

6th Class Work May 18th-22nd

Dear Parents & Pupils,

We hope everyone is keeping safe and is doing their best to get the work done. As previously mentioned we would love it if the pupils could send in some of their work for us to look at and we can give you some feedback. As always this is optional.

Please take note of the following:

- Ms Dunleavy has sent Transfer programme packs to all students in 6th and a registration form and subject option for St Aidans Community School. If any issues with regards post please contact Ms Dunleavy and she will coordinate with you. It is important any information regarding enrolling in the secondary school is completed promptly to minimize any issues in September.

Please contact us if there are any issues/ questions/ concerns work related or otherwise and we will endeavour to do our best for you.

Keep safe!!

Email addresses:

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Click on the work in the timetable below and it should bring you directly to the correct page.
 You may then have to click on the word [Bookmark](#)

[Timetable](#)

	Monday	Tuesday	Wednesday	Thursday	Friday
P.E (Weekdays 9am)	P.E	P.E	P.E	P.E	P.E
Maths	Maths: Variables Rounding (Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Maths: Variables Rounding (Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Maths: Variables Rounding- Word problems (Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Maths: Variables Rounding - sentence match-up)Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Maths: Variables Addition revision (Mr Rennick/ Ms O'Reilly/ Ms Hodson)
	B	R	E	A	K
English	Dictionary Work Factfile(Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Verbs Famine Story (Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Conjunctions There/their/ they're(Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Schoolbags Comprehension - Summer in Ireland (Mr Rennick/ Ms O'Reilly/ Ms Hodson)	Film DEAR Time
	L	U	N	C	H
SESE/Arts	History- Northern Ireland & the troubles	Music -Queen	Music -Queen	Geography - Trade - The story of the banana	Art - Art competition & Queen Album cover

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

PE

The following link will bring you to the Body Coach Youtube Channel, where every weekday at 9am Joe Wicks will be coaching a PE class.

<https://www.youtube.com/user/thebodycoach1/featured>

Remember to get out for your daily exercise- walk, run, cycle- with a family member. 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.

Maybe set goals (running 2KM or 50 press ups a day) and record them in a copy. Email them to us and we can chart your progress.

Monday - Maths

Variables

What is a variable?

A variable is a symbol for a number we don't know yet. It is usually a letter like x or y.

Example: in $x + 2 = 6$, x is the variable. In this case, x would = 4

- Because $4 + 2 = 6$

Example 2: $4y = 16$. What is y? Y = 4

- Because $4 \text{ (times } 4) = 16$

Example 3: $2x = 20$. What is x? X = 10

- Because $2 \text{ (times } 10) = 20$

Here are some more examples

- $5x=45$ *What is x?* $x=9$ Because $5 \text{ (times } 9) = 45$
- $3y=9$ *What is y?* $y=3$ Because $3 \text{ (times } 3) = 9$

Answer the questions below

Find the Value of the Variable

$$6y = 18$$

$$y = \underline{\hspace{2cm}}$$

$$8x = 96$$

$$x = \underline{\hspace{2cm}}$$

$$7a = 56$$

$$a = \underline{\hspace{2cm}}$$

$$12x = 120 + 124$$

$$x = \underline{\hspace{2cm}}$$

$$5a = 75 + 25$$

$$a = \underline{\hspace{2cm}}$$

$$11c = 125 - 26$$

$$c = \underline{\hspace{2cm}}$$

$$8z = 87 - 15$$

$$z = \underline{\hspace{2cm}}$$

$$7a = 43 - 8$$

$$a = \underline{\hspace{2cm}}$$

$$4b = 42 + 6$$

$$b = \underline{\hspace{2cm}}$$

Now find the value of the unknown amount in each of these equations:

$$9x - 7 = 38$$

$\underline{\hspace{2cm}}$

$$7a - 12 = 72$$

$\underline{\hspace{2cm}}$

$$4z - 6 = 30$$

$\underline{\hspace{2cm}}$

$$10c - 25 = 75$$

$\underline{\hspace{2cm}}$

$$12b + 13 = 157$$

$\underline{\hspace{2cm}}$

$$6y - 7 = 41$$

$\underline{\hspace{2cm}}$



Monday - English

Dictionary Work:

- Using an online or book dictionary, write down the meanings of the following words in your copy.
- Put each word into a sentence to show you understand it.

