

Sheffield Learning Together

Learn Sheffield  The Star

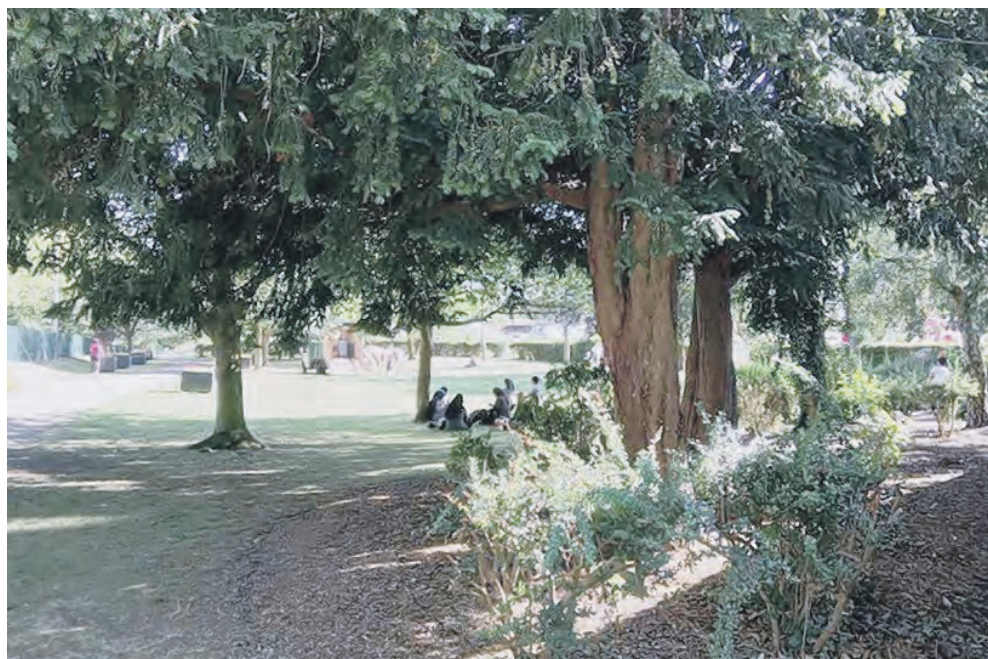


Sixteen pages full of fun learning at home with your Sheffield schools



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

Sheffield Learning Together



Abtisam is a councillor for Firth Park, which has the city's first publicly-owned park - donated by Mark Firth in 1875



If you're unsure about your next step, just ask. Firth Park Academy has been praised for its career advice

Two jobs which have let me help people and make a difference

Abtisam Mohamed
Cabinet member for education
Sheffield City Council

I have two jobs. Firstly I am a solicitor specialising in immigration, asylum and human rights law. I help to reunite families, represent individuals fleeing war torn countries and victims in human trafficking, domestic violence or modern day slavery.

Secondly, I am an elected politician representing the Labour Party in the Firth Park ward in Sheffield. As part of this job I was appointed as the Cabinet Member for Education and Skills in Sheffield which means I work with colleagues to lead on the priorities for our ambitions in relation to education and skills in Sheffield.

Why did you pick these careers?

I initially qualified as a teacher but then decided to pursue law as I had experience at an advice centre and enjoyed helping people. Politics happened by chance as a result of being active in my community. I was really frustrated with things not changing and how decisions were made.

What do you enjoy most?

I love seeing my clients really happy when we sort out their legal problems. Reuniting families and seeing them cry tears of happiness is always the most rewarding. The council role also allows me to help people in Firth Park. I



Guest editor Abtisam's favourite joke is: what do you call a boomerang that doesn't come back? A stick!

enjoy trying to change council policy to help improve the lives of local people.

What has changed during lockdown?

Gosh, everything has gone on Zoom or over the phone. I enjoyed this initially but I think I am all Zoomed out

now! I can't see people and that is the hardest bit as not everyone is able to explain their problem over the phone.

What career advice would you give?

Keep your options open and don't stress out. I know it's easier said than done. You are

all in a unique situation and everyone will help with your next steps! If you are unsure about anything or don't know where to turn for advice then ask. Don't struggle in silence.

What do you love most about Sheffield?

The people! It's a really

friendly and welcoming city.

Tell us a funny memory from school?

Winning a bronze medal in the 400m on sports day when only three people were in the race. I finished a good five minutes after the others and walked the last 200m!

Which teacher inspired you?

Mrs Casey, my English teacher, was brilliant. I passed English language and literature because of her. She would sit with me outside of class and supported me throughout my last year.

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Early Years

#42 The Rough and the Smooth

Available on Google Play

Available on the App Store



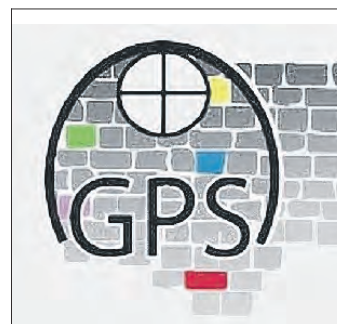
As well as being huge fun, playing with dough, clay, gloop and textured materials helps your child to strengthen muscle tone, develop fine motor skills and helps their pre-writing skills. Doughs can be easily made at home with everyday ingredients. The excitement of measuring out and mixing, and then watching ingredients transform into something new is just the beginning in these exploratory activities. Once you have produced your play materials there are endless directions to go with them, from building up your child's own pre-historic swamp-land populated by dinosaurs to having a good splash/splodge and scrape about whilst exploring the fascinating properties of gloop.

These activities offer huge potential for stimulating and descriptive conversation with your child of any age, supporting them to learn unusual vocabulary alongside many aspects of physical (fine and gross motor control) development, mathematical and scientific learning.

Make gloop! It's a 'non-Newtonian liquid', which is an unusual material that is neither a solid or a liquid, but behaves like both. Mix 2 parts cornflour with 1 part water, you might need to use your hands to mix it. Can you snap, squeeze and push the gloop? Can you make a print in it? Talk to your child about how it feels. How does it change? On the #50ThingsSheffield website and app, there are videos showing how to make play dough, salt dough and fizzy cloud dough, and two about gloop and its properties. You'll also find a couple of articles that explain more about children's sensory play

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.

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Design a starter, main dish and pudding for your own menu.

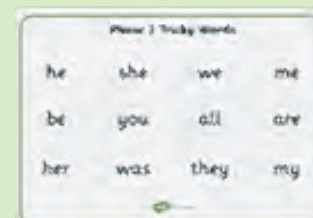


Can you write and draw pictures to make your own menu? Maybe with help from a grown up you could cook your special meal.

