

Sheffield **The Star** **Learning** Learn Sheffield **Together**



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



Sharing my experiences to help students achieve their potential

Sabrina McKetty-Edwards
Higher Education
Engagement Assistant

What is your job, when did you start in that role and what do you do?

I started working as a Higher Education Engagement Assistant for HeppSY in 2018 as part of the central team travelling across South Yorkshire delivering higher education related workshops in secondary schools and colleges. My current role, still with HeppSY, is based at The Sheffield College where I continued to deliver workshops and support students to engage with different higher education providers. I act as a role model and share my experiences about university study to help students achieve their potential.

Why did you choose this career?

Prior to working for HeppSY, I was a care and support worker for the elderly, and through doing that I decided I wanted to work with students. Working as a carer was fun but I felt my experiences were best suited to make a difference in a young person's life. When I saw the job advertised for HeppSY, I knew it was a perfect for what I wanted to achieve. When I was younger, organisations such as HeppSY made a huge impact on who I am today.

What do you enjoy most about your role?

I enjoy inspiring students to be



what they want to be, encouraging them to make the most out of every opportunity and just to help them enjoy life.

How has your role changed during lockdown?

My role was predominantly student facing, but since be-

ing in lockdown the students' college work has taken priority and the role I do has had to adapt. I am now involved in a lot of planning which had been interesting to see how HeppSY has become more digital and in making sure students can access on our online offer.

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

Take this time to develop your image as a professional person, if you don't already have a CV, now would be a good time to start putting one together. It is also the perfect time to en-

hance your skills, there are a lot of resources online that can aid professional development. There are free courses, webinars and lots of ways to be involved in social media spaces.

What do you love most about living in Sheffield?

I love how Sheffield as a city isn't too big and isn't too small, it has the right balance of everything and a real sense of communities coming together.

What's your funniest memory from school?

In Y11 our teacher had tasked us with putting together mini trampolines that we could use in the fitness suite. He left us alone in the gym and my cousin thought it would be fun to get a basketball out of the equipment cupboard and we took it in turns trying to slam dunk the basketball balls using the trampolines.

Was there a particular teacher who inspired you?

When I got moved up a set in maths I was so nervous, being in a group with students who I believed were smarter than me, I didn't think I deserved to be in that group, but my maths teacher kept pushing me and after a while I began to really enjoy maths. She pulled me to the side one day and asked if I wanted to stay after school for maths intervention to help me get the top grade.

What are you most looking forward to after lockdown?

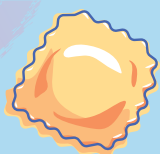
Having the choice to meet up and socialise with friends and to go to events such as art exhibitions, education-based talks, music festivals as well as being able to travel again.

What's your favourite joke?

Why are pirates called Pirates? Because they arrrrrrr



Wybourn School - Pasta Necklaces



This activity is a great way to develop hand/eye co-ordination and concentration. Threading helps to develop the children's fine motor skills which in turn supports the first steps towards early writing. All you need to make your pasta necklace is a piece of string and pasta pieces.

Here are a few questions you could ask to further support your child's learning

- How many pasta pieces have you used to make your necklace?
- Can you name all the different colours of pasta?
- How many pieces of red pasta do you have?
- What is your favourite colour of pasta?
- Can you put a green piece of pasta next to a red piece of pasta?

TOP 10 THINGS TO DO AT HOME THIS WEEK FS2

Write instructions for Pirate Pat on how to make a sandwich.



Listen to the story and talk about the events and characters Pig the Pug, by Aaron Blabey.

Make a snake bubble: Using a plastic bottle, a sock and a bowl of water with washing up liquid in. - Cut the end of a bottle off and put a sock over it. - Remove the lid from the bottle. - Put the end of the bottle with the sock on in the water and then blow through the mouth piece.



Can you draw and colour in your favourite sea animal?

Look at where pirates live on a ship on the internet and compare how it is the same/different to your home.



Video call/ phone a friend or family member and have a chat.

Can you draw and do a hopscotch outside?



Can you draw and cut out your own Pirate character and create a story using the Chatta app. (information about how to sign up to chatta can be found in FS2 home learning on the website)

Can you read a story and act it out with your family members?



Can you practise counting in fives using this Youtube video?
https://www.youtube.com/watch?v=amxVL9KUmQ8&list=PLFQCPVqSTGOXH2xvEdTIYI_wXGOYrIW

#27 Little People, Park Keeper

Adventures in the park. Happy hearts and happy faces. Happy play in grassy places. Time to get the children out for some fun and enjoy the open spaces of your local park.



Parks and their playgrounds are great places for your child to practise their skills and develop new ones. Playing on the swings helps with balance and teaches them to know where their body is in space, it also gives them practise with fine motor skills (gripping the chain), gross motor skills (pumping their legs to swing higher) and coordination (putting it all together).

Climbing playground equipment can help your child's development. The same is true for climbing trees. **Here's why:** In order to climb, your child needs to build an awareness of where their body parts are and what they can do with them. Climbing helps make them aware of directions (like up, down, left and right). Climbing also encourages problem solving and predicting what's going to happen. For example, your child may wonder, "Where should my right foot go next? How will I get down from the top?" Parks offer the space to play ball games on a bigger scale, to fly kites and to run, jump and roll. Balance and coordination are growing rapidly in children's early years and outdoor movement, on a variety of surfaces and slopes, at different heights, and varying motions all contribute to this development.