1. Originate
2. Expanse
3. Composure
4. Innovation
5. Subordinate
6. Conspicuous

Monday -SESE

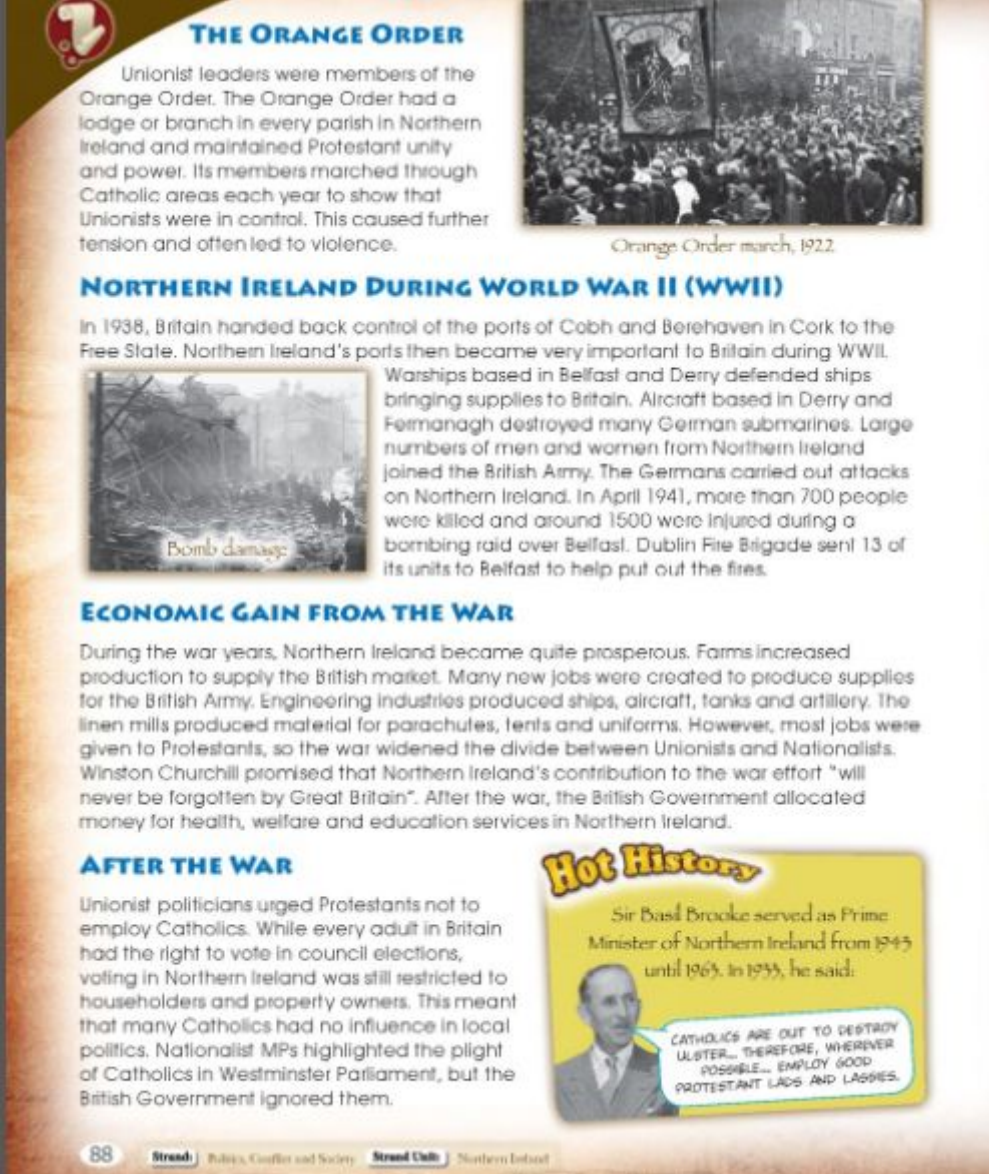
Northern Ireland & The Troubles

The following link brings you to an e-book of Small World History for 6th Class.

It can be used if the screenshots below are hard to read. If that doesn't work go to CJ Fallon Student Resources- open the e- book page 86. You will need to enter your name and an email address.


Read back over pages 86 and 87 to remind yourself what you have learned so far about Northern Ireland. Then read page 88.

<https://my.cjfallon.ie/preview/student/7421/88>



THE ORANGE ORDER


Unionist leaders were members of the Orange Order. The Orange Order had a lodge or branch in every parish in Northern Ireland and maintained Protestant unity and power. Its members marched through Catholic areas each year to show that Unionists were in control. This caused further tension and often led to violence.



Orange Order march, 1922.

NORTHERN IRELAND DURING WORLD WAR II (WWII)

In 1938, Britain handed back control of the ports of Cobh and Berehaven in Cork to the Free State. Northern Ireland's ports then became very important to Britain during WWII. Warships based in Belfast and Derry defended ships bringing supplies to Britain. Aircraft based in Derry and Fermanagh destroyed many German submarines. Large numbers of men and women from Northern Ireland joined the British Army. The Germans carried out attacks on Northern Ireland. In April 1941, more than 700 people were killed and around 1500 were injured during a bombing raid over Belfast. Dublin Fire Brigade sent 13 of its units to Belfast to help put out the fires.



Bomb damage

ECONOMIC GAIN FROM THE WAR


During the war years, Northern Ireland became quite prosperous. Farms increased production to supply the British market. Many new jobs were created to produce supplies for the British Army. Engineering industries produced ships, aircraft, tanks and artillery. The linen mills produced material for parachutes, tents and uniforms. However, most jobs were given to Protestants, so the war widened the divide between Unionists and Nationalists. Winston Churchill promised that Northern Ireland's contribution to the war effort "will never be forgotten by Great Britain". After the war, the British Government allocated money for health, welfare and education services in Northern Ireland.

AFTER THE WAR

Unionist politicians urged Protestants not to employ Catholics. While every adult in Britain had the right to vote in council elections, voting in Northern Ireland was still restricted to householders and property owners. This meant that many Catholics had no influence in local politics. Nationalist MPs highlighted the plight of Catholics in Westminster Parliament, but the British Government ignored them.

Hot History

Sir Basil Brooke served as Prime Minister of Northern Ireland from 1945 until 1963. In 1955, he said:



CATHOLICS ARE OUT TO DESTROY ULSTER... THEREFORE, WHEREVER POSSIBLE... EMPLOY GOOD PROTESTANT LADS AND LASSIES.

88 **Strand 1** Politics, Conflict and Society **Strand 1.1** Northern Ireland

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

Northern Ireland Questions

- Using an online or book dictionary write down the meaning of the following words:
 - Curfew
 - Retaliation
 - Allocate
 - Segregation
- How did the British Government reward Northern Ireland after World War II?
- Protestants feared being taken over by a Catholic government in _____
(a)Dublin (b) London or (c) Cork?
- The Orange Order marched to show that Unionists were _____
(a)Fun-loving (b) Friendly towards Catholics or (C) In control
- Explain two ways in which Northern Ireland benefited from World War II.
- Research and draw the following tribal symbols used in Northern Ireland. Write one sentence to describe what they symbolise

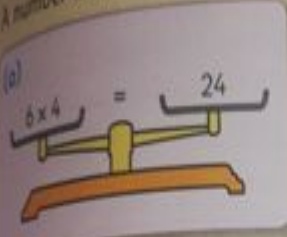
The Red Hand of Ulster:	The Harp:	The Starry Plough:
The British Crown:	The Bowler Hat:	Easter Lily: Used to commemorate the 1916 Easter Rising

