

6th Class Work 8th February- 12th February

Dear Parents/Guardians,

Please find the work for the week of the 8th February.

A big well done to all the children who are making such a great effort to learn from home. All the teachers are working hard to use a blend of pre-recorded videos; the work document uploaded every week on the school app; and zoom sessions to keep the children engaged. Finding the balance between giving the children the best type of work to provide the best learning outcomes and not overloading them is a tricky task. We rely on our own experience and feedback from parents. Answering phone calls and emails are very important and will give us the platform to help everyone in this trying time. Sending in pupil's work and allowing the teachers to give feedback will help motivate the children and tailor the work appropriately.

All families' circumstances are different and we ask parents/ guardians to alter according to their own. If things are hectic on any given day or if your child(ren) is feeling it's too much you can always do it the next day.

We appreciate that this is a difficult time for families. We are now focused on the light at the end of the tunnel and hope to see a return to school soon.

Keep an eye out for our Valentine's Day activity.

Email addresses:

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7. Mr Martin fmartin@staidanssns.ie
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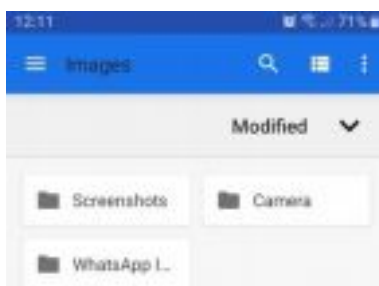
How to send your teacher your work:

There are a few ways to do this – here are the steps for one of the ways:

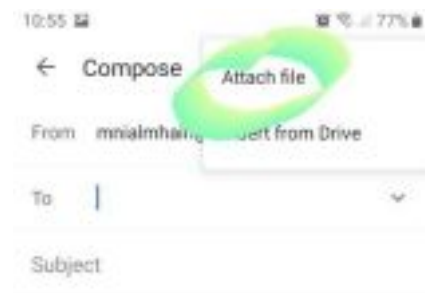
1. Take a photo of your work on your phone camera.
2. Open your email on your phone. Look at the bottom of the screen and click the tab marked “Compose”.



3. Fill in the person you are sending the email to: 4. Click on the paper clip tab - at the top on the right.



5. Click on “attach file”



6. This will bring you to the options for attaching - pick images, a



7. Then click on the images you wish to send in your email.

(These are the photos I used here today)

Click on the work in the timetable to take you directly to the correct page. You may then need to click on the word [Bookmark](#)

Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
P.E (Weekdays 9am)	P.E. with Joe PE With Joe 2021	P.E - Daily Exercise	P.E. with Joe PE With Joe 2021	P.E. Workout	P.E. with Joe
Maths	Converting between 12 hour and 24 hour clock	Converting Times, Adding and Subtracting	Time Zones	Distance, Time and Speed	Timetables
SPHE	Making decisions lesson 7		Making decisions lesson 8		
	B	R	E	A	K
English	Introduction to Explanation Texts	‘Old Fossils’	Language focus: Singular/plural	Order an explanation	Valentine's Day Crossword
	L	U	N	C	H
Gaeilge	An Aimsir	An Aimsir	An Aimsir	An Aimsir	An Aimsir
SESE/Arts/ Religion	Geography- Tipperary	Music- It's a Long Way to Tipperary	Science-Forces	Art- Valentines	Religion- St Valentine

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Monday- P.E

Click on the link below to do PE with Joe!

[PE With Joe | 2021](#)

Monday- Maths

Activity 1: Watch the video about the 12 hour and the 24 hour clock.

<https://drive.google.com/file/d/1zUb4vdL5FS2zMG0TPH5RqDieNtf-E2eb/view?usp=sharing>

Activity 2: Fill in the blanks below. Look at the examples that are done to help you.

A Fill in the missing times on the table.

12-hour clock	24-hour clock		12-hour clock	24-hour clock
12pm (noon)	12:00		12am (midnight)	00:00
3pm	15:00		3am	03:00
4pm	16:00			04:00
6pm				06:00
7pm			7am	
10pm			10am	10:00
11pm				11:00

Activity 3: Change the 12-hour clock times to 24-hour clock times.

i) Remove am or pm

ii) If it's pm, add 12 to the hour eg. 9.45pm= 21:45

iii) If it's am and there's only one digit in the hour, add a zero. eg. 5.30am= 05:30

C Change each of these times to the 24-hour clock system.

1. (a) 10:30am (b) 9:45pm (c) 12:10pm (d) 11:25pm (e) 3:20pm (f) 5:45pm

2. (a) midday (b) 7:05am (c) 11:55am (d) 9:15am (e) 4:05pm (f) 6:20pm

Activity 4: Change these 24-hour clock times to 12- hour clock times.

i) Decide whether it's am or pm by looking at the hour digits (ie. the first two digits).

19:56= 7.56 pm 00:45= 12.45am 04:36= 4.36am 23:45= 11.45pm

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D Change these times into analogue time. Then change them to the 12-hour clock system.

1. (a) 18:45 (b) 16:10 (c) 13:50 (d) 21:40 (e) 01:25
2. (a) 12:10 (b) 00:15 (c) 00:55 (d) 08:30 (e) 09:40
3. (a) 14:45 (b) 15:00 (c) 19:05 (d) 22:20 (e) 21:25

Monday- English

Last week we began learning about explanation texts. This week we will begin by reviewing what we know about how explanation texts are structured. Please watch this video and answer the questions that follow.