Physical activity stimulates brain connections that lay the foundation for ongoing learning. Being able to listen, focus, persist, and handle emotions are required for learning and these skills are developed and reinforced through active outdoor play. So are motivation, persistence, resilience and adaptability, imagination and curiosity. Give your baby the chance to lie on the grass and your toddler chance to explore grass with bare feet, their senses are key to understanding the world around them.

Recent thinking suggests that very young children being barefoot helps them with brain development, understanding of their position in space and their balance and coordination. Just do a quick check for anything dangerous or unpleasant on the grass first and then let your child explore! The 50 Things smartphone app has local links to find your nearest park, and to Pitsmoor Adventure Playground, where children of all ages can have huge fun. Contact the local park and adventure playground to check whether the spaces are open and subject to limited access because of COVID 19.

If you're going to head to the park, why not take along a **#30YummyPicnic** and make a day of it?

Head to your local market or shop and you'll find everything you need. You could even take your teddy along too or invite some friends, properly aware of social distancing of course.



Having a picnic is a great opportunity to spend some time with your child, it's simple, can cost as much or as little as you'd like, and you can even do it on a rainy day in your front room! You can differentiate this activity for all ages, and it's a great one for if you've got more than one child too, as they can listen and learn from each other. Encourage your child to help prepare the picnic, perhaps by simply adding apples to the bag, or helping to add sandwich filling to rolls or chop cucumber as they become more skilled.

Take something nice to eat, but the focus isn't the food it's the experience. Keeping the 'menu' simple will give you the opportunity to make the most of this time with your child. Young children, including babies, will probably enjoy time on the grass, talk about the sounds, textures and sights that surround you. Help your child to develop good habits by taking a bag for rubbish - taking it home or finding a bin in the park.



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.

Sheffield Learning Together

Primary

History: looking at old photographs

This is a photograph of a Sheffield family taken in the year 1900. How many years ago is that?



Look at what the family is wearing. Do we dress like this today? What is the difference between their clothes compared to yours and your friends / parents / carers / teachers?

There is one item of clothing everyone is wearing - can you spot it?

Do you think the people look rich or poor? How can you tell?

Are there any clues to whether the photograph was taken in the summer or the winter?

LIBRARIES SHEFFIELD
DISCOVER MORE.



Promoting positive family time.

Family life during lockdown is very different but is also a great opportunity to make the most of the extra time together.

You may be missing other family members so here are some ideas on how to stay together whilst keeping apart. These ideas can be done with your members of your household or posted to other family members

WE ARE FAMILY

Make a kindness rainbow.

Cut out a cloud shape and some different coloured rainbow strips.

Write some positive messages on it for a family member.



Leave positive notes around the house for others.

Be the rainbow in someone else's cloud. Leave little notes around the house to inspire and lift each other. Smiling is also infectious!

YOU ARE AWESOME! I BELIEVE IN YOU!

Make a wish jar.

Instead of getting down and missing people you cannot see and places you cannot simply write them all down and place them into a jar. This is your wish jar and when lockdown is over you can make them all happen!



Transform your house.

Just because your favourite places are closed doesn't mean that they cannot come to you. Why not make some skittles from bottles or toilet rolls and play bowling? Or put on some relaxing music and have a spa day.



Showing gratitude

It is important to be thankful for what we have. Play the gratitude game. All you need is a dice.

1. I am thankful for (say a place)
2. I am thankful for (say a person)
3. I am thankful for (say an event)
4. I am thankful for (say a thing)
5. I am thankful for (say something about yourself)
6. Pass a smile to someone and give them a compliment.



Cook for each other

Why not take it in turns to design a menu and cook for each other, you can even serve and wait on each other. Rate each meal out of 10 and see who is the best chef in the house!



Be a mystery angel.

Be a mystery angel for each other, do little jobs for each other. Leave little presents for each other and enjoy the joy that you see on the faces of your loved ones as they discover what their mystery angel has done.



TOP 10 THINGS TO DO AT HOME THIS WEEK Y5

Have an indoor scavenger hunt, see how many everyone can find in 5 minutes: Fork, toilet paper, something that has wheels, odd socks, keys, something orange, something soft, an envelope, white shoe laces and a toothbrush.



Make homemade bubbles: 50ml washing-up liquid (one part) 300ml water (six parts)

Make an alphabet writing code. Create messages for your family and see if they can crack your code.



Make up a fun song about the family (My name is Jim and I like to swim, my sister's name is Kate and she likes to skate).



Design a sandwich, then write down the recipe for someone to follow the next day. Can they make it exactly like yours?



Play -Can you spot the difference? Choose an area of the room. Move one object and see if they can guess what has moved.



Play hide-n-seek.



Put cups on the floor a meter away. Who is the best at getting it in the target?



Do a Round Robin story telling. Take it in turns telling a part to the story. Who can make it the most exciting?



Get creative with old fabric or cloths, can you make them into something new. E.g. pencil case, bag.



Lowfield Primary School

Create your own solar system.

Using plastic and bottle tops, create your own version of the Solar system. Paint them in accurate colours for the different planets and place them in the correct order.

- Mercury: grey (or slightly brownish).
- Venus: pale yellow.
- Earth: mostly blue with some green and white clouds.
- Mars: mostly reddish brown, though with some darker regions, and also white ice caps.
- Jupiter: orange and white bands.
- Saturn: pale gold with its rings
- Uranus: pale blue.
- Neptune: pale blue..