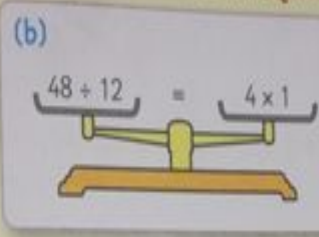
Tuesday - Maths

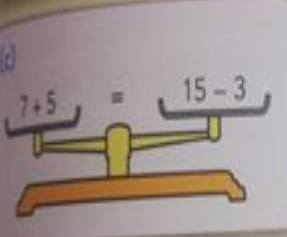
Variables

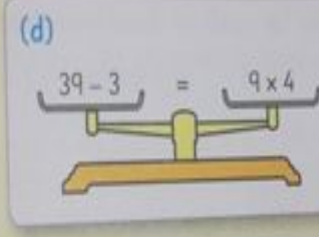
Answer questions 1 and 2 below

A number sentence that has the equals sign (=) is called an **equation**. $7 + 5 = 10 + 2$

(a)  $6 \times 4 = 24$

(b)  $48 \div 12 = 4 \times 1$

(c)  $7 + 5 = 15 - 3$

(d)  $39 - 3 = 9 \times 4$

What is on the left ($7 + 5$) has the same value as what is on the right ($10 + 2$).

Both sides of the scales are equal so the scales balance!

1. Write the missing numbers to make each of the following into **equations**.

(a) $7 + 6 = \underline{\quad}$	(b) $8 + \underline{\quad} = 12$	(c) $14 - 6 = \underline{\quad}$	(d) $11 - 7 = \underline{\quad}$
(e) $14 - 8 = \underline{\quad}$	(f) $5 \times 4 = \underline{\quad}$	(g) $24 \div 8 = \underline{\quad}$	(h) $7 \times \underline{\quad} = 35$
(i) $42 \div \underline{\quad} = 6$	(j) $\underline{\quad} \times 6 = 54$	(k) $\underline{\quad} + 4 = 10$	(l) $\underline{\quad} \div 9 = 8$
(m) $\underline{\quad} \times 7 = 63$	(n) $32 \div \underline{\quad} = 4$	(o) $5 \times \underline{\quad} = 45$	(p) $\underline{\quad} \div 6 = 9$

2. Now do these.

(a) $7 + 9 = 8 + \underline{\quad}$	(b) $6 + \underline{\quad} = 4 + 7$	(c) $18 - 9 = 1 + \underline{\quad}$	(d) $19 - \underline{\quad} = 7 + 8$
(e) $6 \times 4 = 3 \times \underline{\quad}$	(f) $36 \div 9 = 20 \div \underline{\quad}$	(g) $\underline{\quad} \times 7 = 22 + 6$	(h) $63 \div 9 = 1 \times \underline{\quad}$

Tuesday-English

Verbs

How did you get to school today? Did you walk or cycle to school?
Perhaps you took a bus or were driven to school in a car?

However you arrived at school, you need a verb to describe how you got here!
A verb is a word that describes an action (to laugh, to cry, to walk, to dance).

If you can imagine a train travelling down a railway track, what the train looks like and what it is carrying would be noun words: *carriage, window, steps, ticket inspector, luggage, seats, passengers, aisle*.

But what the train does would be expressed in verbs: *races, whistles, slows, accelerates, toots*. Verbs are like engines.

Just as the engine makes the nouns on the train move, verbs often make the nouns in a sentence do something or be something.



For example, notice how the verb in the sentences below expresses the action – what is happening. The person or thing performing the action is called the *subject of the verb*.

- The *man* **climbed** the fence. (In this sentence, 'climbed' is the verb and the man is the subject of the verb.)
- The *dog* **barked** in the street.
- The *rain* **flooded** the river.
- The *circus* **was** exciting.
- The *train* **screeched** through the tunnel.
- The *supporters* **cheered** for their team.

Verbs drive our writing and speech. They tell us what is happening by describing movement and energy. They describe how things act, how people behave and what we feel.

Other examples include: I **walked** to school this morning. I **arrived** at about 8.45am and then went to my locker. I **took** out the books I **needed** for my first three subjects. When I **closed** my locker, I **went** to Class 10 for my German class. There, I **met** my friend Alan. We **talked** about last night's soccer match. United **scored** three against City. The bell **rang** soon after and class **began**.

You have probably noticed that many of the verbs above are written in the past tense – these verbs tell us what happened in the past.



WRITE

Can you work out what the infinitive form of each verb is? The infinitive is the basic form of the verb. Most other verbs are formed from the infinitive.

If you think of a verb as a tree, the infinitive is the root. The branches could be the different tenses.

The first two are done for you:

Past tense	Infinitive	Future tense
walked	to walk	_____
arrived	to arrive	_____
took	_____	_____
needed	_____	_____
closed	_____	_____
went	_____	_____
met	_____	_____
talked	_____	_____
scored	_____	_____
rang	_____	_____
began	_____	_____



WRITE

Rewrite the following sentences and insert the past tense of the verb in each case.

- [eat] He _____ his breakfast too quickly this morning.
- [grow] Mr Byrne _____ his own vegetables last spring.
- [freeze] The frost _____ the windscreen wipers on my dad's car.
- [know] I just _____ I did well in that test.
- [fly] At the air show the airplanes _____ very close to the ground.
- [break] Our fundraiser in the school last year _____ all records.
- [sing] Tammie _____ in the first-year choir last month.
- [is] My results _____ very good at Christmas so I _____ delighted.
- [forget] Miss Dawson _____ to give us the geography test yesterday.
- [begin] The sales in the shopping centre _____ last Saturday.

Put the following verbs into a sentence of your own. Use the past tense. The past tense means that the verbs express actions in the past.

[see] They saw the ambulance speeding towards the accident.

Tear _____

Skid _____

Grab _____

Tuesday - Music

Read the following and answer the questions on the band Queen.

The Story of... Queen

Queen are one of the most successful British pop groups of all time. The band was formed in London in 1970 and comprised of four members. Brian May (guitar, vocals) set up the band originally with Roger Taylor (drums and vocals) before John Deacon (bass) and Farrokh Bulsara / Freddie Mercury (lead vocals, piano) joined. In the early 70s, Farrokh Bulsara changed his name to Freddie Mercury after the lyrics "Mother Mercury, look what they've done to me". He was the lead singer of the band and was known for his legendary theatrical performances and colourful personality. Queen's music evolved through the decades but mainly consisted of Rock tracks. The band were heavily influenced by glam rock, punk rock, pop, funk and disco to name a few!