Write a letter to one of your friends. Tell them all about what you've been up to at home. Draw or send them a picture too!



Phonics speed write challenge! How many tricky words can you write in one minute?



Ready Steady GO GO GO!

Design your own version of Snakes and Ladders.



You could use different animals, Giraffes and Elephants, up the giraffes neck and down the elephants trunk!

Measuring with your hands.



Can you measure how tall you are? Can you find something longer, shorter or the same size as you?

#18 Music and movement with your child

Make your own rhythm sticks with your child or use an old scarf. Children love to dance to music and what could be better than to do it together. Encourage your child to use a rhythm stick or a scarf to make patterns in the air or on the floor, swirling it round to make circles, trail it along to make a long snake, throw it away and catch it. You can add bells to your stick or tie in your scarf for more noise. Put on your favourite tunes or sing your favourite rhyme and dance away. Encourage your child to listen to the different tones, have loud or soft music and conduct the tunes with your very own rhythm stick.

You can find lots of ideas on the internet of how to make your own rhythm stick and other instruments to engage your child in music.



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#18 Dance!

Available on Google Play

Available on the App Store



Dancing is fun as well as being a great way to encourage your child to be active and healthy. Your baby and toddler will enjoy moving their body to the rhythm and beat of different types of music, and will delight in copying your fabulous dance moves! Music and movement is something we can all enjoy! Children have an overwhelming drive to be active, getting moving and use their bodies in any ways that they are able. Every time they wiggle and jiggle they are learning – dancing is a fun activity you can do anywhere and with anyone. It brings people together and you can really have some fun with a child of any age!

Where? You don't need to travel anywhere for this one – you can do it from the comfort of your own home! Have a festival in the garden, a disco in the kitchen or a rave in the lounge! **Why?** Babies are often dancing before they can even walk, they love to jiggle and wiggle, this is how they show us they are engaging with the music.

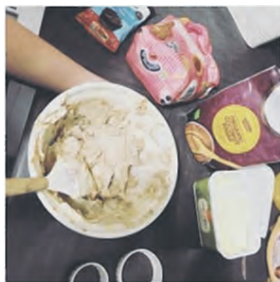
Children can listen to the music and experiment with movement. This is why listening to music, singing and dancing is brilliant for developing gross motor skills, a sense of rhythm and general well-being. Children who jump all over and move around freely can practise finding space within a group. They can learn about how to control those movements so they don't hurt themselves or anyone, whilst still having fun and dancing! It can help to encourage their control – can they stand on one leg? Can they jump up high and spin around? Can they practise changing their body position but still keep the control? Lots of action songs require children to practise moving in particular ways and coordinate their bodies. You can march in the 'Grand Old Duke of York', you could "Jump Up and Down on a Big Red Tractor", and 'Dingle Dangle Scarecrow' requires movement of the arms and legs. For children, listening to music supports them to learn rhythm. Understanding rhythm will help your child understand pattern, pulse and structure. They can do all of this without the complication of adding language and it can help your child develop their imagination and story telling.

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Cookie recipe

We would love for you all to get baking this week. We have included a recipe for Chocolate Chip Cookies. Maybe you could eat them during a teddy bears picnic, or tea party for VE day! You may need a grown up to help you measure your ingredients accurately and use the baking tools. Enjoy!



Ingredients

225g butter, softened (1 cup)
110g caster sugar (3/4 cup)
275g plain flour (1 and 1/2 cups)
1tsp cinnamon or other spices (optional)
75g chocolate chips (optional)

Heat the oven to 190°C / 170°C fan oven.
Cream the butter in a bowl with a spoon.
Add the sugar and keep beating.
Add the flour and optional ingredients, if using them.
Bring the mixture together in your hands, until it forms a dough.
Roll the dough into small balls in your hands and place on the baking tray.
Flatten them with the palms of your hand.
Place in the oven for around 10-12 minutes, until golden brown.
Leave to cool and then eat!!

MAKE A PAPER CHAIN FROM ONE PIECE OF PAPER. HOW LONG CAN YOU MAKE IT?

DESIGN A TIN FOIL BOAT. HOW MANY COINS WILL IT HOLD BEFORE IT SINKS?

CAN YOU MAKE A ROCKET MOUSE?

From Prince Edward Primary School

PIC-COLLA

Wizard's Rainbow Colour Hunt

Your challenge has been set by a wizard whose magical powers enable him to command every colour of the rainbow. This challenge will require you to look closely at your surroundings... they're rarely one colour. Be a detective and inspect the detail of the world around you!

- 1 Draw a big picture of a rainbow and colour your rainbow in.
- 2 Cut along the lines of the rainbow, so you get lots of coloured semi circles. Ask an adult to help if you need help to do it safely.
- 3 Next, cut up your semi circles into small pieces of coloured paper. Put the pieces into a bowl and mix them around. Close your eyes, or blindfold yourself with a scarf.
- 4 Pick out 1 piece of paper from the bowl and challenge yourself to find something with that colour on, inside or outside.
- 5 If you want a more difficult challenge, pick out 2 different pieces of paper.

6 If you pick out 2 pieces of paper of the same colour you have to find something with only that colour on it. But if you pick out 2 different colours, your object has to have both colours on it - that's tricky!

When you've finished, remember to wash your hands!

Careful!
Don't pick living plants or flowers (let them grow!), and avoid plants that are prickly or sting. If you're playing this outside, only touch natural objects. If you're unsure, check with an adult before you touch something.

More #homeadventures
createsheffield.co.uk/adventures



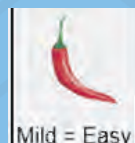
Adventures in Cultural Education

thornbridge outdoors

Pye Bank - Writing Chilli Challenge

Wonderful Words

snail	house	bicycle	breathe	forty	vegetable
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Mild = Easy

Write four different sentences using four of the 'wonderful words' above.

Write four different sentences using all six of the 'wonderful words' above. You could use some conjunctions - 'and', 'but', 'because' - to join some of these sentences.



Spicy = Hard



Hot = Hardest

Write a short story in 100 words or less, using all six of the 'wonderful words' above.

Include this phrase in your writing: "I said Sudoku, not sumo!"



On Fire!!!

English - Family Project - Teddy Bear's Picnic

We were supposed to be having a big event to celebrate the Sheffield Year of Reading and raise money for the Children's Hospital - Bears of Sheffield!