[Explaining explanations!.mp4](#)

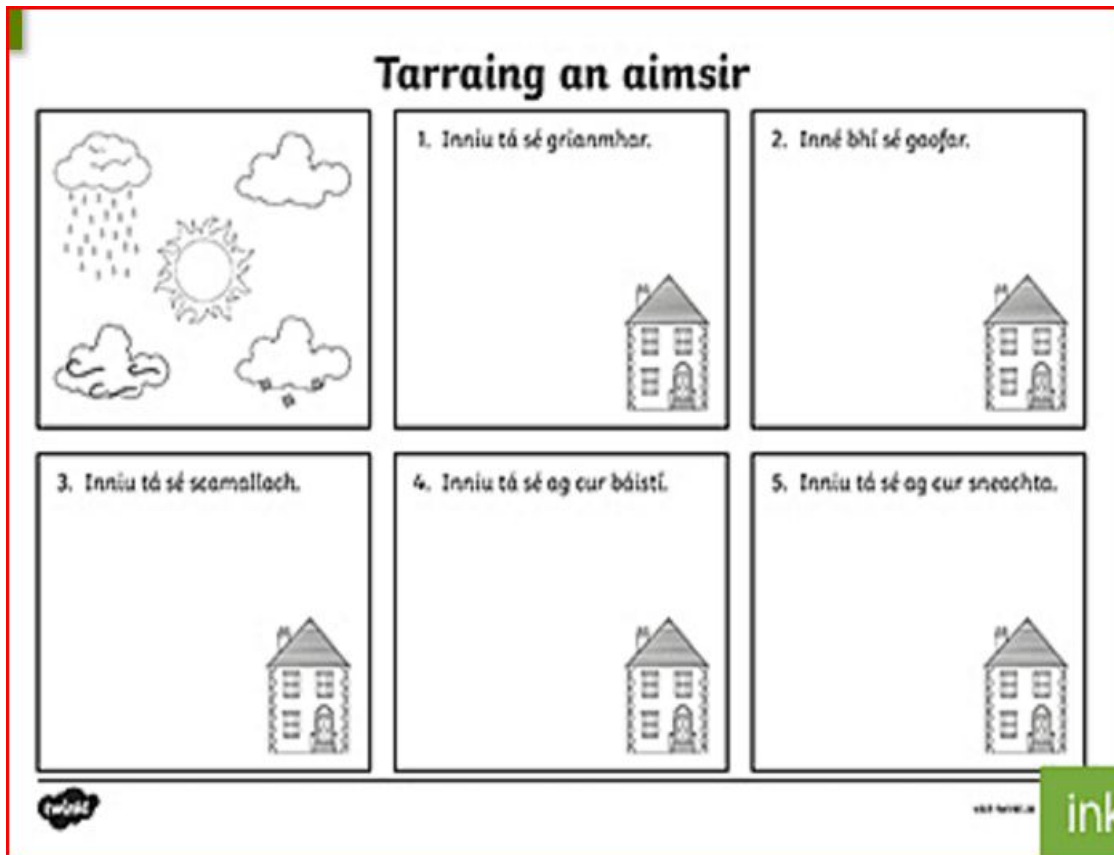
What is an explanation text?

1. What is a title?
2. Why do you need a strong opening statement?
3. What does 'sequential' mean?
4. What does a conclusion do?
5. Why are pictures and graphics important in an explanation text?

Monday- Gaeilge

1. Féach ar an fiseán seo. *Watch this video.*
<https://watchkin.com/844549af2f>
2. Féach ar an fiseán seo. *Watch this video.*
<https://photos.app.goo.gl/hbyBSaVSuozTTioS8>
3. Léigh agus Tarraing
Read and Draw.
Read the sentences. Write the sentence in your copy and draw a picture to represent the sentence.
Use the video in Part 2 to help you.

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Geography- Monday

County Project: Tipperary

<https://www.loom.com/share/c91eeb6c19c840479c91fed7b1756450>

This week we would like you to create a project based on county Tipperary. You can gather information about the county and present it anyway you like. For example, you could present your information on a piece of paper/card, a poster, a PowerPoint, word document or in your copy. These are just examples, whatever way you would like to make your project is fine. You can send your project to your teacher when you are finished.

There is a table below with some suggestions of topics to research.

Looking forward to seeing all your hard work!

You can also watch this short video to give you some more information for your project.

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Education: -primary schools -secondary schools -colleges	Facilities: E.g. shopping centers, libraries etc	Entertainment: E.g. cinemas, clubs etc	Dining: E.g. restaurants, pubs etc
Recreation: E.g. parks, bowling, adventure centers etc	History: E.g. Historical buildings such as castles	Transport: E.g. train stations, buses etc	Population:
Population:	Rivers and Mountains: E.g. the river liffey	Sports teams and their jersey:	The County Flag and its colours
The County Crest			

Monday-SPHE

Lesson 7: Decisions have consequences (discuss with parents/ family and record answers in copy)

- Everyone finds themselves in risky situations at some stage- some are small, some are big
- Explain some of these to a parent- How do we feel in risky situations? If something is dangerous how do we decide whether or not to do it?
- Discuss each of the situations below and use the following questions to help access the - What are the dangers to me? What are the dangers to others? What are the advantages or disadvantages of the situation?

Risky Situations:

1. You are at home on your own. The doorbell rings. You are not expecting anyone and you have been asked to stay in.
2. You are walking home alone one evening. You are tired. A car stops and the driver asks for directions. They invite you to travel in the car as far as your home.
3. Some friends are making plans to mitch from school. You know what they are doing and that they will expect you to join them.
4. Your friends are playing in an old building. They play dares using an old staircase, to see who can climb the highest. The staircase looks unsafe.
5. You need money for spending on a school tour. You cannot get it from your parents. You see some money on the kitchen table in a friend's house.
6. Your older brother or sister offers you a cigarette. When they say No, they tease you about being a baby and being afraid to try smoking.
7. A friend says that if you sniff glue it makes you feel great. They say they are going to try it at the weekend. You are invited to come and join them.