In 1973, Queen released their first album called "Queen" and quickly followed up with their second album, *Queen II*, in 1974, which they recorded in just one month. Queen's popularity continued to mount through the late 70s and early 80s with multiple new albums being released. They drew huge crowds as a live act around the world. People flocked to live shows to see Freddie Mercury who was an incredibly skilled showman. He was an entertaining artist who wore extravagant costumes and encouraged fans to join in during the show.



CLASS_OF:1

One of Queen's greatest hits was the song *Bohemian Rhapsody*. The band created a huge, mock-operatic sound with layered guitars and overdubbed vocals. It is a six-minute track, consisting of different sections and using techniques used in ballads, operas and rock songs. In October 2018, the movie *Bohemian Rhapsody* was released. It re-told the beginning of Queen's career and had great success becoming the highest selling musical biographical film of all time.

Freddie Mercury died in 1991 and six years later, John Deacon retired to spend more time with his family. The other two former members toured with Paul Rodgers until around 2009.

Queen were added to the Rock and Roll Hall of Fame in 2001 and will be remembered for their vast discography of hits including "We Will Rock You", "We Are the Champions" and "Under Pressure".

Use the text...

ANSWER THE FOLLOWING QUESTIONS IN YOUR NOTEBOOK:

1. In what city were Queen formed?
2. List the four members of Queen and name what instruments they play.
3. Which band member changed their name?
4. Name three genres that the band were influenced by.
5. Why did people want to see Freddie Mercury perform live?
6. Why did the song *Bohemian Rhapsody* stand out amongst other tracks at the time?
7. List three of Queen's most popular tracks.






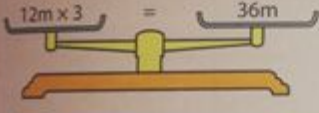
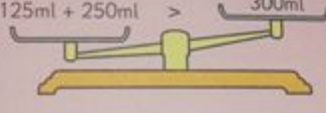
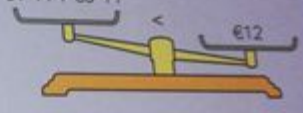
Wednesday - Maths

Variables

Answer questions 1 and 2 below

Chapter 20: Equations and variables

A number sentence may have the following signs: $<$, $=$ or $>$.

A A snail travels 36m over 3 days. He travels 12m on average each day. 	B Ava is making pancakes. The recipe requires 300ml of milk. She has already put in 125ml. She adds in a further 250ml. 	C Darragh has €12. He buys 1 app for €1.99 and another for €3.99. 
 $12m \times 3 = 36m$	 $125ml + 250ml > 300ml$	 $€1.99 + €3.99 < €12$

1. Are these number sentences **true** or **false**? Explain your answer.

(a) $18 + 11 = 28$ (b) $24 - 5 > 18$ (c) $6 \times 9 = 26 \times 2$ (d) $100 \div 4 > 11 \times 3$
(e) $7 \times 6 = 47 - 5$ (f) $23 + 12 < 8 \times 4$ (g) $63 \div 7 < 54 \div 6$ (h) $24 \div 8 = 9 \div 3$

2. Put the correct sign ($<$, $=$ or $>$) in each oval to make each number sentence true.

(a) $15 + 8$ ○ 23 (b) $18 - 2$ ○ 10 (c) 4×9 ○ 36 (d) $99 \div 9$ ○ $8 + 4$
(e) 6×9 ○ 7×9 (f) $35 \div 5$ ○ 7×1 (g) $64 \div 8$ ○ $6 + 9$ (h) $14 - 6$ ○ $3 + 5$

Wednesday - English

Conjunctions

1. A conjunction can join words, phrases and even sentences together.

2. **Examples:** And, but, or, although

3. The conjunction is in bold in each of the following examples.

- 4.
- We caught the flight **and** left for London.
 - He passed his exams **before** celebrating with his friends.
 - Will we paint the room red **or** cover it with wallpaper?
 - I refused to sing in the contest **because** I was hoarse.
 - He took the penalty **but** he missed it.

a



WRITE

Choose the most appropriate conjunction to complete each of the following sentences:
so that because unless while even if although but whether since before

1. I like Facebook _____ I prefer Twitter.
2. They changed quickly _____ diving into the swimming pool.
3. I studied History last night _____ I have a test on it today.
4. The beach was empty _____ the weather was warm and sunny.
5. The farmer closed the gate _____ the cattle wouldn't wander onto the road.
6. The patient has to take the tonic every day _____ it tastes horrible.
7. He has lived in that house _____ he arrived here from America ten years ago.
8. I will wear my coat _____ it is very hot.
9. One fireman readied the hoses _____ the other turned on the water pumps.
10. I will eat the food _____ or not it is tasteless.

Prepositions

A preposition is a word that links nouns and pronouns to the rest of a sentence.

Prepositions are placed before a noun or pronoun.

Examples: in, at, on, up, by, through, over, along, into

- The truck driver drove **through** the tunnel.
- I gave the chocolate **to** him.
- The band appeared **on** stage at 11pm.
- The sunlight shone brightly **against** the old stone wall.



WRITE

Insert one of the prepositions below in each of the following sentences.

between during towards at among under outside around off in behind

1. Peace was announced _____ the two countries.
2. The teacher divided the sweets _____ the pupils.
3. They met _____ Clery's clock.
4. The engineer repaired the wireless network _____ the evening.
5. The taxi parked _____ the night club.

Wednesday - Music

listening and RESPONDING

Answer the questions on Queens songs below. Use youtube or spotify to listen to the songs. * Tempo = speed

Don't stop me now

Describe the tempo of the introduction of the song and the rest of the track.

Intro:

Rest of the track:

Another one bites the dust

What instrument keeps the beat in this song?