It is not going to happen in school but that is not going to stop us! We'd like you to organise a Teddy Bear's Picnic at home and tell us all about it. Choose from the activities below:

A report of the event for the website

- Use a good headline.
- Include details of who, what, where, why and when.
- Avoid 'and then...., and then...., and then....'

Persuade people to donate to the Children's hospital

- Give facts.
- Build up sympathy.
- Give clear instructions of what people should do.

A recipe for your animal's favourite meal.

- Set it out clearly.
- Use sub-headings: Ingredients and Method.
- Use imperative command words (get, mix, put) and adverbs (gently, quickly, carefully)

Design a postcard, as if written from one of the animals

- Use To.... and From....
- Who would a teddy write to? What would their address be?
- What would they say?
- What design would go on the front?

A story (from the animal's point-of-view)

- Use your imagination. How did they get to the picnic? Did they have an adventure on the way?
- Avoid 'and then...., and then...., and then....'
- Describe the characters and settings.
- Include feelings.
- Will the animals talk? If so use inverted commas.

Tell us about the history of Teddy Bears

- Find out about animal toys.
- Present your information clearly.

A poem or song - make a video of you performing it

- There is a famous song about a Teddy Bears' Picnic but can you write your own?
- Choose a feature or two and really work on this: rhyme, similes, onomatopoeia, alliteration, senses.



Watercliffe Meadow - Bunch of 5's



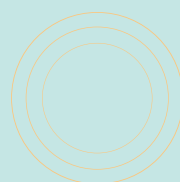
Play a game with someone in your family!

Take it in turns to see how many 'Bunches of 5' you can complete in 2 or 3 minutes (inspired by feature by Sarah Cox on BBC R2)

Some ideas for categories :

Name 5 things that -

- Are soft
- Are circular
- Are green
- Are found in the bathroom
- Taste Sweet
- Can be used as pizza toppings
- Smell nice
- Make you feel happy
- Are found in the garden



Lowfield Primary School

Make your own band

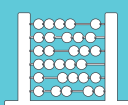
What you need:

- Empty Pringles tin or empty tin can
- A piece of paper big enough to cover tin with an overlap
- A rubber band or hair bobble.
- Decorate the tin or pringles tube in bright colours.
- Place paper over the top.
- Secure with bobble or rubber band.
- Find a pencil to use as a beater.

You have now made your drum. Play along with your favourite group.

Make your own lunch

Make a list of what you need to make a sandwich and give it to your grown-up. Only use what you asked for and make your lunch. (After you've eaten it!) write instructions on how you made it. You could make wraps, pizza, pasta, sandwich or even buns!



Maths Friday

What you need:

- Mini Marshmallows (or any other small snack e.g. raisins, raspberries)

Use them to count, add, double, halve. When you're done you can eat them! (Only on a Friday though)



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: Memory Map!



Can you draw a map from your home to anywhere you have been before, all from memory? This can be to your school, to the shops or to a relative's house. We know you'll be missing your family and friends, so create this map ready for when you are able to visit again!

You will need

- Pencil
- Paper
- Colouring pencils or felt tips



Step 1 – Choose the route you are going to draw - imagine yourself walking the route. What do you see along the route?

Step 2 – Draw your route step by step from your house to your destination

Step 3 – Add any little details you would see on your way there such as lamp posts, road signs, traffic lights or particular buildings

Step 4 – Now can you write the directions, as step-by-step instructions?

If you gave your memory map to someone, could they follow it to your destination? Keep your map safe - you might want to test it out when we are able to visit friends and family again!



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!



CU Home Learning Challenge: Create your own musical instruments!



Music has been proven to make people feel happier and calmer, as it another way of being really creative so we want you to make your own instrument! Maybe a version of one that already exists, or maybe you could even create a brand new one?

You will need: Any recycled objects (e.g. empty tissue boxes, cereal boxes, empty bottles, straws, elastic bands, hair bobbles, tins and cans, paper plates, wooden spoons)



Step 1: Think about different types of instruments. Some are 'woodwind' (flute, clarinet), some are 'brass' (trumpet, tuba), others are 'strings' (guitar, cello), some are 'percussion' (drums, xylophone). You could research the different types of instruments online if you can, and perhaps listen to their sound. Listen to some music (of any kind) and try and identify what instruments are being used.



Step 2: Decide on an instrument you'd like to make and collect all the objects you'll need to make it. Get creative and make your instrument.



Step 3: Keep testing the sound that your home-made instrument makes. What happens to the sound if you change something about your design?

Step 4: Can you play along to some music with your instrument? Try and keep to the beat if you can.

Step 5: Can you write your own piece of music for your instrument?



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eat smart SHEFFIELD



SHEFFIELD'S SWEET ENOUGH

'Sheffield's Sweet Enough' is a city wide initiative which provides information on the effects of too much sugar and gives you the tools you need to make informed choices that support your family's health. Visit

sheffieldsweetenough.org for lots of interesting facts about sugar, guideline daily limits and top tips for sugar swaps.

As part of the campaign a series of educational materials have been created. These were originally made for teachers to use in schools but have now been adapted to suit home learning. The aim is to help children investigate the amount of sugar in some popular foods by categorising them into 'good/healthy' (hero) or 'bad/unhealthy' (culprit) food and drink items, and find out how much sugar is too much.



A lesson plan, activity sheets, homework task and a certificate can be accessed via the 'Download Materials' section on the website. These materials can be used online or printed out.

To find out more or to download educational or promotional materials please visit: sheffieldsweetenough.org.

Follow, like and share 'Sheffield's Sweet Enough' on social media: [@sheffieldsweetenough](https://www.instagram.com/sheffieldsweetenough) on Instagram and Facebook [@sheffieldsweetenough](https://www.facebook.com/sheffieldsweetenough) on Twitter

TRUE OR FALSE?

- A** Cranberries can bounce
- B** Tomatoes are a fruit
- C** Bananas do not float
- D** Watermelons are 92% water
- E** Potatoes count as 1 of your 5 a day
- F** Strawberries have 200 seeds



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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Answers: **A** True **B** True **C** False **D** True **E** False **F** True

Family Recipe VEGGIE FRITATTA

This is a lovely thick omelette made for 4. Delicious served cut into wedges with a side salad.