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8. A group of your friends decide to go swimming in a nearby river. You know this river is not safe, but everyone is looking forward to going.

Tuesday- P.E.

Remember to get out for your **daily exercise**:

- Walk
- Run
- Cycle

The importance of exercise cannot be underestimated during this difficult time. It can provide structure to your day as well as give you a chance to improve your overall fitness for your body and mind.

Set yourself a goal:

- Run, cycle, walk 2km or more. Document your times and send them into us.
- Record soccer, GAA, gymnastics skills and send them into us.

Nutrition

- Keep track of what you eat and make sure you are having your five a day.
- Drink plenty of water.
- Learn to cook a simple meal with a family member see the following link:<https://www.bbcgoodfood.com/recipes/category/all-family-kids>

Sleep

- Get into a routine- get to bed early, get up early
- Avoid screen time an hour before you go to sleep.

Tuesday- Maths

Activity A: Watch the following video:

[Converting Times 1.mp4](#)

Activity B: Complete C 1 and 2 below!

C Try these calculations.

1. Change these minutes to hours and minutes.

- (a) 65min (b) 125min (c) 100min (d) 167min (e) 287min

2. Change these hours and minutes to minutes.

- (a) 1hr 09min (b) $1\frac{1}{2}$ hr (c) 2hr 45min (d) $3\frac{1}{4}$ hr (e) $4\frac{3}{4}$ hr

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Activity C: Watch the following video about adding and subtracting digital times.
[Adding and Subtracting Time.mp4](#)

Activity D: Answer the following questions, remember how to add and subtract hours and mins! (Sometimes you might need to borrow 60 minutes!)

	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins
1	(a)	3	37	(b)	4	10	(c)	5	6	(d)	6	20
		+ 2	48		+ 2	59		+ 4	57		- 2	45

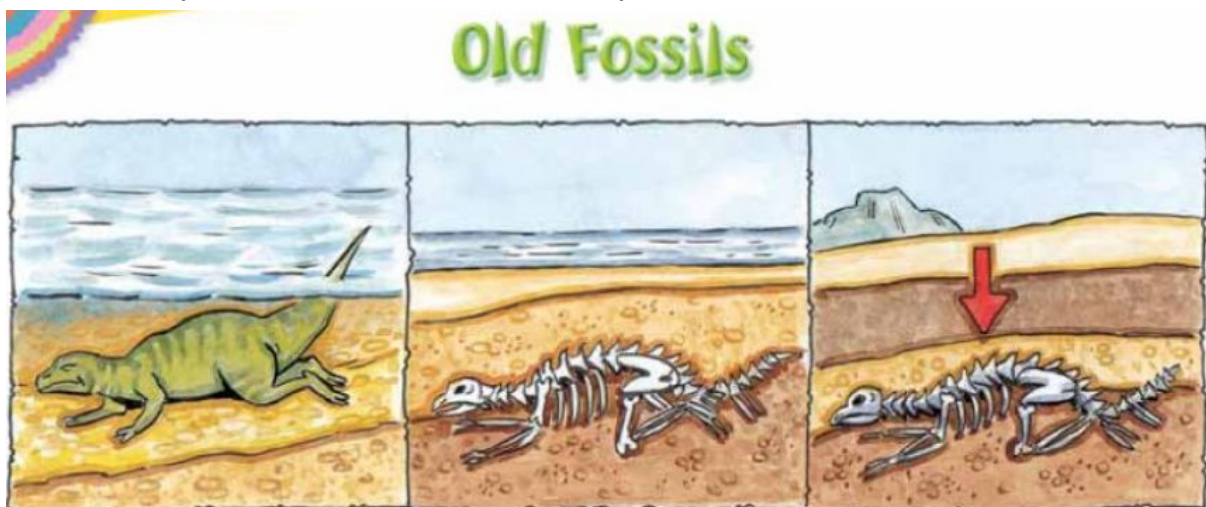
2 Alan went shopping at 10 minutes to 11 and came home at 5 minutes past 12.
How long was he away from home? hr mins

3 Diana spent 1 hr 10 mins doing her homework.
She spent 25 minutes doing an English essay.
How long did she spend at the rest of her homework? mins



Tuesday- English

Read this explanation text and answer the questions below.



You might wonder how scientists know so much about life on Earth millions of years ago. One of the ways in which scientists get their information is through studying fossils. Fossils are the remains of plants and animals that, over the years, have been turned into stone. Fossils can give valuable clues about what life was like millions of years ago.

When an animal dies in a swamp, a lake or the sea, its body sinks to the bottom. Here, it soon gets covered with silt and mud. As the dead body rots, the imprint of its shape sometimes remains in the hardening mud. Long after the body has rotted away, its shape remains.

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As layer after layer of mud builds up over many years, its weight squeezes and presses the lower layers of mud into rock. As the mud changes into rock so does the imprint of the long-dead animal. This stone imprint is called a fossil. This process can take millions of years.

Fossils tell us that life on Earth began over 3 billion years ago. Simple organisms, such as algae and bacteria, were the first living things on Earth. Fossils tell us that life began in the sea long before there were any animals or plants on land. The oldest fossils of sea creatures that have been found are those of sponges, worms and jellyfish. They are more than 500 million years old.

One of the oldest fossils found is of a very simple sea plant. It is about 420 million years old and was found in a rock in Co Tipperary, far from the sea. In fact, many fossils that were formed in the sea are now found on land. On the slopes of the Himalayas, millions of fossilised sea snails, called ammonites, can be found. This tells us that even these great mountains were once part of the seabed.

