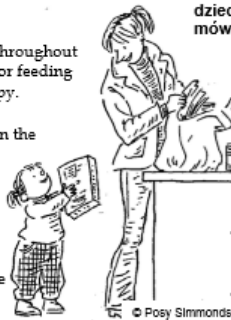
Talk To Your Baby – quick tips

Rozmawiaj z dzieckiem – parę porad

Talking with your baby

Learning to talk is one of the most important and complex skills your child will accomplish. It seems to happen naturally, but in fact you have a very important role to play. The more you talk to your baby, the more you enable her to become a good talker and a confident, happy child.

- Talk about what you're doing throughout the day – when you're bathing or feeding your baby or changing her nappy.
- Talk about the things you see on the way to the shops, or at the supermarket. Try to talk about the things your child shows an interest in.
- Talk in the language that you know best - it doesn't have to be English.
- Look at your baby as you talk and give him time to respond to your chatter.
- Answer your baby's noises and babbles.
- Cuddle up together and read a favourite book or talk about the pictures.
- Have fun with nursery rhymes or any song, especially those with actions.
- Listen carefully and give your toddler time to finish talking.
- If your toddler says something incorrectly, say it back the right way, e.g. "Goggy bit it." "Yes, the dog bit it, didn't he."
- Try to watch TV together so you can talk about what happens.



© Posy Simmonds

Rozmowa z dzieckiem

Nauka mowy jest jedną z najbardziej poważnych i skomplikowanych umiejętności, które zdobywa twoje dziecko. Wydaje się, że dziecko nabywa tę umiejętność naturalnie, jednak Ty odgrywasz w tym procesie bardzo poważną rolę. Im więcej rozmawiasz ze swoim dzieckiem tym bardziej pewnie będzie ono mówiło.

- Mów o tym co robisz przez cały dzień – przy kąpieli, karmieniu, przy zmianie pieluszki.
- Mów o tym co widzisz w drodze do sklepu. Staraj się mówić o tym co interesuje twoje dziecko.
- Mów w swoim języku, nie musi to być język angielski.
- Patrz na twoje dziecko przy rozmowie i daj mu czas na odpowiedź.
- Odpowiadaj na odgłosy i gaworzenie twojego dziecka.
- Usiądźcie wygodnie razem i przeczytajcie ulubioną książeczkę, lub porozmawiajcie o obrazkach.
- Powtarzajcie rymowanki lub piosenki, szczególnie te z akcją.
- Słuchaj uważnie swojego malucha i daj mu czas na odpowiedź.
- Jeżeli dziecko powie coś niepoprawnie, powtórz to w odpowiedni sposób, np: „Piesek glizie to” „Tak, piesek grysie to prawda?”
- Oglądajcie razem telewizję abyście mogli porozmawiać o tym co zobaczyliście.



Talk To Your Baby

If you or someone you know is vulnerable, shielding, or self-isolating and has no friends or family to call on, please get in touch with the Sheffield City Council Community Helpline on 0114 273 4567 - lines are open 8.45am - 4.45pm, or visit www.sheffield.gov.uk/coronavirus



For help with benefits, debt, employment or immigration issues (including EU settled status) contact Citizens Advice Sheffield - Phone : 03444 113 111
Open Monday to Friday 10am to 4pm
Email : getintouch@citizensadvice-sheffield.org.uk
Visit : www.citizensadvice-sheffield.org.uk

If you need housing advice, representation, support or information, you can contact Shelter in Sheffield by emailing Sheffield_hub@shelter.org.uk or calling 0344 515 1515 (open 9am-5pm, Monday to Friday).

Shelter

KEY CONTACTS

Understanding mental health

Mental health is like physical health

Some days we feel great. Sometimes we're not feeling at our best but we're OK and we can carry on with day to day activities.

Sometimes we have strains and wounds we need to take special care of. Occasionally we feel really bad and might need to seek help from others.

And just like exercising to keep **physically fit** we need to build in activities to keep **emotionally well**

Each week we look at a different activity to keep well.

This week it's
Being Healthy
and we're looking at sleep

Be Healthy - Get better sleep

- sleep was a top 3 concern for 30,000 Sheffield pupils surveyed before Coronavirus
- blue light from screens makes our bodies produce less sleep chemicals
- getting sunlight as early as possible in the morning helps us sleep better at night
- teenagers need 8 to 10 hours of sleep per night

How to sleep better:

- try to get up at the same time every day
- exercise however you can during the day
- read a book or magazine (not online) in bed
- have warm milk (not hot chocolate) or water before bed
- make sure your bedroom is calm and your devices can't disturb you
- try to make a nighttime routine, e.g. have a bath and listen to relaxing music
- work out what helps you get better sleep by using the tracker below. Do you get more sleep on days you exercised? Or turned your phone off? Or read before bed?

Track
your
sleep

Mon	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Tue	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Wed	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Thu	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Fri	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Sat	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Sun	19	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18

Emotional Check-in

Notice your emotions
Notice your mood and what makes
you feel better or worse

Build Skills

Set yourself a challenge –
now is a great time to learn
a new skill
Choose a set time and place to
complete school work

Be Healthy

Keep to a healthy routine
If you're feeling sluggish and
tired you probably need
to move!

Stay Connected

It's really important to stay
connected with friends, social
groups and family - online,
phone or post
Check out *Thinkuknow* or *Own It*

Be In the Moment

Calm your body and mind -
it's important to take a break
from our thoughts even only
for a few minutes
The more you practice the more it
will help when you most need it

Please contact your GP if you are concerned about your own mental health or someone within your family
See **Lets Talk Sheffield** for more info