Serves: 4

Prep time: 10 mins **Cooking time:** 30 mins



Ingredients:

- 2tsp** vegetable oil
- 6** eggs
- 2tbsp** milk
- 4** slices bread (wholemeal if possible)
- 2** tomatoes, chopped
- 1** courgette, coarsely grated
- 1** pinch ground black pepper (optional)

Method:

1. Preheat the grill.
2. Heat the vegetable oil in a non-stick frying pan. Add the courgette and tomatoes and cook on the hob for 3-4 minutes, stirring often, until soft. Spread out over the base of the frying pan.
3. Beat the eggs and milk together and pour into the frying pan. Cook over a medium-low heat for 4-5 minutes to set the base, then transfer to the grill to set the surface - about 2-3 minutes. Remove from the heat and let the frittata cool for 3-4 minutes.
Take care not to cook over a high heat, or else the base could brown too much before the middle of the frittata is cooked.
4. Toast the slices of bread. Slice the frittata into wedges and serve with the toast.

SWAP TIP

You could also make this recipe with extra vegetables such as mushrooms, spring onions and chopped peppers or family favourites like peas and sweetcorn!

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

Speech and Language Therapy can be done in everyday activities - here's some language strategies and ideas you can try at home.

You can use everyday activities to teach language - try doing some baking or cooking together. Use different types of words in your commentary – use **nouns** (words for objects), **verbs** (words for actions) and **concepts** (describing words). For children with few words use mainly nouns. For children with some single words, use some verbs too. For children with quite a few words and phrases, start to use concepts. Use gestures / signs to help show what the word means e.g. mime mixing when you say 'mix' and use or draw pictures to point to say you say them.

And don't forget to add on one more word each time they say something....

"uh oh"
"uh oh..broken...
....egg broken"

"sugar"
"mixing sugar"

"cut"
"cut butter"

"me stir"
"Adam's stirring
flour"

"put buns in"
"put cake in the
oven"

"yummy cake"
"You made yummy
cake!"

For children who are already speaking in short sentences, you can add on another idea, rather than just one more word e.g. "*that butter melting*" say "yes, the butter is melting because it's getting hot" or "*take cake out oven*" say, "yes, let's take the cake out of the oven, because it's cooked!".

You can find some more tips about teaching language skills through everyday activities on Sheffield Children's social media and website – look for the 'Weekend Words' short videos! It's good to use symbols, photos or drawings with children who struggle with understanding language or spoken language. You can register for a FREE 21 day trial at <https://widgitonline.com/> to make your own symbol resources to use with your child.

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

Theme: Paddington Bear



English: Try to get hold of the Paddington Bear books and read them together or you may be able to watch the film.

- Look at the picture of Paddington and say/write some sentences about him. You may be able to make up your own story.
- Paddington's tag says 'Please look after this bear, thank you x'. Make your own tag and put it on one of your favourite teddy bears. It might be fun to hide the bear around your house for your family to find.
- Write a list of items that you think Paddington might have packed in his suitcase. Think about what he could have needed for the journey, items that are special to him and things he might need to set up his new life in London. **Challenge:** Write using full sentences, for example; Paddington would take marmalade sandwiches. Paddington has a photo of his family.
- In the Paddington stories, there are lots of letters written. Take the opportunity to write a letter to one of your friends or family member you haven't seen recently.

Maths: - Set up a teddy bears' picnic for you, your family and as many cuddly toys as you want to invite! Here are some maths ideas that you can think about while you're having your picnic:

- Cut the sandwiches into different 2D shapes. Name them and their properties
- Count how many cups, plates, bowls etc. you will need for all of your guests
- Share the food between your guests. How many does each person/toy get?
- What time will your picnic start and end?
- Draw shapes to make your very own napkins for your picnic.



Fine Motor Skills Toilet Roll Teddy Bear

Make your very own toilet roll teddy bear. Practise using scissors to cut out the shapes for the arms, legs and head. You could even try to make your bear look like Paddington with a blue coat, red hat and suitcase.

Baking and Making: Paddington's favourite sandwich
Paddington loves marmalade sandwiches! Try making one and see if you love them as much as he does or decorate some toast.



Life Skills: Paddington packed things that are special to him in his suitcase. Think about the things that are the most special to you. They could be things that make you happy, things that have great memories or things that you really like. Make a poster of these things. Would everyone's special things be the same? Why? Why not? Talk about the fact that everyone is different and that makes the world an exciting place to be.

Family Tree



Straw Races

Materials:

- 1) Package of drinking straws
- 2) Variety of materials for children to blow at i.e. cotton balls, feathers, pom-poms, tissue paper, toy cars, bouncy balls, small wooden blocks, keys, rock, package peanut, paper cup, stick, etc.
- 3) Flat smooth surface like on a table, cookie sheet, or tray

Directions:

1. Begin by exploring the objects with the children and encourage them to describe some of the characteristics of each object. Specifically discuss the weight of the objects.
2. Ask children to predict which objects they think they will be able to move by blowing with their straws at them, why? Record their predictions on a chart.
3. Invite children to choose objects to blow at with the straws, how does what really happened compare to their predictions?
4. Invite the children to have straw races, chose two or three items and ask the children to blow at them predicting ahead of time which will win based on what they have discovered about the objects from their experiments. Ask them to determine if their predictions were correct? Why or why not? What other factors might have contributed to the outcomes?

Create a simple Family Tree

Use the picture to the left to design a simple family tree. If you want to make it more challenging include your great grandparents names too!

Shapes around the house

What 2D shapes do you know? Do you know the names of any 3D shapes?

Can you see anything that looks like a 2D shape in your house? What shape is the TV screen? Can you see any 3D shapes?

Why not go on a shape hunt and see what you can find?


Sorting stuff

Looking out of your window, what can you see? Can the things you see be split into 2 or more groups? How have you sorted them?



PE at Home – ATHLETICS - JUMPS

#stayhomestayactive
#PEatHome



EXPLORE

V Find a small space ideally with a soft landing.

How many different ways can you find to jump?

Bright ideas:

- How far can you jump?
- How high can you jump?
- Can you jump from side to side?
- Can you jump and turn?

Can you jump far, high, right, left, backwards, forwards and repeat?

Now add some music to your jumping to make it more fun.

@KESSPB
@awhitehousePE
@SarahLayPE

PRACTICE

Draw out a hopscotch like this one to practice your jumping
You can use chalk, tape or squares of paper.

Start on number 1


- * Can you jump forwards and sideways on to each number in order?
- * Can you jump far over the double numbers?
- * Can you jump high in the air and land carefully on every number or just odds and evens?

Maths Challenge!

Draw a clock on the floor with chalk or mark the position of the numbers with small objects

Pretend you are the hands of the clock! Start in the middle and jump with two feet


- * Jump to 12 o'clock and back
- * Jump to half past and back
- * Jump your way around the clock from 1 - 12 and back again from 12 - 1



DEVELOP


Can you draw out your own hopscotch grid and practice improving your jumping?