Follow my instruction... For 2 people

You need 2 pieces of paper, something to write with and something to use as a screen between yourself and the other person so neither can see what is being drawn.

One person gives instructions to the other whilst also following their own and the other person has to draw whatever that instruction is whilst staying silent.

The aim is to end up with two identical pictures. When the person has finished given instructions, it's then the other person's turn to have a go.

Who gave the best instructions? Who was the best listener?



Sheffield Learning Together

Primary

GET READY FOR SUMMER FUN WITH SHEFFIELD LIBRARIES!!

Have you signed up for this year's Silly Squad Summer Reading Challenge yet? All you have to do is read six books of your choice, take a look in our E-Library, <https://sheffield.rbdigitalglobal.com/> where you will find lots of different books and audio books to download and count towards your challenge. Head over to the sillysquad.org to get started.



Every week during the summer the fabulous Ignite Imaginations and That Poetry Bloke, Craig Bradley will be hosting online activities on our Facebook page. You will be able to get creative with Ignite Imaginations craft activity which will be available every Tuesday and explore books, words, poetry and have a laugh with That Poetry Bloke, Craig Bradley every Wednesday. For babies and young children join in with our Rhyme Time every Friday with Laura.



Details of everyday materials that you need to collect to complete the activities will be posted on our Facebook page the week before.

- **21st July** Lucky Chance - or is it unlucky? Spooky themed creations to link to stories about vampires, ghosts, zombies etc.
- **28th July** Story Cards - make your own set of story-making cards to inspire new ideas for your own stories.
- **4th August** Treasure Hunt - create your own unique treasure and clues to find it
- **11th August** Baddies and Goodies - board bonanza, make your own board game using upcycled materials.
- **18th August** Monster Wacky Inventions - using upcycled materials design and make your own new wacky invention to tackle (or tickle) monsters.
- **25th August** Crazy Pets and Strange Creatures - create and make the pet you've always wanted.



- **22nd July** The Book Doesn't Stop Here! That Poetry Bloke -TPB- talks about how important and magical libraries were to him when he was growing up. He performs a specially commissioned poem about Sheffield libraries. Is your local one included?
- **29th July** The Silly Squad. TPB talks a little bit about the Summer Reading Challenge, about how important it is as well as being a lot of fun!!
- **5th August** Big Science. TPB talks about science and asks some really BIG questions! Maybe he will find the answers when he writes a science poem...
- **12th August** Batman's Birthday Party. TPB takes a look at all kinds of superheroes and performs some super poems!!
- **19th August** When Words Dance. TPB looks at poetry. He shares his top tips and ideas to get you scribbling along! Do poems have to rhyme? Why are some poems better than others? TPB will share his infectious enthusiasm and energy and look at all sorts of poems.
- **26th August** Trick Shots On your marks...get set...GO!! TPB looks at sport and performs some sporty poems!! He also performs a poem especially for the Snooker World Championship, which takes place right here in Sheffield.

CU Festival of Fun 2020

FREE activities throughout the summer for children, young people & families!

visit www.sheffieldcu.blogspot.com for details

Collect CU credits in your Passport to Learning

Facebook.com/SheffieldCU Twitter.com/SheffieldCU

Sheffield City Council

woodland walks & trails

arts & crafts

dance & drama

Family games

& more...!

Booking opens 10th July!

Downloadable or live online!

Welcome to the CU Festival of Fun 2020! A programme of FREE activities for children, young people and families, that spans the whole summer - school holidays sorted!

To ensure social distancing is maintained, most of our activities are home-based while others are self-guided walks and trails. All activities require supervision by an adult. There are over 75 activities to choose from - some have limited spaces and require booking, some are open to all South Yorkshire CU members (see below) so check the information carefully. **Booking opens on 10th July.**

All activities are suitable for children and young people with special educational needs and disabilities (SEND) with adult support. Contact the Learning Destination to discuss your child's needs.

Collect 1 CU credit per activity in your Passport to Learning. **To claim your CU credits...**

- Complete the CU Festival of Fun Learning Reflection Diary (at the back of the programme or download it from <https://bit.ly/CUFestivalofFunReflectionDiary>)
- You **MUST** include your Passport to Learning number (found on the first page) to claim credits. Don't worry if you don't yet have a Passport to Learning. Just pop along to your local library (once they're open again) and buy one for £3.50. Then add the number to your reflection diary. Contact us if you find it difficult to buy a Passport so we can help!
- Once complete, email your reflection diary to CU@sheffield.gov.uk by **21st Dec 2020**

Some activities are only open to children normally attending Sheffield schools, while others are open to members of any South Yorkshire Children's University. See the programme for details. Families beyond Sheffield: Contact your local CU for details of how to claim your CU credits.

For more info and activities, find us, 'like' and follow us...

Facebook.com/SheffieldCU Twitter.com/SheffieldCU

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: Create Your Own Sensory Bottle!

You will need

- A clear, clean bottle or jar with lid
- Water
- Fillings – Anything you like (glitter, sequins, small toys, Lego pieces, etc.)
- Food Colouring – optional
- Baby oil – optional (slows down the objects in the bottle)

Step 1 – Pour some water into your container (mainly if you're only using water). If you're using baby oil, fill a quarter with water and a quarter with baby oil.