Indeed, Ireland itself once lay beneath a warm tropical sea that was teeming with sea life. As these sea creatures died and fell to the bottom of the sea, they turned into fossils. The type of rock that contains these fossils is called limestone. Much of Ireland is made up of this limestone, and the imprints of strange sea creatures are often seen in this rock. These are fossils, and they give us a fascinating insight into life in Ireland many millions of years ago.



A

1. How do scientists know so much about life on Earth millions of years ago?
2. What are fossils?
3. The imprint of a dead animal in rock is called a _____.
4. About how long ago did life on Earth begin?
5. What simple organisms were the first living things on Earth?
6. What are the oldest fossils of sea creatures that have been found?
7. How old are these fossils of sea creatures?
8. What important fossil was discovered in Co Tipperary?
9. What fossils can be found on the slopes of the Himalayas?
10. What type of rock covers much of Ireland?



Gaeilge- Tuesday

1. Féach ar an fiseán seo. *Watch this video.*
<https://watchkin.com/33a7384088>
2. Féach ar an fiseán seo. *Watch this video.*
<https://photos.app.goo.gl/hbyBSaVSuozTTioS8>

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3. Léigh agus Scríobh.

Match the sentences to the correct picture.

Use the video in Section 2 to help you.

An Aimsir

 Meaitseáil agus scríobh.

Tá sé gaofar.

Tá sé grianmhar.

Tá sé ag cur báistí.

Tá sé ag cur seaca.

Tá sé scamallach.

Tá sé ag cur sneachta.

Tá sé nimhneach fuar.

Tá toirneach agus tintreach ann.

Tá ceo ann.







Music- Tuesday

It's A Long Way to Tipperary

Read the information and lyrics below

Music During the First World War

Music during the First World War was incredibly important.

Songs were written to boost morale and to help people cope with the emotional strain of the war.

There were no radios during this time so these songs would have been first heard through performances in music halls. People would flock to theatres to hear the latest songs and for an evening of escapism.

Instead of CDs, people would buy sheet music.

Pianos would be hired and found in most pubs and in some homes. People could gather around a piano, play their favourite songs and sing together.



Next

Songs of the First World War: It's a Long Way to Tipperary

Lyrics:

It's a long way to Tipperary,
It's a long way to go.
It's a long way to Tipperary,
To the sweetest girl I know.
Goodbye to Piccadilly,
Farewell Leicester Square,
It's a long, long way to Tipperary,
But my heart's right there.

Did You Know...?

Despite being composed first, this song is very similar to 'Pack up Your Troubles in Your Old Kit Bag' - the two are often sung together.

This song was apparently written in a single day as part of a bet. By the end of 1914, 10,000 copies of the sheet music were being sold every day.

<https://www.youtube.com/watch?v=NMsvQnKLGh0>

<https://www.youtube.com/watch?v=0vKfxKtGLU8>

1. Listen to both versions of the same song. (above links)
2. What were the similarities between both versions?
3. What were the differences between both versions?
4. Which version did you prefer? Why?
5. What was the mood of the music overall?
6. Did you like the song? If so, why?
7. What instruments can you hear being used in the 1st piece?
8. What does the music remind you of? Do any images come to mind?
9. Draw an image or write about what this song reminds you of.

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Wednesday- P.E.

Click on the link below to do PE with Joe!

[PE With Joe | 2021](#)

Wednesday- Maths

Activity 1: Watch the video! Notice how, at the bottom of this map, there are numbers with either a + or - symbol beside them! These symbols and numbers can help us calculate what time it is in another Time Zone!

<https://drive.google.com/file/d/1XIT7ngVA46v5kgyKDVk5ujqkORhcH3nP/view?usp=sharing>

Activity 2:

a) Pretend it is 10:30, write down what time it is in each of the following places:

Going east	Hours	Going west	Hours
Johannesburg	+1	Nuuk (Greenland)	-3
Athens	+2	Rio de Janeiro	-4
Moscow	+3	Washington	-5
Dhaka	+5	Chicago	-6
Bangkok	+6	Edmonton	-7
Tokyo	+9	Los Angeles	-8
Sydney	+10	Anchorage	-9
Auckland	+12	Honolulu	-11

- b) What is the Time Difference between Dhaka and Tokyo?
- c) What is the Time Difference between Rio de Janeiro and Honolulu?
- d) If it is 14:06 in Johannesburg, what time is it in Moscow?
- e) If it is 21:40 in Honolulu, what time is it in Los Angeles?

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Wednesday- English

Singular/plural nouns

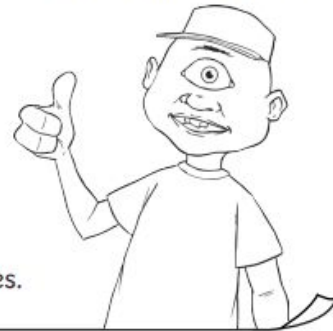
Nouns identify a person, place, thing, animal or idea. A singular noun names one person, place, thing, animal or idea, while a plural noun names more than one person, place, thing, animal or idea.

Most singular nouns need an 's' at the end to become plural:

- e.g. alien, burger and car become aliens, burgers and cars.

Singular nouns ending in s, ss, sh, ch, x, or z need an 'es' at the end to become plural:

- e.g. glass, bush and dress become glasses, bushes and dresses.



Task 1: Change these words from singular to plural.

Add an 's' or an 'es'

a. girl _____	b. dress _____	c. fox _____	d. book _____	e. bush _____
f. dog _____	g. piano _____	h. class _____	i. tomato _____	j. echo _____
k. volcano _____	l. hero _____	m. chip _____	n. branch _____	o. potato _____

Task 2: Rewrite the following sentences correctly.