Look up the rules of hopscotch
Can you teach a member of your family how to play?



Invent your own rules for your hopscotch grid and challenge your family to play.

Parent's Tip!
Let your child be the teacher!
They will love coming up with ideas and telling you what to do. You will be amazed at how creative they are.




Design Technology Challenge

Can you draw around your family's feet?

Can you cut the feet out?

Put them in a line, toe to heel.

Can you jump the length of your family's feet?



Make sure you have enough room to complete the tasks!

KS1

PE at Home – ATHLETICS - JUMPS

#stayhomestayactive
#PEatHome



EXPLORE

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

Bright ideas:

- Jump as high as you can.
- Jump from two feet to two feet.
- Jump from one foot to two feet.
- Jump from one foot to the other foot.
- Jump in different directions.
- Jump forwards and backwards.

Can you make your jump as long as possible?

@KESSPB
@awhitehousePE
@SarahLayPE

PRACTICE

Mark out a start line. Swing your arms and jump as far as you can from a standing start, landing on two feet – measure your distance with an object or a tape measure if you have one.

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. Work as a family team to measure each others jumps.

TEAM

Maths Challenge!

The length of the sand pit used in long jump is 9m. The width is 2 m. What is the overall area of the sand pit?

If the depth of the pit is 1.5m, what volume of sand would you need to fill it?

Top tip – make sure you add the correct units of measurement to your answer!


DEVELOP

Can you create a training programme to improve your long jump distance? What types of practices could you use to improve your performance?

Imagine that you have just won the gold medal at the Olympic Games for long jump. Create a diary extract from the day describing your experience.

Top tip – try to use similes and metaphors in your diary entry to improve your work.

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




Muscle Challenge:

How many muscles can you name that are important in long jump?

What type of training could you do to improve the strength of these muscles?

<https://www.youtube.com/watch?v=hY2fa6Q98-k>



Make sure you have enough room to complete the tasks!

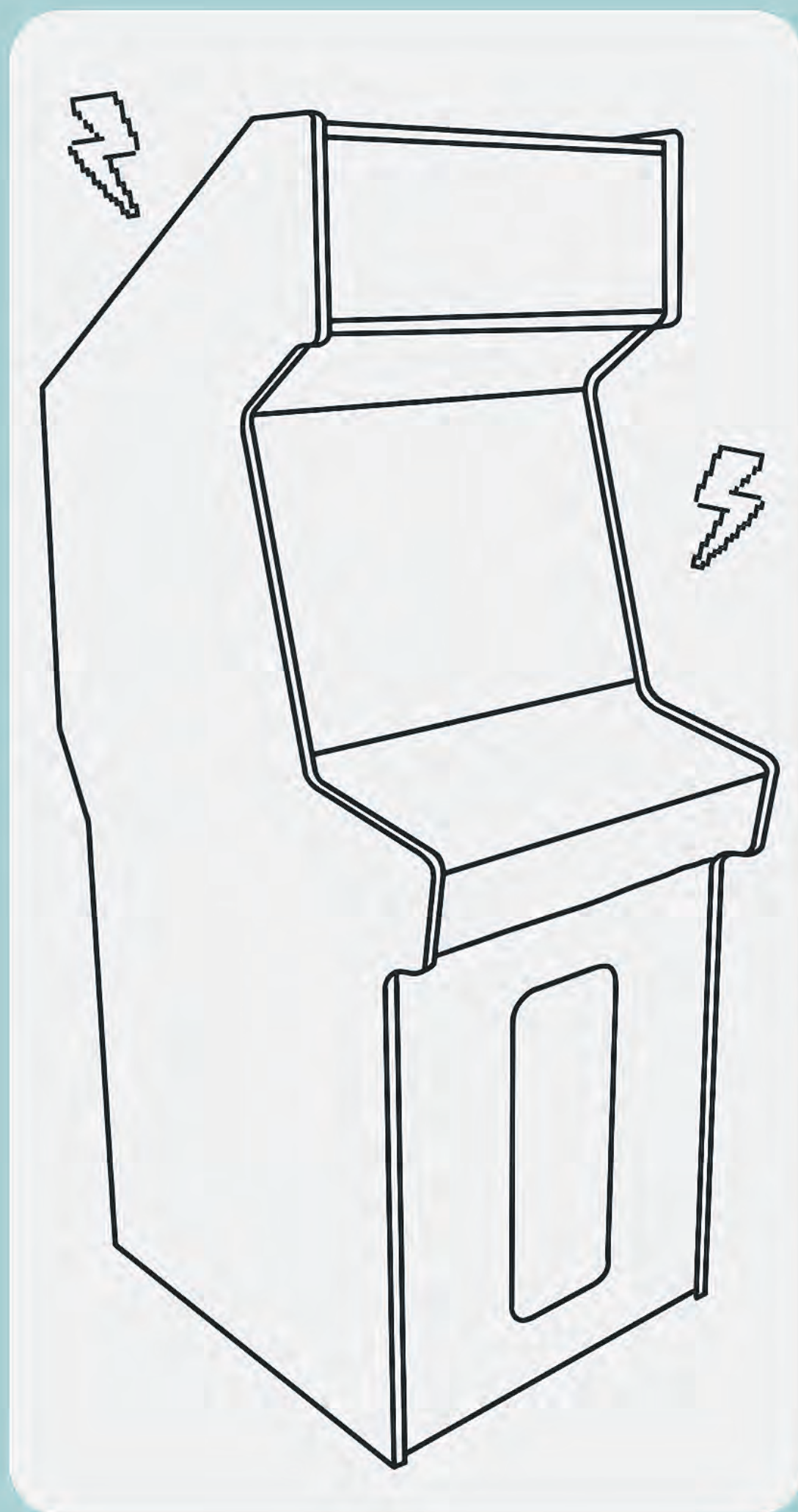
KS3

@KESSPB
@awhitehousePE
@SarahLayPE

Where can I go to take part in more athletics?
<https://clubhubuk.co.uk/clubs/rowheath-athletics-club/>
<https://www.birchfieldharriers.com/>
<https://rscac.co.uk/>

BIRCHFIELD
HARRIERS

Make sure you have enough room to complete the tasks!



National Videogame Museum

DESIGN AN ARCADE CABINET!

You will need:

- Pencils or pens!
- Imagination!

And that's it!

We love arcade cabinets at the National Videogame Museum and have many in our collection. Have a go at designing your own using this blank cabinet!



STUCK FOR IDEAS?