Step 2 – Add your fillings! Make sure you don't put too many in as this will make it difficult for the objects to move around. You could theme your fillings for example: the seaside, nature - using spring flowers, glitter, colours, dinosaurs or even a Star Wars lightsabre! You could decorate your bottle top and bottom if you wish, based on your theme?

Step 3 – Top your container up with water leaving a gap at the top, this will allow your fillings to move around easier. Replace the lid back on your container securely.

Step 4 – Carefully tip your bottle or jar back and forth, then relax, watching the objects float around!

If you attend a Sheffield school, you can collect **ONE CU CREDIT** for completing this task. To claim your credit, complete and return a CU Home Learning Challenge Reflection Sheet (attached to this challenge) and email it with evidence of your completed activity to info@sheffieldcu.org.uk (photos, video, a scanned copy of your work, etc.) and we'll award a CU credit. Save the evidence from all your completed challenges and send it all together - we can't wait to see your work!



CU Home Learning Challenge: Story Sacks!

There's nothing better than sitting down and getting whisked away by a brilliant book. This challenge will get you really thinking about your story - the characters, the plot, and the setting, for you to create a story sack to accompany your story!



Step 1: Choose a story - an old favourite or a new one? Perhaps you could choose a shorter story or picture book that you could read to a younger family member or friend? They'll love your story sack!

Step 2: Think about the main parts of the story, then take each one at a time and go on a hunt around the house (or the garden, park or woodland) and find things that you could use to help you tell the story. Characters - A soft toy? Could you draw one of the characters and stick a pencil to the back with sticky tape to use like a puppet? Scenery - could you make some trees for a forest from some kitchen roll tubes, or fluffy clouds from cotton wool, or an icy lake from some tin foil? Other objects - does your story feature a car, a rocket, a train or even a broomstick?



Step 3: Gather all your objects together and read your story. Perhaps an adult might help you with this. Reading the story at the same time can be a little tricky. Why not read your story to a younger family member or friend (remember social distancing!). Perhaps you could create more than one, or agree with a friend to create a story sack each, then swap them! Your very own story sack library!

If you attend a Sheffield school, you can collect **ONE CU CREDIT** for completing this task. To claim your credit, complete and return a CU Home Learning Challenge Reflection Sheet (attached to this challenge) and email it with evidence of your completed activity to info@sheffieldcu.org.uk (photos, video, a scanned copy of your work, etc.) and we'll award a CU credit. Save the evidence from all your completed challenges and send it all together - we can't wait to see your work!

Find us, like us, follow us...



Facebook.com/SheffieldCU



Twitter.com/SheffieldCU

eat smart SHEFFIELD EAT WELL GUIDE



The Eatwell Guide shows how much of what we eat overall should come from each food group to achieve a healthy, balanced diet.

You do not need to achieve this balance with every meal, but try to get the balance right over a day or even a week.

A healthy, balanced diet

consists of:

Fruit & vegetables – Eat at least 5 portions of a variety of fruit and vegetables every day

Potatoes, bread, rice, pasta & other starchy carbohydrates – Choose wholegrain or higher fibre versions with less added fat, salt and sugar

Oils & spreads – Choose unsaturated oils and use in small amounts

Dairy & alternatives – Choose lower fat and lower sugar options

Beans, pulses, fish, eggs, meat & other proteins – Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat

You should also drink 6 - 8 glasses of fluid every day – water is the best option, though lower fat milks and lower sugar or sugar-free drinks, including tea and coffee, all count.

FRUITY CHALLENGE!

Can you find the names of the 8 fruit hidden in the word search on the right?



APPLE BANANA GRAPE KIWI
ORANGE PEACH PEAR PINEAPPLE



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:

[@eatsmartshedd](#) [@eatsmartshedd](#) [@eatsmartshedd](#)

Family Recipe

CHILLI BEEF & BEAN BURGERS

Inspired by chilli con carne – swapping some of the meat for beans saves money too!

Serves: 4

Prep time: 15 mins **Cooking time:** 15 mins



Ingredients:

- 1** small onion, quartered
- 1** Small can (about 210g) red kidney beans, drained & rinsed
- 250g** lean beef mince
- Wholemeal breadcrumbs (from 1 slice of bread)
- 2tsp** mild chilli powder
- 1** egg, beaten
- 1tbsp** tomato purée

To Serve:

- 1** extra large tomato, sliced
- 1** red onion, sliced
- Lettuce leaves
- 4** wholemeal rolls

Method:

1. Chop the onion in a food processor, then add the beans, mince, breadcrumbs, chilli powder, beaten egg and tomato purée, and mix again.
2. Shape the mixture into 4 patties and chill until you're ready to barbecue.
3. Barbecue for 5-7 minutes each side.

SWAP TIP

Serve with corn on the cob or a crunchy, fresh salad for a complete meal!

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



Sheffield Autism Education Service

Turn taking is an important skill for all children to develop in order to effectively participate in social interaction. Children with autism may face additional difficulties appreciating the feelings of others or tolerating waiting times. Specifically teaching turn taking using a wait card will help your child have successful experiences in social communication. Providing a visual symbol such as a wait card for your child to hold will help to communicate social expectations that may not otherwise be understood.