Somebody to Love

List all the instruments you can hear in the song.

Crazy Little Thing Called Love - Queen Vs. Michael Bublé

Listen to both versions of the song.
List two similarities and two differences below.

similarities

differences

CLASS OF 2
CREATIVITY

Queen

Under Pressure by Queen and David Bowie

Do you like this song? Why / Why not?

Radio Gaga

List the instruments heard in the intro of this song
(first 55 seconds)

Thursday - Maths

Variables

Answer questions 1, 2 and 3 below

Solving equations

When a symbol or letter is used in place of an unknown amount, it is called a variable.

To write 3 pens, we can write (pen \times 3) or (3 \times pen). We can also simply have the letter **p** represent the name pen so we have (3 \times p) or (p \times 3) \rightarrow 3p.

A If 5 pens cost €15, find the cost of 1 pen.

5p = €15
1p = €3
p = €3

B If 3 eggs cost 36 cent, find the cost of 1 egg.

3e = 36 cent
1e = 12 cent
e = 12 cent

Find the value of the **variable** (unknown) letter in each of these.

1. (a) 2a = 8 (b) 4b = 16 (c) 5x = 30 (d) 6y = 18
(e) 4p = 28 (f) 5y = 40 (g) 8f = 64 (h) 9l = 72
(i) 5m = 60 (j) 6l = 42 (k) 7n = 56 (l) 8h = 96

2. (a) 3x = 25 - 1 (b) 7y = 29 + 6 (c) 5b = 61 - 6 (d) 4m = 37 - 5
(e) 2f = 14 + 6 (f) 6n = 52 - 4 (g) 10d = 78 - 8 (h) 9p = 70 - 7
(i) 5c = 10 \times 3 (j) 8v = 12 \times 4 (k) 6w = 9 \times 4 (l) 4n = 8 \times 3

Diagram illustrating solving the equation $3m + 4 = 13$ using a balance scale:

Step 1: $3m + 4 = 13$

Step 2: $3m + 4 - 4 = 13 - 4$

Step 3: $3m = 9$
 $m = 3$

Find the value of the **variable** (unknown) amount in each of these.

3. (a) 4a + 3 = 11 (b) 5x + 2 = 22 (c) 3l + 5 = 26 (d) 6m + 4 = 40
(e) 5b + 6 = 41 (f) 8c + 4 = 44 (g) 6s + 7 = 55 (h) 7d + 5 = 61
(i) 9t + 7 = 52 (j) 7f + 8 = 64 (k) 8k + 6 = 78 (l) 9h + 7 = 88

4. Write equations for the following. Use the letter **n** for the **variable** (unknown). Solve the equation.

Luke ate 12 apples and Carla ate some apples. All 18 apples $12 + n = 18$ $n =$

Schoolbags



Department of Education report on schoolbags

In recent years, the weight of pupils' schoolbags has become a source of some concern. This concern centres on the possibility that heavy schoolbags represent a health hazard to pupils, whose spines are susceptible to injury during the formative years.

Evidence suggests that many pupils carry schoolbags that weigh significantly in excess of 10 per cent of body weight. A proportion of these pupils carry in excess of 20 per cent of body weight.

Research indicates that it is the pupils in the Junior Cycle who carry schoolbags that are heaviest in proportion to body weight.

There appears to be a consensus that 10 per cent of body weight is reasonable for children to carry. Based on average weights for males and females, this provisionally suggested 10 per cent level indicates a weight limit of 3.7 kg for 12-year-old students and a weight limit of 5.5 kg (females) and 6.2 kg (males) for 17-year-old students. This current recommendation should be treated cautiously, given the dearth of research in this area. Factors such as local conditions, distance and time should also be considered in the context of load-carrying by children.

A number of factors contribute to the increased bulk and weight that pupils must transport to school each day. These include the number of textbooks, workbooks and copybooks in use, the size and weight of individual textbooks, the use of multilevel textbooks containing two or three-year programmes of study, the additional content and weight of the schoolbags. Factors that have an indirect influence on the weight of schoolbags are (a) the provision of storage facilities, (b) the lack of coordination of homework by teachers, (c) pupils' lack of organisational skills and (d) a lack of awareness by the school community of the possible health hazards posed by excessively heavy schoolbags.

Positive action has been taken by some schools in an effort to alleviate the problem of heavy schoolbags. At second level, actions taken by some schools consist of a range of measures including the provision of lockers, the arrangement of the timetable into double-class periods, active liaison with parents and the coordination of homework by subject teachers.



DISCUSS

The language used in official reports is often dry and formal. Look at this report and make note of the language used. Discuss the reasons for the writers of this report using this style of writing. You might consider the target audience for this report.



WRITE

1. According to this article, what has become a source of concern?
2. For who do you think this report was written? Think of the different people in society that might be affected by the issue.
3. According to the report, how is the maximum weight limit for schoolbags to be calculated?
4. What suggestions are made in the report that will help to lighten schoolbags?
5. Is the weight of schoolbags a serious issue for you?
6. Which of the bags pictured on pages 32 and 33 do you like best? Give reasons for your answer.



Thursday - SESE

Geography - Trade - The Story of The Banana

Read and answer the questions below

The story of the banana is a very interesting one. In Ireland, we are very lucky that we can grow delicious fruits and vegetables, such as strawberries, raspberries, blackberries, apples, tomatoes, potatoes, carrots, turnips and many more. However, the cold and unpredictable weather in Ireland unfortunately means that some fruits and vegetables are not able to grow here. In order to get these fruits and vegetables, we must import them.

Bananas are one of the fruits that are imported into Ireland. Bananas grow on banana plants in very hot, wet climates. Countries where bananas grow include Costa Rica, Honduras, Colombia, Ecuador, Panama, Brazil and the Ivory Coast. The banana plants can grow up to five metres in height and the bananas grow in large, hanging bunches.



The farmer looks after these hanging bunches by putting protective wrapping around them to protect them from mosquitoes and other insects until they are ready. It can take up to a year for the bananas to be ready for the farmer to harvest. The farmer uses a special strong knife called a machete to cut down the large hanging bunches when they are still green. The bunches are brought to a cool room immediately so they do not ripen.