Try creating a cabinet for a videogame you've been playing at home or create a brand new videogame!



Find more free resources from the National Videogame Museum at:
thenvm.org/nvm-at-home

More #HomeAdventures
@ createsheffield.co.uk/adventures



create
sheffield

Adventures
in Cultural
Education

Achievement Respect Opportunity  Togetherness Kindness Determination

Drama: Home Movie Challenge

Task: Use a mobile phone or computer to film and edit a short movie masterpiece.

1. Start by sketching out a **storyboard**. Who will star in your movie? What will the plot be?

2. Use a phone or computer to **record** the scenes.

3. **Edit** your scenes together. If your computer does not have editing software you can easily download a free app to edit your film on a phone.

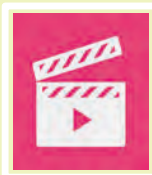
4. Host a **'movie night'** with your family and premiere your masterpiece! Don't forget the popcorn!

Ideas:

Reinvent a classic story or create your own

An **action** movie based on your family pet

You could make a **documentary** about your family



Home Learning - Firth Park Academy



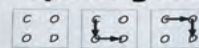
English:

Write a film review on a film you have watched this week

- How many stars would you give it /5 and why?
- Apply the 5Ws - Who? What? When? Where? Why?
- Would you recommend it to a friend? Why/Why not?

A Fishy Tale ☆☆☆ 18

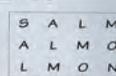
If you write the word **COD** in a grid like this there are two ways of spelling the word.



How many ways can you make **HAKE**?



What about **COLEY** or **SALMON**?



Can you predict how many ways there are to make **BARRACUDA**?

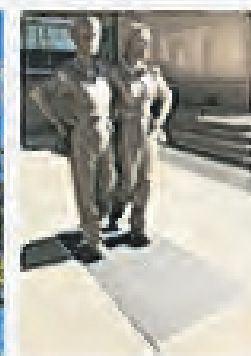
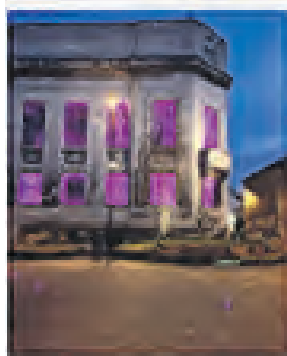
Healthy Minds

Email or write a note to one of your teachers to say thank you for something.

Teach a parent or carer something from your learning this week.

Word of the Week - Corroborate - to confirm or give support to someone

Can you use this in a sentence?



Our Sheffield is.. The Big Poem Callout

Our Sheffield is

Love parks and city squares with flowers and benches with space to meet friends not social distancing.

Our Sheffield is the vernacular:
Ey up love! Giyore!

It's the people

overdoing food at The Cabin and seeing kids go to hug the stuffed bear,
it's independence: my first ever market with my shop
someone commuting on the same train every day for 40 years and
going to Sheffield Central station, ready for a long trip.

Our Sheffield is that graffiti that says "I LOVE YOU WILL U MARRY ME?"

calm blue water at Redmires on a nice day
The restaurant we always go to in town with a wooden decoration we
always wondered about conveniently hiding the fuse box
It's heart pain in Canals, it's rain touching water.

In Millhouses holding the stream within its bushy trees following my
loneliness.
It's the Northern General with the biggest hospital ground in Europe.



Our Sheffield is a guy I see singing on the moor
it's the scaffolders on Chapel Walk
the cleaner at one of the high-rise apartment blocks overlooking town
the gardener that looks after the winter gardens.

It's street pastors. It's the short wall that makes the entrance to the university building a squat courtyard.

It's the fire station that used to be on Ringinglow Road
the Endcliffe park heron
and, of course that old couple kissing.
It's the terraced houses balanced on steep streets, cranes on the horizon,
it's poetry on walls.

While in lockdown, many of us have been missing our favourite places, activities and people in Sheffield and we want to hear all about them.

We need your help to create Sheffield's BIG poem!

We want the bits about Sheffield that mean the most to you. A memory, a place, a person – anything you love about your time in the city. Something you're proud of, something unusual, something only you might have noticed.

All you need to do to be involved is send us your words – they can be a single word, a single sentence, or a few lines.

Post them on our Facebook page or tweet them to us using the hashtag **#SheffieldLuv**. The finished piece will be collated and edited into a poem (or two!) by Writer in Residence, Nik Perring, to be displayed in very special way and will form something that will last way beyond the Year of Reading.

We might not be able to get out into the city as much as we like but that's no reason for us not to celebrate Sheffield it and all it means. For some gentle inspiration, read the poem by Nik compiled from lines given to him in one of our recent writing Masterclasses.

We can create something wonderful, and personal to you and to Sheffield. Send us your lines and please include **#SheffieldLuv** in your posts. Email libraries@sheffield.gov.uk



Sheffield Learning Together

Secondary



#getexperimenting
with

Stocksbridge High School

Science in action! Keep your scientific mind busy in lockdown by having a go at conducting, recording & analysing the results of these 'do at home' experiments!

Experiment 1...Viscosity of a Liquid

How runny is a liquid?

Viscous liquids aren't runny, for example we can say that treacle is more viscous than water.

- Choose 3 liquids to compare.
- Find a surface to run the liquid down and the angle it will run down at.
- Measure the time it takes each liquid to run down the same distance.
- What have you learnt about the viscosity of your 3 liquids?



Experiment 2...Diffusion

How does temperature affect diffusion? Diffusion is the movement of particles from a high concentration to a low concentration. Particles will move faster the more energy they have.

- Mark a cross with a pencil on a piece of paper
- Place a (thick) glass beaker on top of the cross and place a teabag in it - fill the glass in turn with HOT and COLD water, as below, and time how long it takes the cross to 'disappear' (not be seen through the glass)
- Repeat the experiment 6 times - 3 times with HOT water and 3 with COLD water - record the results for each (don't forget to empty the water and change the teabag each time)
- What have you learnt about how temperature affects diffusion - does heat speed up or slow down diffusion? Why?

Think like a Scientist...what do I need to think about when experimenting?

What am I going to change? (Independent Variable)

What am I going to measure? (Dependent Variable)

What will I keep the same? (Controlled Variable)

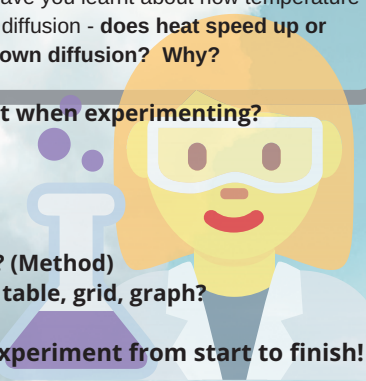
Can I draw a diagram of the equipment set up?