Here are a few easy ideas for taking turns:

- rolling car down a ramp
- blowing bubbles
- jigsaws / sorting
- playing a simple card game
- draw around each others hands and feet
- building a tower
- bouncing / rolling / throwing a ball



WAIT

Use this visual blue WAIT CARD to help your child understand when it is their turn in a game. Give them the card to hold and say "Wait" or "You are waiting". When it is your child's turn, remove the card and say "Good waiting, now your turn". Once your child can use a WAIT card playing games, you can use it in many other social situations. For example: when mum/dad is on the phone, waiting for the computer, waiting in a shop, waiting to leave the house with dad/mum..

Sheffield Educational Psychology Service

Helping children to understand and manage their worries

It's completely natural to feel worried and anxious at times. Worries can build up until they feel too much. Many children may be feeling different worries right now, including worries about coronavirus, returning to school or starting at a new school. We often worry about things we can't control and do anything about.

This activity helps children to notice their worries, let go of the ones they're not in control of and make a plan to manage the ones they can control.

Activity – blowing away our worries!

You need: three pens (black, red and green), paper.

1. Write down or draw some of the things you are worried about.
2. Think about which of your worries are out of your control and that you can't do anything about. Put a **red circle** around these worries.
3. Put a **green circle** around the worries that you do have some control over.
4. Now it's time to let go of your red worries. You have no control over them so there's not much point in worrying about them. Try pretending that they are bubbles and blow them away, or scrunch them up and throw them in the bin.
5. Now look at the green worries. These are the ones that you do have some control over. Make a plan. You might think about **who you can talk to** about this worry, what **changes** you could make, what **positive thoughts** you could have instead of thinking about the worry or what **enjoyable things** you could do to take your mind off the worry.

When you notice a worry

Ask yourself 'Can I do anything about it?'

If you can, make a plan. If not, let that worry go.

Things that might help

Talking to someone



Thinking other thoughts


Think about favourite places, happy memories and funny things



Doing other things




PE at Home – ATHLETICS - JUMPS



#stayhomestayactive
#PEatHome

EXPLORE



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?




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.

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


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?





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.

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/>



KS1

 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

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?

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!

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?

https://www.youtube.com/watch?v=rHUYDdG8_A

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!

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/>



KS4

 Make sure you have enough room to complete the tasks!

Sheffield Learning Together

Create Sheffield

THE MISSING HOUR - A 'PASS IT ON' PLAY

I am The Missing Hour, an unfinished play of 5 scenes to be created by 5 writers.

I am alive. I have ambition and I'm on a journey.

Write one scene and pass me on. Put me back in the bag, post me through a letter box, attach me to a gate, leave on a park bench... whatever you think.

Whoever finds me writes the next scene.
Create the journey of The Missing Hour.

@CrucibleTheatre #PassItOnPlay

Virus Safety Alert: Remember to wash your hands when handling the notebook.

PLAYWRITING GUIDELINES

Two characters – Mobi and Sam.

One setting – The park at Midnight.

The story – Use the **Narrative Arc** for guidance of what happens when in a play. Whatever has been written before you, accept it and build upon it.

Pass it on. This is not about award-winning writing, this is about making a connection with stories, so be brave, be bold and pass it on!



PREPARE A 'PASS IT ON' PLAY

1. Use a booklet of 6 (A5) pages, a ready-made notebook or staple or hole punch single pages together.
2. Cut out and attach this sheet to page 1.
3. Number the pages at the bottom, add the title to page 2 and add the scene numbers on the top of each page.
4. Follow the **Playwriting Guidelines**.
5. Make Scene 1 and put the booklet in a zip-lock sandwich bag.
6. Pass it on...

**SHEFF!ELD
THEATRES**

THE NARRATIVE ARC

Scene 2 – Something happens – Create some action in the play. Mobi and Sam have to solve a problem, have to do something, do they get lost, do they find something, what is it?

Scene 3 – Challenge – Mobi and Sam have a challenge that they need to overcome to solve their problem. Is it a mystery that they need to solve, or do they need to escape from something?

Scene 4 – Dramatic climax – The play reaches a really exciting, scary, emotional or happy moment. Have they escaped, did they find something?

Scene 5 – Wrap it up – Write the ending, make sure you bring together the answers from any problems or mysteries.

Scene 1 – Characters/setting – Create dialogue between Mobi and Sam, give information about who they are, why are they together, where are they, what's it like?



What is Fun Palaces?

Fun Palaces is an ongoing campaign for community at the heart of culture and culture at the heart of community, with a weekend of action every October. The weekend involves local people sharing skills, connecting communities, creating tiny revolutions - arts, science, craft, tech, digital, heritage and sports events and activities - run by and for local communities. We believe in the genius in everyone, in 'everyone an artist and everyone a scientist', and that creativity in community can change the world for the better. We believe we can do this together, locally, with radical fun – and that anyone, anywhere, can make a Fun Palace!

Make a Mini Fun Palace at Home!

Everyone has a talent or a skill to share so why not learn something new and have fun at the same time, involving all the family and even the neighbours?

A good starting point is for everyone to think about what their skill might be – perhaps during lockdown you've found time to master an interest, or start a new hobby which you could show off or share with others?

Video games, head stands, bread baking, hair braiding, bongo playing – decide what your skill (or skills) can be then think about how you would show or teach this activity to somebody else. Everybody takes a turn to lead, everybody learns something new! (A tip for parents – take a step back and let the kids be in charge, offer support but ultimately 'hand over' control to them – you may be surprised by what they come up with, and you get to have a well-earned rest!)