1. Small childs should wash their hand.

2. The mens and womens ate their dinners.

3. He knocked the tables and the watchs fell to the ground.

Task 3: Rewrite the following sentences in the plural.

1. Fiachra dropped the book on to his foot.

2. Siobhán broke her finger when she tripped over the box.

3. The child put his plate and glass on the sideboard.

4. The elephant stomped through the jungle on her way to the watering hole.

Wednesday- Gaeilge

1. Féach ar an fiseán seo.

<https://watchkin.com/4f2d7d40fb>

2. Léigh an téacs seo agus freagair na ceisteanna.

Lá Grianmhar

Lá grianmhar a bhí ann. Chuaigh Mammaí agus na páistí go dtí an trá. Chuaigh na páistí ag snámh chomh luath is a shroich siad an trá.

Bhí sé an-te agus bhí an ghrian ag taitheamh. Shuigh an teaghlach ar an trá. Bhí picnic ullmhaithe ag Mammaí. Bhí ceapairí agus criospaí acu. Bhí an béile an-bhlasta.

Tar éis tamall, thosaigh siad ag súgradh. Rinne na páistí caisleán gainimh. Chuir siad uisce timpeall an caisleán. Bhí lá iontach ag an teaghlach. Ag a cúig a chlog, chuaigh siad abhaile.

1. Cén sórt lá a bhí ann?

2. An raibh an ghrian ag taitneamh?

3. Cé a chuaigh go dtí an trá?

4. Cén bia a bhí ag Mammaí?

Wednesday- Science

Read this piece about Light and answer the questions at the end. Don't forget to take a photo of your finished work and email it to your teacher.



Unit 7: Light

New Words

bioluminescence wick filament prism spectrum moonbow refraction retina
camera obscura



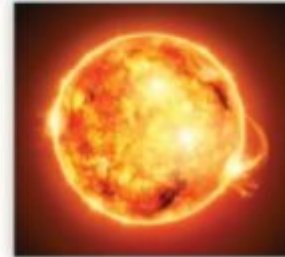
WHERE DOES LIGHT COME FROM?

ALL LIGHT COMES FROM EITHER A NATURAL OR AN ARTIFICIAL SOURCE.



Natural Sources of Light

The sun: The sun is Earth's greatest natural source of light and energy. Imagine if the sun disappeared. Earth would be plunged into darkness, with ice-age



The sun

conditions. Rivers and seas would freeze. All plant life would perish. With nothing to eat or drink, all animals would die. Humans could not survive without the sun.

The stars: Even at nighttime, the sky is never completely dark. Stars are sources of light. The moon also provides light, but it is not a source of light. It is like a giant mirror, which reflects the light of the sun onto our planet.

Lightning: During a storm, lightning is produced when an electric spark makes the air so hot that it glows.

Bioluminescence: Some creatures can produce their own light. The anglerfish produces light to attract prey. It has a 'bulb' above its mouth, which is full of bacteria. The bacteria glow when they receive oxygen from the anglerfish's blood. Because the anglerfish can control the amount of blood entering the bulb, it can switch the light on and off!



Anglerfish

A Brief History of Light

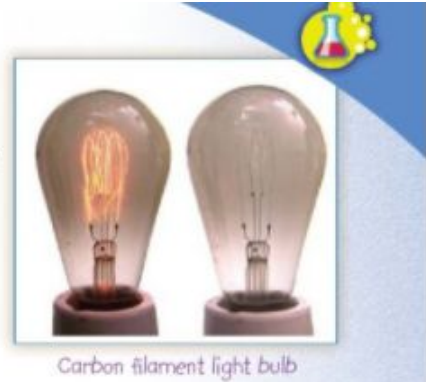
Fire: Stone Age people realised that fire, like the sun, is a form of energy. It provides light and heat. Fire was probably first discovered when lightning struck a tree and set it on fire. People most likely searched for fires and tried to keep them burning. Later, they discovered how to create fire by striking flint stones together or rubbing wood against wood. This meant they could have light and heat whenever they wanted it.



Lamps and candles: Stone Age people discovered that animal fat and plant oils burned with a bright, yellow light. They made lamps using hollowed-out stones or shells containing moss or plant material soaked in fat or oil. The first candles were made in China around 200 BC using whale fat and wicks made from rolled rice paper.

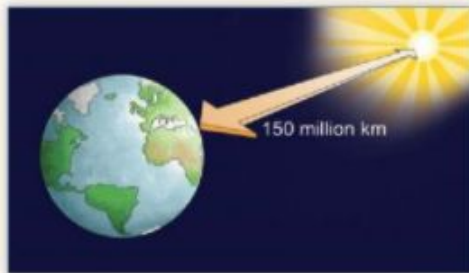
Gas: Gas lamps were used to light up city streets during the nineteenth century.

Electric light: In 1809, an English chemist called Humphrey Davy invented the first electric lamp. He placed a carbon strip between two wires connected to a battery. The carbon strip became charged with electricity and glowed. In 1878, Sir Joseph Swan invented the first electric light bulb. The carbon filament (a tiny wire) burned for 13.5 hours. Thomas Edison improved Swan's design by removing oxygen from the bulb, allowing the carbon filament to burn for up to 40 hours. The modern CFL (compact fluorescent lamp) bulb contains no filament and burns for up to 15,000 hours.



Carbon filament light bulb

The Speed of Light



Light travels from a source in straight lines called rays. At 300,000 km per second, the speed of light is the fastest phenomenon in the universe. Light from the sun travels 150 million km to Earth in just eight minutes. The distance light can travel in a year is called a light year. Light years are used to measure really long distances in outer space. Our galaxy, the Milky Way, is 100,000 light years in length!