Later, they are brought to be washed and separated into smaller bunches of about six bananas in each bunch. The bunches are then packed into boxes and trays which are kept in a cool place so they do not ripen too quickly. When the boxes are all full they are transferred to containers and are brought to be loaded onto huge ships. On the ships, seafarers have the job of looking after the containers, making sure they are stored in a cool place and that the ship is clean and safe. The ships make the long journey across the oceans to deliver the bananas to different countries.



When the ships arrive at their destinations, they are unloaded and the boxes are brought to warehouses where they have time to ripen fully. Once the bananas are ready, they are brought to supermarkets and shops where they can be sold to customers.

So next time you eat a banana, think about the long journey it has made from growing on the banana plant to getting to you! Enjoy!

Questions

1. What are some examples of the fruits and vegetables that are grown in Ireland?

2. Why can bananas not grow in Ireland?




3. Name three countries where bananas are grown.

4. What does 'imported' mean?

Summarise the journey of the banana in 6 steps. Draw a picture for each step

The Story of the Banana

While learning about the journey the banana makes, draw and write about each step.

 <p>Step 1</p> <hr/> <hr/> <hr/>	<p>Step 2</p> <hr/> <hr/> <hr/>	 <p>Step 3</p> <hr/> <hr/> <hr/>
<p>Step 4</p> <hr/> <hr/> <hr/>	 <p>Step 5</p> <hr/> <hr/> <hr/>	<p>Step 6</p> <hr/> <hr/> <hr/>

If you are looking for an extra challenge click the link to do a fair trade quiz.

<https://www.twinkl.ie/go/resource/tg2-t-41-lks2-fair-trade-differentiated-reading-comprehension-activity>

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


Friday - Maths

Variables

Answer questions 2 and 3 below

Eg To make a word problem for $10 + 16 = 26$ you might write

The farmer had 10 chickens and 16 geese. How many birds did he have altogether?

(j)  7 nets of apples. He sold 56 apples altogether.

2. Write or compose **word problems** for each of these **equations**.

(a) $14 + 18 = 32$ (b) $25 - 7 = 18$ (c) $4 \times 12 = 48$ (d) $(36 - 12) - 9 = 15$
(e) $48 \div 6 = 8$ (f) $(12 + 8) - 3 = 17$ (g) $(4 \times 9) + 4 = 40$ (h) $(7 \times 6) - 3 = 39$

3. Now write each of these **word problems** as **equations** and solve them.

	Word problems	Equations
(a)	Pat had 12 books. He bought 9 books. His friend gave him 8 books. How many books has he now?	$12 + \underline{\quad} + \underline{\quad} = \underline{\quad}$
(b)	Yoghurt is sold in trays of 8. Cian bought 7 full trays and 5 loose cartons of yoghurt. How many cartons did he buy altogether?	
(c)	Terri had 75 chestnuts. She kept 3 and shared the rest equally among her 8 friends. How many chestnuts did each friend get?	
(d)	A florist had 9 trays of flowers. Each tray had 7 flowers. She kept 4 flowers and sold the rest. How many flowers did she sell?	

02

Friday - English

Introduction to Film



Setting Out

Most of us have viewed lots of films over the years. You might remember the excitement of going to the cinema as a child, or visiting a video shop to collect a DVD to watch at home.



Today, most people download movies online or watch films over the Internet, sometimes on a smart phone or tablet. But there is still something magical about visiting a cinema and escaping into another world, with a few hundred other cinema-goers, for 90 minutes.



TALKING POINT

Think about what might be your **favourite film**. You might choose a recent film you've seen, or travel down memory lane for a film that you really loved as a child.

My favourite film

Film title _____

Main star(s) _____

Director _____

Where did you watch it? At home (DVD) In cinema Online

Give the film a rating (5 stars excellent, 4 very good, 3 good, 2 fair, 1 poor): ☆☆☆☆☆

Who were the main characters? _____

What was your favourite scene? _____

Why did you watch this film? (Tick your reasons from the list below.)

Fan of the main star

Liked other films by the same director

Had already seen an earlier 'version'

Read a good review

Friends recommended it

Just to pass the time

Posters seemed interesting

Trailer looked interesting

Went along with friends

Parents/guardians took me

Where is the film set? (Time and place.) _____

Briefly describe the setting. (What kind of place is it? What values are in that place?)

Which genre from the list below would your film belong to?

Comedy

Adventure

Horror

Who was your favourite character in the film? _____

Why did you like this character most of all? _____

Can you remember a key scene in the film? What happened?

What other features of the film impressed you? (Music, sound effects, lighting, acting, creation of tension, the visual appeal of the film, the relationships in the film, the plot, the ending, etc.)

Friday - Art

Create your own Queen cover using inspiration from ones below or online. **Don't forget the Art Competition as well** - details and inspiration are below.