Action Weekend 3–4 October

Start thinking about YOUR Fun Palace NOW

Funpalaces.co.uk / hello@funpalaces.co.uk



Share Your Talent Further

Maybe a display or performance could be outdoors, viewed through an open door? Could you turn your windows or fences in to galleries with your works of art on display? Online Fun Palaces

Home Learning - Firth Park Academy



English:

Leave your family a note on the kitchen table. Write the first line to a poem and ask them to continue it. Take it in turns throughout the day to add a line to the poem. Read it together at the end!

Spanish/MFL:

- Using post it notes or bits of paper, label as many objects as you can in your house in Spanish! How many do you remember? Leave the notes there and test your family at the end of the day.

Healthy Minds

- Try to go to bed 1 hour earlier.
- The next time you feel anxious, nervous or angry, focus on your breathing. Listen to your breath going in through your nose and out through your mouth. Repeat for 1 minute.

Music

- Create a 'Top 10 Playlist' with your family. You may learn songs you never knew!

Word of the Week - *impede* - to delay or prevent someone or something by obstructing them.

KS3 Geography

Make your own rainforest



To revise the topic of tropical rainforests why not make your own?

You could find any old cardboard box and use tissue paper to make your own trees. Remember to include the different heights of trees to show the rainforest layers:

- Forest floor
- Under canopy
- Canopy
- Emergent

You could then make your own templates of the animals that we find in the rainforest and put these into the different layers. The types of animals that you might expect to see in the rainforest are:

- Jaguar
- Sloth
- Orangutans
- Gorillas
- Toucan



In the different parts of your rainforest you could make signposts that explain the different plant and animal adaptations.

You could even be creative and see if you can use twigs and leaves from your garden

Good luck!



What degree did they study?

Match the celebrity to the degree they studied!



Simone Biles

Electrical engineering



Amy Poehler

Sports information



Barack Obama

Theatre



Laverne Cox

Psychology



Tom Hanks

Business administration



Will Ferrell

Media & communications



Jessica Ennis-Hill

Dance



Rowan Atkinson

Political Science

Answers - Simone Biles - Business Administration, Amy Poehler - Media & Communications, Barack Obama - Political Science, Laverne Cox - Dance, Will Ferrell - Sports Information, Tom Hanks - Theatre, Jessica Ennis-Hill - Psychology, Rowan Atkinson - Electrical Engineering



Skills Bingo

Find friends and family who have these skills and experiences. You can only use each person once. Can you get them all? Can you get four in a row?

We all have different skills and experiences that we can use in different jobs and careers

Play for a sports team

Likes to organise trips out with family and friends

Does hair styling or make up for friends

Has a paper round

Likes to cook or bake for family or friends

Is good at fixing things or building things

Spends time at home drawing or making things

Can speak more than one language fluently

Helps friends with their school work

Has raised money for a charity before

Looks after younger siblings

Takes care of pets

Helps elderly neighbours or relatives

Plays a musical instrument

Loves taking photos or making videos

Has another skill or activity not listed here



Notre Dame High School - Build your own Medieval catapult



Get ready to attack a castle! The word 'catapult' actually describes a range of different machines which were used to hurl projectiles (stones, rocks, diseased animals) long distances to attack castles or forts. Catapults had been around for centuries so some medieval examples were quite sophisticated; this is a simple version.

You will need:

- 5 rubber bands
- 19 lolly-pop sticks
- a bottle top
- pva glue

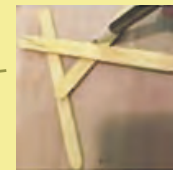
1. Take 4 of the lollypop sticks and glue them to form a square. Wait for the glue to dry after each step



2. a) Take another stick and glue across the middle of your square
b) Glue a further 2 sticks on top of each other on parallel sides



4. a) When dry, glue the A frames to the inside of the base.
b) Add a further stick to each parallel side but sticking out so it overhangs one end as shown



3. a) Glue 2 sticks to form a 'V' shape
b) cut one stick in half and glue to form an A frame repeat to form a second A frame

5. a) With the overhang facing away from you, glue a stick sitting across the A frame
b) Attach a stick below the cross bar of the A frame
c) to attach fold a rubber band into a figure of 8 then half so you have a double width smaller band. Place the stick through it once then place the stick against the A frame and loop the band around to catch the other end of the stick)



6. a) Stick a bottle top to the very end of a stick.
b) with overhang still facing away from you, slot stick with the lid behind the top and in front of the bottom bar.
c) place a rubber band over the bottom end of the stick, stretch it over the overhangs at both sides
d) add the other two bands and you're ready to attack a castle!



On the spot interviews



Ask your friends, parents or carers these tricky interview questions which test the ability to think quickly! Higher education is all about discovering the original 'you', so be sure to answer the questions yourself.