What steps did I go through during the experiment? (Method)

What and how will I record my results, for example table, grid, graph?

What did I find out? (Conclusion)

Challenge - Use these questions to record your experiment from start to finish!



Puzzle #3: What's the Number?

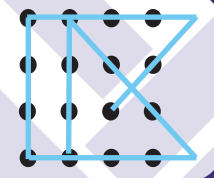


WHAT'S THE NUMBER
OF THE PARKING SPACE?

Extension Task:

Test your family! Can they solve the puzzle?

The answer to last week's puzzle was...



Look in next week's newspaper for the answer to this puzzle



BRIGANTIA LEARNING TRUST



Mon Super-héros! Part Two

STEP 1. Cut out these new flashcards and add them to last week's pile. Play pairs/snap until you think you can remember them all.

courageuse	brave
rapide	fast
intelligent	clever
grande	tall/big
forte	strong
sage	wise
rigolo	funny
très	very
assez	quite

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 introduced your superhero.

The week's words will help you tell people more about their personality!

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

You will notice that the spellings of the words change depending on if it is boy or a girl! This is called 'adjective agreement'. Make sure you use the correct spelling.

Elle She	est is	courageuse brave		très very	rigolo funny
		rapide fast			sage wise
		intelligente clever	et and	assez quite	forte strong
					grande tall/big
Il He	est is	courageux brave			sympa kind
		rapide fast	mais il n'est pas but he isn't		rigolo funny
		intelligent clever			fort strong
		grand tall/big			

STEP 4. Can you now write a sentence about your superhero's personality?



Next week we will learn how to talk about your superhero's cool outfit!

Meadowhead School



Learn a Language Board Game Challenge!

- Make a board game to revise at least one topic you have covered in school. It must practise some German or French or Spanish that you have covered in school.
- Write the instructions in English and play the board game at home. Suggestions:
- Lots of existing board games use numbers and counting. Could you re-create them in another language?
- Maybe make up a match-up type game, with words and pictures or English and French/German/Spanish cards to match up. Be creative and have fun with it.



Create a 2020 time capsule!



We are currently living through an unprecedented and momentous time and history is being made!

- Try to make a time capsule to help you remember this period in years to come.
- Get a cardboard box from the recycling. Over a few weeks, try to fill it with items that show what it was like to live during the Coronavirus outbreak.
- Add the following to your time capsule:
- Newspaper clippings / Memes / Social Media posts that show what is happening
- Objects linked to the outbreak (e.g. Face mask, hand gel, chocolate wrappers)
- A drawing/photo of the people you are staying at home with
- Journal entries or art work to show how you're feeling
- A shopping receipt showing how much things cost at the moment
- Photos of you / your street / Sheffield under lockdown
- Write a letter to your future self describing life now and your hopes for the future
- Interview your parents about their experience of lockdown and make notes about what they say



Can you

24 puzzle

You can add, subtract, multiply and divide. You must use all four numbers, but use each

The Sheffield College

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



BAKERY

Task: Designing a two-tier birthday cake

Think of a birthday cake theme and the flavours you could use.

What flavour sponge and fillings will you choose? Consider buttercream, jams, ganaches (chocolate fillings) and creams.

Draw and label your design, and decide what colours would suit your theme.

Extension Task: If you can get the ingredients, try to bake your designed cake! Keep a reflection of the process and use this for your own future development. Consider the following: was your planning effective? Did you manage the process well? Were you happy with the result?

CHILDCARE

Task: Creating a milk bottle elephant for nursery children

Find some empty, cleanly rinsed, four-pint plastic milk bottles. Using a felt tip pen or marker, draw a line around the bottle and just below the bottle handle. Find some scissors and cut along the line that you have drawn. The bottle handle will be the elephant's trunk. The bottle lid will be the top of the elephant's head.

Next, you will need to cut out some legs. Draw an arch on each side of the bottom of the bottle and cut along each of the arched lines.

Decorate the elephant using paint, or by cutting up different coloured paper and gluing it on. Finishing touches include sticking on some eyes, or draw them on using a marker or black pen.

Extension Task: Write a short explanation of how and why you could use this with a group of nursery children to support them to learn.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

Task: Your personal story and journey

Write down or draw the story of your journey from your country of birth to the UK. This can be real or fictional, you don't have to say which.

Task: Positive reflections on home learning

Make a list and add one positive thing each day about learning from home. You could add a word, a sentence, a paragraph or a picture.

GO FURTHER

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



Looking for work in lockdown? If you're due to leave school this year, looking for work and could do with a hand navigating the lockdown job market you're in the right place.

Alex Leonard, Employer Engagement Co-ordinator at Sheffield Futures provides advice and guidance on looking for work in lockdown, where to look for success and important safety advice to be aware of.

Are you job seeking right now? Do you want to know where you can find job opportunities easily? Then this one is for you! Government restrictions mean some sectors of the economy are changed. This means that jobs in previously booming sectors such as travel, retail and hospitality have all but disappeared for now, whereas jobs in social care, food production, food supply, supermarket retail, transport and delivery are in demand. So, these sectors are where to look for the best chance of getting a job right now.



Who is recruiting now? Here are six major job sectors where demand for employees is still high, with examples of the types of jobs available.

1. Food supply (Agriculture): Fruit / veg picker **2.** Food production: Factory operatives, food packaging, production operatives **3.** Supermarket retail: Stock assistants, retail assistants, cashier till assistants, night stock assistants **4.** Deliveries: Van drivers (postal/packages/supermarkets), car drivers (fast food/takeaways) **5.** Warehouse: Warehouse operatives (packages/postal/food/clothing) **6.** Social Care: Care worker, personal assistant, housing support assistant

How to access these jobs #FeedTheNation is a national recruitment campaign led by Staffline Recruitment and PeoplePlus - the UK's leading adult training provider - to support the UK's essential services. To access jobs in these key in demand sectors take a look at the #FeedTheNation website at www.feedthenation.co.uk. For social care roles in Sheffield visit www.sheffield.gov.uk/jobs or use www.indeed.co.uk for a wider search.

Know your rights: Staying safe at work It's important to remember that we are in lockdown to control the spread of Covid-19. Staying safe is the priority at work as this will prevent you getting ill, spreading the virus when you get home and putting colleagues at risk. Know your rights in this area. It is your right to make sure you are protected at work.