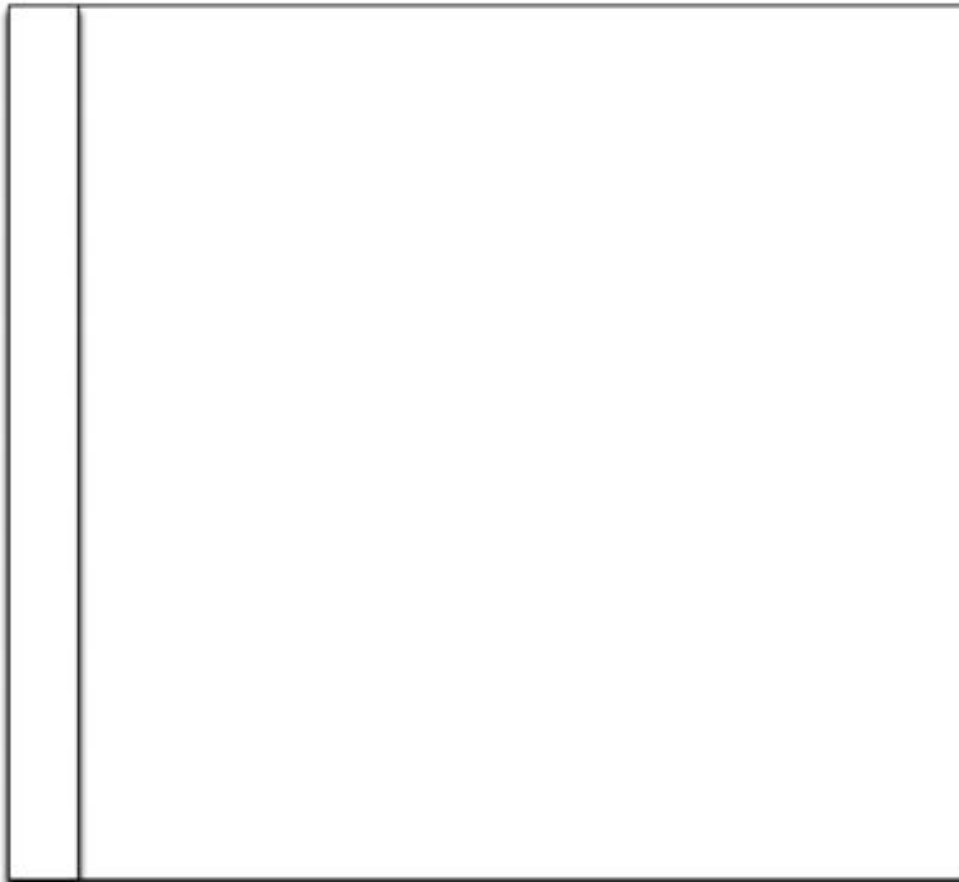


[Click here to return to the timetable](#)

art (ist)

ATTACK

Choose your favourite Queen's album cover, notice the colours and pictures the band have used. Does the album cover suit the type of music they play? Copy your favourite cover below.

A large empty rectangular box with a thin black border, intended for drawing or copying a Queen album cover. The box is oriented vertically and occupies most of the lower half of the page.

Art Competition

Great news, this week the school is running a competition and the winner from each stream will be posted a **20 euro voucher for Just Eat!!**

As you all know the message we have been hearing for a long time now is "Stay at Home". This can be hard at times when all you want to do is to visit family and friends or go to the park or even have a trip to the square! Although we won't be going very far for quite a while, there is nothing stopping us from using our imaginations! So the theme of our competition is "**My Dream Holiday**". What does your dream holiday look like? Maybe you're at the beach or by a pool or seeing wild animals on Safari?

Time to get Creative! You can draw/paint a picture, write a description or story about your dream holiday or even write a song or poem!

To enter, take a photo of your work and email to your class teacher's email address on or before Wednesday 20th May, all entries will be uploaded to the App and the winners announced on Friday 22nd May! Good luck! Let your imagination run wild!!

Some inspiration:

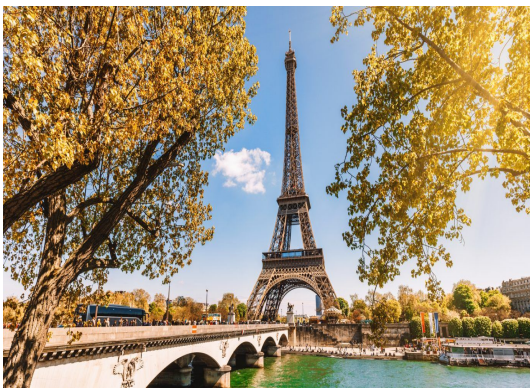
Safari



Sun Holiday



City Break



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

Maths- Mr Rennick/ Ms O`Reilly/ Ms Hodson

Monday:

Round these numbers to the nearest 10, 100 & 1,000

Tables: 10x- Learn, write out and get a family member to test you!!

Remember: 1,2,3,4 stay the same/ 5,6,7,8,9 round up.

Round these numbers to the nearest 10: 41- 89- 34- 55- 12- 183- 99- 367- 105- 896- 674- 1875	Round these numbers to the nearest 100: 341- 789- 145- 35- 676- 423- 932- 4762- 8420- 9562- 1804- 2398-	Round these numbers to the nearest 1000: 1804- 2398- 7804- 2398- 2502- 24,665- 31,500- 45,838- 66,112- 71,008- 56,789- 190,870-
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English -Ms O Reilly/Mr Rennick/Ms Hodson

Monday:

Create a fact file on someone famous (maybe your favourite singer, band, footballer, sports person ..)

Write as much information as you can find.

You might include information such as

Age:

Birth Date:

Where they were born:

Early life:

Family:

Career:

Awards (if they have any)

Include as much information as would make you interested to read this fact file. When you are finished , show your work to someone in your family.

Maths: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Tuesday:

Round these numbers to the nearest 10, 100 & 1,000

Tables: x11- learn, write out and get a family member to test you!!

Match the number, how the number is rounded and the number to which it is rounded.

Example: 39- nearest 10- 40.
numbers first

Top Tip: Start with the larger

A) 39	Nearest 1000	3400
B) 65	Nearest 10	70
C) 74	Nearest 100	100
D) 145-	Nearest 10	700
E) 736	Nearest 10	40
F) 1902-	Nearest 100	1900
G) 3419-	Nearest 100	10,000
H) 9567-	Nearest 1000	150

English: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Tuesday

Yesterday we read a story which was set in the famine times in Ireland. Here is more information:

A **famine** is when there is a very severe shortage or lack of food for a large number of people. Ireland had its worst famine in **1845**. One of the causes of the Great Irish Famine was a disease called **blight** which destroyed the **potato** crop. The potato was the only food available to the majority of the people in Ireland at the time. The poorer people grew potatoes on small plots of ground and had no money to buy any other foods. When the blight destroyed the potato crops every year from 1845, the people faced starvation and death. In 1846, the second crop of potatoes failed. The government set up some **soup kitchens** to give the starving people hot soup. By August 1847, about 3 million people were being fed each day.