1. On a scale of 1 – 10 how weird are you?

4. If you were a box of cereal, which would you be?

7. You've been given an elephant. You can't sell it or give it away. What do you do?

2. Which TV character are you most like?

5. What is the funniest thing that has happened to you recently?

8. Strawberry or chocolate ice-cream?

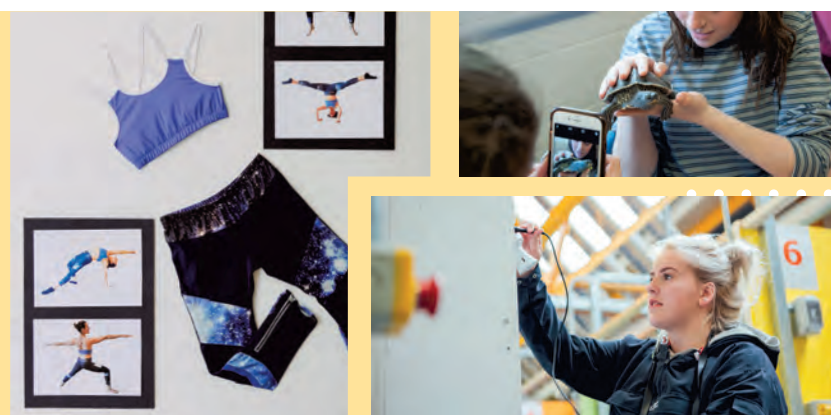
3. Pepsi or Coke?

6. What do you think of garden gnomes?

9. Room, desk or car. Which do you clean first and why?

The Sheffield College

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



CONSTRUCTION AND BUILDING TRADES: ELECTRICAL INSTALLATION

Task: Complete the following quiz about electricity and being an electrician. Remember to research before answering!

- True or False:
 - Water is a good conductor of electricity?
 - Electricity is volts flowing through a wire?
 - The wires in a plug are called live and neutral?
 - Electricity can flow through air?
 - Electricity can be produced using magnets?
- List eight tools that an electrician might use and state what each tool would be used for.
- The following people all have electrical units named after them. Can you find out any more information about them?

| | |
|----------------------|-------------------|
| – Andre-Marie Ampere | – James Watt |
| – Alessandro Volta | – Nikola Tesla |
| – Georg Ohm | – Michael Faraday |

ANIMAL CARE

Task: Using the below criteria of the Animal Welfare Act 2006, how would you meet the needs of the following animals?

- Guinea pig
- Hamster
- Goat

The Animal Welfare Act 2006 states that all animals must have five needs met by their owners. These needs are:

- For a suitable environment
- For a suitable diet
- To be able to exhibit normal behaviour patterns
- To be housed with or apart from other animals
- To be protected from pain, suffering, injury and disease

Did you know? If an owner doesn't meet the five needs, they are breaking the law.

DESIGN AND VISUAL ARTS: FASHION AND TEXTILES

Task: Create a sketchbook that reflects who you are as a person

Aspiring designers should be constantly recording the things that inspire them, for example, their thoughts and design ideas.

Using a handmade sketchbook, a bought sketchbook or individual sheets of paper, produce a visual page which demonstrates your personality, character, values, beliefs, likes, dislikes etc.

Add words or quotes to put emphasis on the things you want to portray about yourself.

GO FURTHER

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

happSY

OfS Uni Connect Programme

HIGHER EDUCATION QUIZ

TEST YOUR KNOWLEDGE ON ALL THINGS HIGHER EDUCATION RELATED!

- How many universities are there in this country?
A - 50, B - 130, C - 250

- There are over 30, 000 higher education courses you can choose from.
True or False?

- You can study for a degree at Wembley stadium.
True or False?

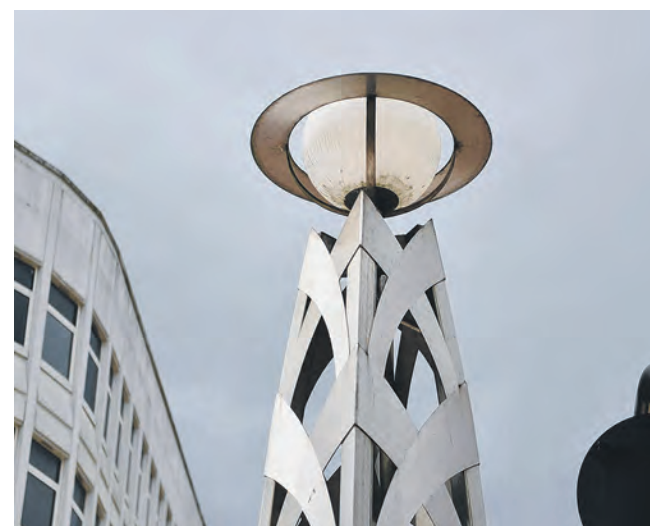
- Which is the largest university in the UK?
A - The University of Manchester
B - The Open University
C - The University of Sheffield

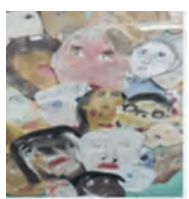
- The University of Warwick has developed a racing car powered by -
A - Chocolate, B - Coffee,
C - Carrots

Answers: 1. B-130, 2. True, 3. True it's called body work is made from potatoes 160,000 students, 5. A-Chocolate and the UCFB, 4. B - The Open University with over

Can you and your family name this city centre street?

Our photographer has been out taking pictures of a well-known street in Sheffield city centre for you to try and name. The answer will be in next Thursday's Star.





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.

French Français

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

Ces activités peuvent se compléter avec feuilles de papier. Achève une chaque jour!