Sunlight and Health

When your skin is exposed to sunlight, it absorbs a certain amount of ultraviolet (UV) light and uses it to produce vitamin D. This vitamin is necessary for bone strength. Nowadays, people spend more time indoors than ever before and this is causing vitamin D deficiencies. It is recommended that you spend at least 15 minutes outdoors each day. Sitting at a window does not have the same effect, because glass blocks the particular UV rays that are required.

Remember that sunlight can be very dangerous during summer. Children need more protection from the sun than adults. Here are some tips to help you stay safe in the sun:

- Wear a hat and clothes that cover your skin.
- Never look directly at the sun and wear sunglasses with UV protection.
- Never sunbathe.
- Avoid direct sunshine in the middle of the day.
- Use sunscreen with a sun protection factor (SPF) of at least 20. Reapply every two hours. Use water-resistant sunscreen if you plan to go swimming.



Activities

1. (a) Divide a page into two columns labelled 'Natural' and 'Artificial'. Write each of the following sources of light in the correct column: flashlight, oil lamp, volcano, sun, fire, light bulb, fireworks, Milky Way, glow-worm, laser, lantern, Northern Lights, bioluminescence, North Star, lightning, candle.
(b) Can you think of any others?
2. Write a question for each of the following answers: (a) Humphrey Davy
(b) 100,000 light years (c) 15 minutes (d) anglerfish (e) gas lamps
3. Design a poster about sun safety.



SPHE- Wednesday

Lesson 8: Who can help with decisions? (Draw table into your copy)

Read out each of the scenarios below and ask the children to decide the person they would most likely go to for information or help in order to make a decision about the situation.

Ask them to talk about why they chose that person

Situation/Decision	Person
<ol style="list-style-type: none">1. What to do for your birthday.2. Wondering about smoking because your best friend is smoking.3. What to take for a sore throat.4. How much sleep to get as you play a lot of sport.5. Getting exercise6. Pains in your body7. Brother taking marijuana8. Eating well9. What to do about a friend being bullied10. Being safe on the road11. Being out in the sun12. Where to go on your own13. Where to go with friends14. Drinking alcohol15. Keeping your teeth healthy16. Health matters17. Times to stay out until	<ol style="list-style-type: none">1. Self2. Parents/Guardians3. Friend(s)4. Teacher5. Health professional6. Garda7. Telephone helpline8. Other9. No one

Ask yourself these two questions:

1. Why do you think you choose the person you did for the situation?
2. What kind of things do you need to take into consideration when seeking out someone to ask for information or help?- care, experience, expertise.

Thursday- P.E.

Workout Thursday;

*Clare GAA Coaching and Training

https://www.youtube.com/channel/UC_mki946NlaSnt4EGLQJSaQ

*GoNoodle 'Pump it up' Workout do three rounds-

<https://family.gonoodle.com/activities/pump-it-up>

*GoNoodle 'Blast Off' Workout <https://family.gonoodle.com/activities/blast-off>

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Thursday- Maths

Activity 1: Watch the video about Distance, Time and Speed.

<https://drive.google.com/file/d/1701BQBFbSTt9vO9ZCWbDJjBBK-kDDhRS/view?usp=sharing>

Activity 2: Complete the following activity using **Daddy's Silly Triangle** to help you find the answers. *Remember, the time must be in hours not minutes!!! Use the table below to help!*

<u>5 mins</u>	<u>15 mins</u>	<u>20 mins</u>	<u>30 mins</u>	<u>45 mins</u>
$10/60 = \frac{1}{6} = 0.6$ hrs	$15/60 = \frac{1}{4} =$ 0.25 hrs	$20/60 = \frac{1}{3} =$ 0.3 hrs	$30/60 = \frac{1}{2} =$ 0.5 hrs	$45/60 = \frac{3}{4} =$ 0.75

<i>Distance</i>	<i>Time</i>	<i>Average Speed</i>
325km	5 hours	
315km		45km/h
100km	2.5 hours	
324km		54km/h
	3hrs 15 mins	80km/h
297.5km		59.5km/h

English - Thursday

These eight sentences are an explanation of the life cycle of a frog. Using what you have learned about the structure of an explanation text, can you put these sentences into the correct order?

1. Next, the eggs hatch into tiny tadpoles. During this time they grow gills to help them breathe.
2. First, the mother frog lays her eggs in the water. This is called frog spawn.
3. Then, they grow two back legs.
4. Now, it is a frog!

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5. Afterwards, the tadpole looks like a frog but it has a tail. This is called a froglet,
6. Later, they grow two front legs.
7. Finally the froglet loses its tail.
8. Frogs are amphibians.

Gaeilge Thursday

1. Féach ar an fiseán seo.
<https://watchkin.com/7e3c970f46>
2. Éist agus scríobh amach na habairtí i gceart.
Listen to the audio and write out each sentence in the correct order.
<https://photos.app.goo.gl/HrpBkx4aBs9Myit6A>

1	mhóra sa spéir scamail dhubha Tá	_____
2	stealladh ag sé báistí Tá	_____
3	gála séideadh Tá gaoithe ag	_____
4	briseadh na gcloch an Tá ghrian ag	_____
5	talamh ar an sneachta brat Tá bán	_____
6	cur sé ag Tá seaca	_____
7	nimhneach aimsir Tá an fuar	_____
8	sa spéir tintreach Tá agus toirneach	_____

Art- Thursday

For your Valentines day Art (Valentine's day is on this Sunday, the 14th of February) you can pick from the options below. Send a picture of your completed artwork to your teacher.