1. Two metre rule. This means staying two metres from anyone you do not live with. Follow your employer's guidelines within the working environment. If there are no guidelines, then you have a right to challenge your employer on this. Find out more about this at www.citizensadvice.org.uk

2. Personal Protective Equipment (PPE) You will hear a lot about PPE on TV and on the news. This is any piece of clothing or equipment that helps to keep you safe in your working environment and you may be asked to wear. Common pieces of PPE include, face masks, gloves and overalls.

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 name all nine of these famous Sheffield people?

We picked nine famous people born in Sheffield for this picture quiz. Do you recognise them? Answers in next week's Sheffield Learning Together.



1. Former track and field athlete and 2012 Olympic champion.



2. First British astronaut.



3. Professional boxer from 1992-2002, known as the Prince.



4. English professional football manager, premier league club manager of Sheffield United



5. Former football manager with Notts county, Sheffield Wednesday and Leeds United.



6. Famous sheffield born people. British professional boxer 1986 - 2005, the longest reigning world cruiserweight champion of all time.



7. Singer with Pulp



8. British professional boxer, welterweight champion from 2014-2017



4. Comedian, actor, TV presenter and was a member of Monty Python.

Answers to last week's quiz: 1. The site of Castle Market; 2. Sheffield Cathedral; 3. Digital Campus, Sheaf Street; 4. Cambridge Street; 5. Kelham Island Museum; 6. Central Library and Graves Art Gallery; 7. Bishops' House; 8. Weston Park Museum; 9. The Old Queen's Head, Pond Hill.



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.

Somali Soomaali

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

Adeegso warqad buugga si aad u dhammayso hawlahaan, Samee maalinba mid!

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

Monday	Isniin	Tuesday	Talaado	Wednesday	Arbaco	Thursday	Khamis	Friday	Jamco
Choose a book page, magazine, or newspaper article. Tally how many times you find the words that start with letters: M R E	Xulo bog buug, joornaal, ama maqaal wargeys. Tiri inta jeer ee aad ka hesho ereyada ku bilowda xarfaha: M R E	Go on a shape hunt. Find five things in your house for each shape: Hexagon Trapezoid Equilateral	Soco qaab ugaarsi. Ka raadi shan shay gurigaaga qaab kasta: Hexagon Trapezoid Sinaan	If you had your own restaurant, what would you serve? Write a description of your restaurant and create a menu with prices.	Haddii aad lahaan lahayd makhaayad kuu gaar ah, maxaad u adeegi lahayd? Qor sharraxa makhaayaddaad a oo u samee menu qiimo leh.	List 5 things that can be chemical changes . List 5 things that can be physical changes .	Liis garee 5 shay oo noqon kara isbedelada kimikada. Liis garee 5 shay oo noqon kara isbedelo jireed.	Find four things in your home that are transparent . Find four things in your home that are opaque .	Ka raadi afar shay gurigaaga oo hufan. Ka raadi afar shay gurigaaga opaque.

Who Speaks Somali?

From: Language of the Month
<https://www.newburyparkschool.net/lotm/index.html>

Somali is the national language of Somali, in Easternmost Africa. There are about 15,000,000 people in Somalia, Kenya, Ethiopia & Djibouti who speak Somali.



<https://globalstorybooks.net/>



Useful websites
Bogag faa'iido leh



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



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

Talk To Your Baby – quick tips

U Sheekee Ilmaha - Talooyin

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.

Wada sheekaysta ilmaha

Barashada hadalka waa mid ka mid ah xirfadaha ugu muhiimsan uguna adag ee ilmuhu la kulmo. Si caadi ah ayey u timaadaa laakiin haddana qayb weyn ayaad ka ciyaari kartaa. Inaad la sheekaysatid waxay ilmaha ka caawinaysaa inay si wanaagsan oo kalsooni leh u hadlaan.

- Ka wada sheekaysta hawlmaalmeedkiina – sida marka aad u qubaynaysid, quudinaysid ama aad ka beddelaysid bambarka.
- Ka wada sheekaysta waxyaabaha aad aragtaan markaad ku sii socdaan dukaamada ama suuqa. Isku day inaad ka wada sheekaysataan waxyaabaha ilmuhu xiisaynayo.
- Ku wada sheekaysta luqadda aad isla fahmaysaan – qasab ma aha inay tahay luqadda Ingiriisiga.
- Indha ka eeg ilmaha marka aad hadlaysid, adiga oo siinaya waqti uu kuugu jawaabo.
- Ka jawaab markii ilmuhu sameeyo shanqar ama guux ama hadaaq.
- Bogga ku qabo ilmaha una akhri buug ilmuhu jecel yahay, sawirrada buuggana ka hadla.
- Ku madadaasha heesaha neersariga iyo ciyaaraha kaleba.
- Si taxaddar leh u dhagayso, ilmaha sii waqti uu ku dhammaystiro hadalka.
- Haddii ilmuhu eray ugu dhowaado si qalad ah, ka daba-dheh iyadoo saxan, sida, "Goggy bited it." "Yes, the dog bit it, didn't he."
- Isku day inaad TV-ga wada daawataan si aad uga wada hadashaan waxa dhacaya.

Quick tips may be photocopied. For more information visit www.talktoyourbaby.org.uk
Talk To Your Baby is an initiative of the National Literacy Trust.

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@citizensadvicesheffield.org.uk
Visit : www.citizensadvicesheffield.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 will look at a different activity to keep well. This week it's

Emotional Check in

Emotional Check in

One of the key things which helps support mental health is having fun with others and having someone to talk things through with, so its really important to stay connected, however we can at the moment.

Being listened to helps us understand how we feel, why we feel like that and work out what we can do about it.

When we listen closely to friends and family, everyone can feel better.

How to be a good listener:

- Find a good time to talk when you can really focus on listening
- Let the other person talk at their own pace
- Acknowledge what they are saying by simply saying what you think you've heard. For example, you might say: 'that sounds really upsetting' or 'you must be feeling really confused.' Feeling heard, understood and acknowledged can really help reduce stress
- It can be hard to just listen when someone we care about is upset or worried, without dashing in to try and make them feel better or solve it for them. It's important to give them time to really talk things through so they can better understand how they're feeling.
- Listening to other people's worries can affect our own mood so make sure you are looking after yourself too.
- Recognise if you're stuck. If you're going round in circles, gently let them know and work out what else might help to move things on.
- Encourage them to seek support if they need to, but don't pressure them unless you're worried they are not safe.

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

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*

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!

Emotional Check-in

Notice your emotions

Notice your mood and what makes you feel better or worse

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