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

| Monday | Tuesday | Wednesday | Thursday | Friday | Lundi | Mardi | Mercredi | Jeudi | Vendredi |
|---|--|---|---|---|---|--|---|---|---|
| Pick a character from a book. Write a message that character would post on social media! Can include pictures! | Use things in your home to create a kind of store (clothing, furniture, etc.). Write what you will sell and what it will cost! | Create a cooking show! Choose something to make with your family! Explain the steps of how to make the dish while you are cooking together! | Make a t-chart of your toys that are heavy and toys that are light. | Imagine you were an animal (Example: horse, cow, pig, chicken) that lived on a farm where all the animals could talk. Write and draw about your adventure with your animal friends. | Choisis un personnage d'un livre. Écris un message qu'il ou elle posterait sur les réseaux sociaux. Le poste peut aussi inclure des images ! | En utilisant des objets dans la maison, crée un magasin (de vêtements, de meubles, etc.). Écris sur ce que tu vendras et combien chaque produit va coûter. | Présente une émission de cuisine. Choisis un repas à cuisiner avec la famille. Explique les étapes de la recette pendant que vous cuisinez ensemble ! | Fais un tableau de T. Écris deux listes de tes jouets - quels sont lourds et quels sont légers. | Imagine que tu sois un animal (Exemples: cheval, vache, cochon, poule) qui habite dans une ferme où tous les animaux peuvent parler. Écris et dessine sur ton aventure avec tes amis animaux. |
|    | | |  | |    | | |  | |



Who Speaks French?

From: Language of the Month

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

French is an official language in the following countries: Belgium, Benin, Burkina, Burundi, Cameroon, Canada, Central African Republic, Chad, Comoros, Congo, Democratic Republic of Congo, Cote d'Ivoire, Djibouti, France, Gabon, Guinea, Haiti, Luxembourg, Madagascar, Mali, Monaco, Niger, Rwanda, Senegal, Seychelles, Switzerland, Togo, Vanuatu, Vietnam. There are about 129,000,000 French speakers in the world.



<https://globalstorybooks.net/>



Khalai parle aux plantes

Useful websites

Sites Web utiles



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



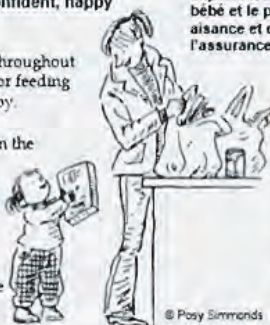
<https://uk.mantralingua.com/homereading>

Talk To Your Baby – quick tips

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.



Parler à son bébé – conseils pratiques

Comment parler avec son bébé

Apprendre à parler est l'une des aptitudes les plus importantes et complexes que votre enfant aura à acquérir. Il semblerait que cela se fasse naturellement mais en réalité vous avez un rôle très important à jouer. Le plus vous parlerez à votre bébé et le plus vous lui permettrez de parler avec aisance et de devenir un enfant heureux qui a de l'assurance.

- Décrivez à votre enfant ce que vous faites tout au long de la journée – lorsque vous lui donnez son bain, à manger ou en changeant ses langes.
- Parlez de ce que vous voyez en allant aux magasins ou au supermarché. Essayez de parler de choses qui intéressent votre bébé.
- Parlez la langue que vous connaissez le mieux – il n'est pas nécessaire que ce soit en anglais.
- Regardez bien votre bébé pendant que vous lui parlez et donnez lui le temps de répondre.
- Répondez aux bruits et au bafouillage de votre bébé.
- Faites-vous des câlins et lisez un livre favori ou bien parlez d'images.
- Amusez-vous avec des comptines ou des chansons, tout spécialement celles accompagnées d'actions.
- Écoutez attentivement et donnez le temps à votre enfant de finir de parler.
- Si votre enfant dit quelque chose d'incorrect, répétez après lui mais cette fois correctement, par exemple : "Toutou mordu." "Oui, le chien l'a mordu."
- Essayez de regarder la télévision ensemble afin de pouvoir discuter ensemble de ce que vous voyez.



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@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. Other days we're not feeling at our best but we're OK and we can carry on with day to day activities. Sometimes we have wounds we need to take special care of. Occasionally we feel really bad and might need to seek help from others.

Emotional Check in

This week we look at
Where you can find help. Usually, if we struggle with our emotional well-being or mental health, we can turn to friends and family for care, advice and support, sometimes though, this isn't enough.

If you need support with your emotional well-being these organisations can help

| | | |
|--|--|--|
| School There will be someone at school you can talk to about your emotional well-being. This might be a teacher, your head of year or a pastoral lead. | Shout 24/7 text service for anyone in crisis under 18. Text 8525 | Sheffield Children's NHS NHS Foundation Trust Young people experiencing mental health difficulties can get therapeutic support from Children and Adolescent Mental Health Service (CAMHS). For more information see www.sheffieldchildrens.nhs.uk/services/camhs/ Sheffield Well being support line (12-18 yrs) 0808 275 8892 9am to 9pm Mon to Sat. |
| SAViT Support and social opportunities to empower LGBT+ young people. sayit.org.uk 0114 241 2728 | Childline You can call to speak to a counsellor from 9am - Midnight every day. 0800 1111 | |
| Listening Ear A telephone support, advice and guidance service for anyone who has lost a loved one during the Coronavirus pandemic. 0800 048 5224 | Kooth A free online chat service for young people, available Mon to Fri 12pm to 10 p4m, Sat and Sun 6pm to 10pm. You can chat to a counsellor or with the online community. | |
| Door 43 Information, advice and guidance to young people aged 13-25 experiencing low mood, stress and anxiety, loneliness and low confidence. www.instagram.com/door43 | | Sheffield Futures and Sheffield CAMHS Talk to your GP to get referred. |

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