1. Draw hugging hearts for valentines day following this video
https://www.youtube.com/watch?v=wpMjZtOCM84&list=PLnoO3k54vcBRdpE2b07F_sW-eKkji3yhv&index=20
2. Write all of the things you love about your school/family/class/friends inside a love heart and decorate with lots of color and creativity.
3. Make a poster about all of the things you love
4. Design your own valentines day card for somebody who you love at home.
5. Here are some puns that might help you with your card design:

Picture	Saying
Dinosaur	You are dino-mite!
Bug	I've been bitten by the lovebug!
Bee	Bee mine Valentine!
Fish	I'm glad we go to the same school!
Cow	You're udderly amazing!
Monkey	I'd go bananas for you!
Pigs	Hogs & kisses coming your way!
Owl	Owl'll be your Valentine!
Bat	I'm batty for you!
Hippo	Hippo Valentine's Day
Deer	You are a deer friend!
Cat	You are purrfect!
Otter	I'd be otterly lost without you!
Bear	I love you bearry much!
Whale	Whale you be mine?
Tiger	I'm wild about you!
Frog	I find you absolutely ribbiting!
Penguin	You are the coolest!
Lemur	I like hangin' with you!
Raccoon	You are a heart bandit!
Bunny	Some bunny loves you!
Dog	I really wuff you!
Koala	You meet all of the koalificatios!
Robot	My heart is programmed for you!
Hot Air Balloon	My heart soars for you!
Dynamite	You're the bomb Valentine!
Pear	We make a great pear!
Pizza	You've got a pizza my heart!
Super hero	You are super!
Bread	I loaf you!
Astronaut	I'm over the moon for you!



We are so excited to see your Valentines art creations! Don't forget to send the finished piece to your teacher.

[Friday- P.E.](#)

Click on the link below to do PE with Joe!

[PE With Joe | 2021](#)

Friday- Maths

Look at the timetables below and answer the questions.

FILM	Dennis the Menace	Mrs. Doubtfire	Casper	Home Alone	Harry Potter (1)
Duration	94 mins	125 mins	100 mins	103 mins	153 mins
Cinema Times	14:30	16:50	17:40	20:50	21:10

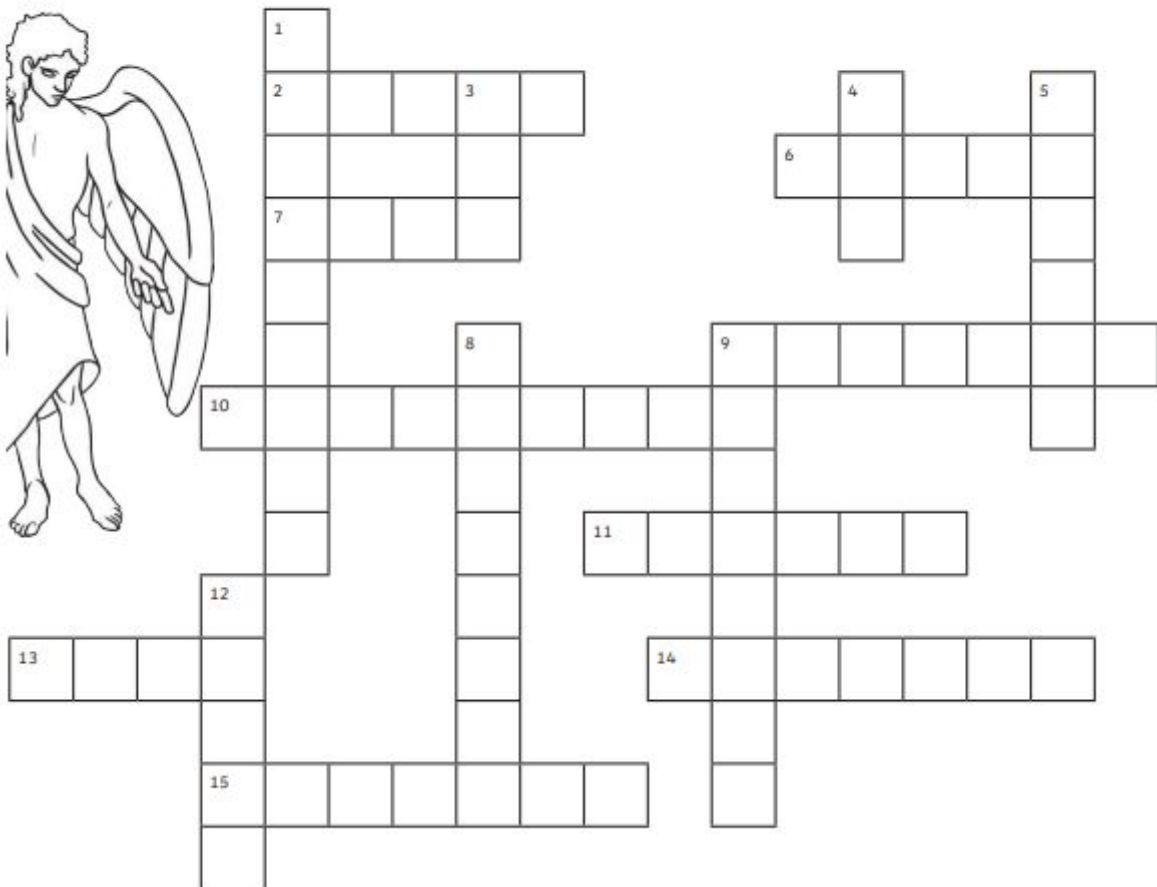
1. Write the duration of each film in hours and minutes?
2. Name the shortest film?
3. Name the longest film?
4. What is the total duration of 'Dennis the Menace' and 'Home Alone'?
5. What is the total duration of 'Mrs. Doubtfire' and 'Harry Potter'?
6. What is the difference between the duration of 'Harry Potter' and 'Dennis the Menace'?
7. The cinema opens 40 minutes before the first film starts. What time does the cinema open at?
8. John went to the cinema to see 'Harry Potter and the Philosopher's Stone'. He was 15 minutes late arriving at the cinema. What time did he arrive at the cinema?