Workhouses were places where the very poor, known as paupers, could go to live. The main food they were given was called **stirabout**, which was similar to a weak oatmeal porridge. Families were split up once inside. Men, women, girls and boys were all forced to stay in different parts of the building. Many people in the workhouses died of **diseases** like typhus, cholera and dysentery.

When tenants could not pay their rent, they were usually **evicted**. They were thrown out of their homes and left on the side of the road. Large numbers of Irish people **emigrated** to countries such as England, America, Canada and Australia because of the famine. People have estimated that about a million people died during the worst famine years between 1845 and 1849.

- About a million people emigrated to America , Canada , Australia or Britain .
- The **Irish language** began to die out because many of those who died or emigrated were from the western parts of Ireland and had spoken Irish as their first language. Many of these people did not speak or understand English.

Write a story about you and your family in famine times. Use the words in red in your story.

Maths: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Wednesday:

Tables: 12x - Write out, learn and get a family member to test you

Solve these word problems with rounding

1. A supermarket sells 187 cartons of yoghurt a week. How many cartons is this to the nearest 10 and 100?
2. There are 35 245 spectators at a football match. How many is this to the nearest 10, 100 and 1000?
3. A newspaper reports that about 12 400 people attended a parade. How is this rounded and what is the range of the precise attendance?
4. There are 12 876 adult tickets and 5621 child tickets sold for a concert. To the nearest 10 and 100, how many tickets are sold altogether?
5. A shop has 2349 tins of tomatoes in stock. It sells 782 in a week. To the nearest 10, how many will be left?
6. An office receives about 35 letters per day. To the nearest 10, how many letters does it receive in a working week (5days)?
7. A swimming pool gets about 120 swimmers each day from Monday to Friday, and about 250 swimmers in total over the weekend. To the nearest 100, how many swimmers does the pool get over the whole week?
8. A lorry driver travels about 370 miles per day for 5 days per week. To the nearest 100 and 1000, how many miles does the driver travel each week?

English: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Wednesday

There / their/ they`re

Remember , we use 'their' when something belongs to someone, and we use 'they're' when we mean 'they are'.

Now try these sentences. Write them in your copy and use either - there , their or they're

1. _____ is a black cat in my garden.
2. They put _____ car in the garage.
3. _____ a very nice family.
4. My house is over _____.
5. _____ coming to the party on Tuesday.
6. I think _____ are six children in _____ family.

Now make 2 sentences for each of 'their', 'there' and 'they're'

See if you can make a sentence that has all 3 of them in it.

Correct these sentences: Write them in your copy and then give them a ✓ if correct and an X if wrong.

1. They put their coats on the radiators.
2. They're is a rosebush in our garden.
3. I know there mother.
4. Their are lovely clothes in that shop over there.
5. They're going on holiday to Spain next week.

Maths: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Thursday

Rounding Sentence Match-Up

Set 1

These six sentences should explain how numbers are rounded to 10, 100 and 1000. Unfortunately, they have all been muddled up! Can you cut them out and rearrange them to make the sentences correct?

3764	rounded to the nearest 100	is 1990
5250	rounded to the nearest 10	is 3800
3004	rounded to the nearest 100	is 3000
1985	rounded to the nearest 1000	is 5300
2340	rounded to the nearest 10	is 2000
5350	rounded to the nearest 1000	is 5000

Set 2

These six sentences should explain how numbers are rounded to 10, 100 and 1000. Unfortunately, they have all been muddled up! Can you cut them out and rearrange them to make the sentences correct?

4840	rounded to the nearest 1000	is 6000
5500	rounded to the nearest 10	is 5200
5004	rounded to the nearest 1000	is 4800
4499	rounded to the nearest 100	is 4000
5150	rounded to the nearest 10	is 5000
4765	rounded to the nearest 100	is 4770

English: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Thursday

Summer in Ireland

Summer in Ireland lasts for three months (May, June and July). It begins on May Day which is the 1st May each year. It ends on 31st July. It comes after spring and before autumn.



Irish Weather in the Summer

The weather in Ireland is very mild. This means it doesn't get too cold or too hot. In the winter, the weather gets colder but it is rare to see heavy snow. During the summer, the days get warmer but it doesn't usually get hotter than 20°C. In June and July it is light for almost 18 hours each day. It only gets dark after 11 p.m.

Plants and Animals

In winter, many animals in Ireland go into a deep sleep called hibernation. Lots of birds leave Ireland for warmer countries during winter. However, during the summer, Irish wildlife is at its most active. Foxes, squirrels, badgers and bats can be found all across Ireland.

Honeybees are busy collecting pollen to make honey during the summer months and dragonflies can be seen near rivers and lakes. Summer is also the season for butterflies in Ireland.



During the summer, the Irish countryside is decorated by many different kinds of wildflowers, including daisies, clover and buttercups.



What Do People Do in Ireland During the Summer?

Children get their summer holidays at the end of June. Many art and music festivals are held during the summer months. Fleadh Cheoil na hÉireann is generally held during August and is a week dedicated to celebrating Irish music and culture.



Maths: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Friday

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

3-Digit Column Addition (With Regrouping)

1.				2.				3.				4.			
	1	0	9		4	5	5		1	7	0		5	5	4
+	1	3	9	+	2	8	1	+	2	4	9	+	2	0	9
5.				6.				7.				8.			
	1	9	6		6	2	8		6	7	7		5	2	4
+	7	0	6	+	3	1	9	+	1	6	0	+	2	0	8
9.				10.				11.				12.			
	1	9	9		1	5	8		3	8	5		6	6	5
+	3	9	1	+	4	6	6	+	1	3	7	+	1	0	7
13.				14.				15.				16.			
	1	0	9		2	3	7		2	9	0		8	6	2
+	4	9	8	+		6	8	+	2	7	6	+		6	7
17.				18.				19.				20.			
	7	1	9		5	9	5		2	6	7		6	0	6
+	1	8	2	+	1	1	7	+	5	7	9	+	2	5	8

English: Mr Rennick/ Ms O`Reilly/ Ms Hodson

Friday

Dear Time: Read a book, magazine or article of your choice for 20 minutes