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Friday- English

As it is Friday and next week in mid term break, we have something completely different today - a Valentine's Day Crossword. You may not be able to print this out but can you get all the clues? You could also take a screenshot and write the clues in the grid. Would you be able to create this crossword in a copy or on a page at home? Good luck!

Valentine's Day



Clues

1. An organ that beats in your chest (5)
2. A gift that tastes delicious and sweet, and comes in a box (9)
3. A gift that smells wonderful, and needs water to live (7)
4. Valentine's Day is celebrated in the month of (9)
5. Will you be my? (9)
6. Cupid shoots (6)
7. Valentines day is the celebration of (4)
8. To squeeze someone tight (3)
9. A piece of paper with a message (4)
10. To look up to someone (6)
11. The colour of a heart (3)
12. The god of love (5)
13. Something sweet at the end of a meal (7)
14. A paper container that holds letters or cards (8)
15. A soft toy bear (5)
16. Rubber that is filled with air, and floats (7)

Gaeilge Friday

1. Féach ar an fiseán seo.

<https://watchkin.com/6a2fc20454>

2. Éist agus Tarraing.

Listen to the audio and draw the weather each person experienced on their holiday.

<https://photos.app.goo.gl/Udejie5eXn69cZEv5>

1. Séamus	
2. Aoife	
3. Órla	

4. Cormac	
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Religion- Friday

St. Valentine

Read and Answer the Questions

Saint Valentine was a real person and he lived in Rome when Claudius II was the Emperor of the empire. Claudius was a selfish ruler and was only concerned with building a strong army of men that could fight in many wars. He believed that any men who would marry and have families would not want to join the army and fight for him so he decided that he would ban them from marrying anybody. This was a dreadful law that made many people depressed in Rome. Valentine was a priest and he was also very sad because he had married many couples before the law was passed. He decided to do something about it – he married couples in secret! For a long time he managed to keep the marriages a secret and the army or Claudius didn't find out about what he was doing. One day, however, Valentine was arrested and taken to see the Emperor. Claudius tried to get Valentine to stop being a priest and a Christian but Valentine said he loved Jesus too much and refused the order. Claudius was furious and sentenced him to death. Valentine was sent to prison before his execution and while he was there he wrote letters to remind his friends to pray for him. This is where we get the tradition of sending Valentine cards and notes from. During February, in the year AD 269 or 270, Valentine was put to death. Because he died for his religious beliefs he is called a martyr and nowadays we remember him on the 14th of February each year when we celebrate Saint Valentine's Day.

When arrested and before being put to death Valentine fell in love with the jailer's daughter and it was her that he wrote a note to signed 'From Your Valentine' which is why we also use this expression on his feast day.

Did you know...?

Many churches around the world are named after Saint Valentine. In Dublin, Ireland, there is a special shrine to Saint Valentine in White Friar Street Church. People believe that saying prayers and leaving donations at this shrine will help them in finding their own valentine.



1. Who ruled the Roman Empire when Valentine was alive?

2. Why did the Emperor not want any men to marry?

3. Did Valentine agree with the Emperor's rule? Why/why not?

4. Can you suggest some tricks that Valentine may have used to keep the marriages a secret?

5. Which two rules did Valentine break?

6. How did Valentine die?

7. Why do we celebrate Saint Valentine's Day each year on the 14th February?

8. As well as sending Valentine's Day cards and notes what other traditions do people observe on this special occasion?

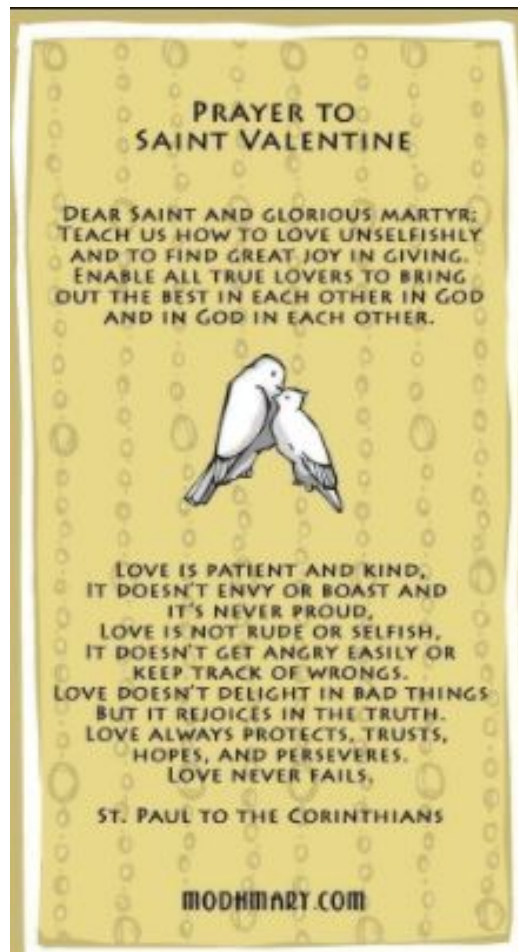
9. Find the meaning of the word martyr in your dictionary. Write it down.

10. List three adjectives to describe Saint Valentine.

Think of another word for:

marriage	_____	emperor	_____
prison	_____	secretly	_____
execute	_____	army	_____

Here is a nice prayer to St. Valentine that you can read and say.



[Click here to return to the timetable](#)