



History

Romans in Britain - collapse of Roman rule

In 400AD, there was trouble in Rome. Most of the Roman leaders in Britain thought they could be a better Emperor than anybody else, so they went home to Rome and took their armies with them. The Roman Empire started to fall apart...

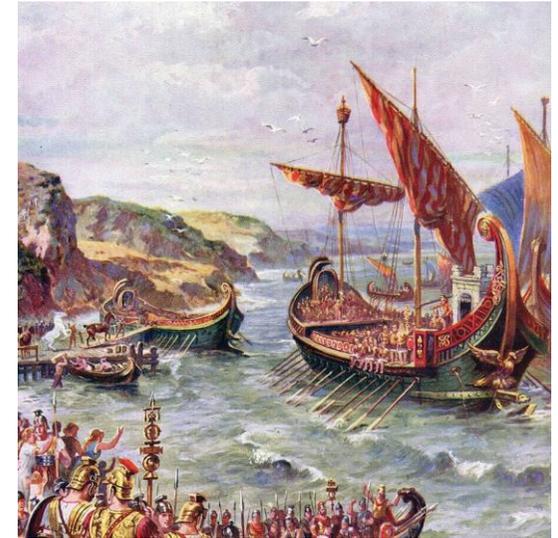
How did it all start?

The Rhine - a large European river that flows through Switzerland, Germany and the Netherlands - was a boundary for the Roman Empire. However, in the winter of 406 - 407AD, some barbarians - anyone who did not speak Latin or was not a citizen of Rome - crossed it, causing huge unsettlement. People were already disenchanted with the Emperor and this only made things worse. Roman military units in Britain rebelled against Rome and proclaimed one of their generals, Constantine, to be the new emperor.

Known as Constantine III, he withdrew virtually the whole of the Roman army from Britain around 409, and set himself up in Gaul (parts of present day France, Belgium and Luxembourg). He took the troops to both fight off the barbarians who had recently entered the Roman Empire, and to fight for control of the western half of the empire. The Roman army never properly came back to Britain, and those few Roman units left behind were unable to do much when barbarians began to attack Roman Britain.

By the year 410 AD the Roman Empire was falling apart. In Britain, the Romans were being attacked by groups of people from Germany called the Angles and the Saxons. These groups would sail over from Germany in ships, attack big Roman houses and steal valuables and people. Then they would sail back to Germany.

The Roman Emperor would not send any new troops to help, so Britain was not protected. The Angles and the Saxons saw this as an opportunity and stopped going home after their attacks. Anglo-Saxon people started to live in Britain. They spoke English and called the country they now lived in Angland - we use English and England today. Some of the Roman people went back to Rome, but some of them stayed and learned the new way of doing things.



What impact did this have on Britain?

It was essentially dead in Britain. The towns had been abandoned, the public buildings had been left to fall down and were no longer serving the functions they once had, and only a few squatters remained within any Roman town. Squatters took up residence in odd places - often in the bottom of baths, since no one was filling up the baths anymore. Like many other things, they had stopped serving the function they once had. This same abandonment also happened, though a little less, in the countryside, where there is evidence of the abandonment of Roman villas during the first half of the 5th century.

The Romans brought many fantastic ideas to Britain with them, such as central heating, sewers, roads, baths and even towns! But after the Romans left, the people of Britain reverted back to their old ways and many fell into disrepair or abandonment. It was like Britain was going back in time. Things were so bad, people normally call this time in history the **Dark Ages**.

Activity: **QUIZ!**

1. Open the document titled 'Y5 History - Week 17 Questions.'
2. Use the information above to answer the questions.
 - a. *Remember to answer questions as full sentences, using the question to start your answer, e.g.,
 - i. Q: *What does the word caliphate mean?*
 - ii. **A: The word caliphate is the name given to the Muslim government which ruled the Islamic Empire during the Middle Ages.**
3. Check your answers by opening '**Y5 History - Week 17 Answers**'.

Additional information

How the Romans conquered Britain

<https://www.bbc.co.uk/bitesize/topics/zatf34j/articles/z9j4kat>

Roman Britain Timeline

http://www.bbc.co.uk/history/british/timeline/romanbritain_timeline_noflash.shtml

Growth and change

Have you ever seen a dog grow and develop? They start as a cute and cuddly puppy, to a bit of a troublemaker, to a confident companion, and finally to a lazy old dog who sleeps all day. Each of these stages has different physical and emotional characteristics. Just like dogs, humans go through different developmental stages in their life, as well.

All living creatures are born and grow, changing over time. Humans learn many things as they grow up; how to talk, walk, swim and make important choices in their life. These are called the different stages of development. We are going to focus on the first two stages:

Infancy

Typically this refers to the first couple of years of life and it is the first important stage of human development. Many physical milestones occur during this stage as an infant gains control over its body. However, infants must rely on others to meet most of their needs. They learn to trust other people as needs are met. They need to feel this security in order to properly develop both physically and emotionally.

Childhood

This is the next stage of human development and refers to children between 3 and 11 years old. During this stage, children learn to dress themselves, walk up and down stairs without support, play sports with increased skill or ride a bike without stabilisers. They grow taller and their muscles develop. They also start to explore and develop a sense of independence and they learn to make their own decisions.

What is important to remember is not everyone reaches these milestones at exactly the same time - e.g. someone may grow very tall from a young age, or not get taller until they are a bit older.

During these stages of development, the changes children go through affect different parts of their body:

- **Cognitive development** - how we think, explore and work things out. It is the development of knowledge, skills, problem solving and our character.
- **Motor development** - the physical growth and strengthening of our bones, muscles and the ability to move and touch our surroundings with increased skill.
- **Emotional development** - how we feel towards and about other people, objects, situations and experiences and how these feelings change.
- **Social development** - the way we learn to interact and communicate with other people.

During the **cognitive development** stage, a part of this includes brain development. In fact, a child's brain undergoes an amazing period of development from birth to three years old - it produces more than a million neural connections each second.



Activity

Your task is to **create a fact file** for possible key milestones within different age boundaries (e.g., 0-2, 3-5, 6-11), stopping at your age or thereabouts.

In your fact file, you need to set out what the children in each age boundary will be capable of doing, the development within their brains and the growth they experience.

It's important to remember to leave out things that simply happen at a certain age (e.g., vaccines) and focus on proper developmental milestones (e.g., talking and walking).

As children become older, the milestones they go through may seem less obvious, but they are still there so make sure to include them.

Remember - be selective in what you write about and include as much information as you can in clear, plain English, i.e., don't include incredibly complicated medical terms just for the sake of it. The idea is this fact file is simple and easy to understand.

Some useful website links:

<https://www.dkfindout.com/uk/human-body/life-cycle/childhood/>

<https://www.webmd.com/parenting/guide/default.htm> (look at each age for the different milestones)

You may find some useful websites yourself too!

Religious Education

Islam - Eid al-Adha

Eid al-Adha will be celebrated from Thursday, 30 July until the evening of Monday, 3 August (in the UK). It is also called the "Festival of the Sacrifice" and is the second of two Islamic holidays celebrated by Muslims worldwide each year; it is considered the holier of the two. It is also known as the 'Festival of Sacrifice' because of one special story. In this story, Allah (God) commands Prophet Ibrahim to give up his son, to which he agrees. This was a very difficult thing for him to do – a huge sacrifice.

Discuss:

- Have you ever had to make a difficult choice?
- What happened and how did you deal with it?

Activity 1:

Learn more about Eid al-Adha and how it is celebrated by opening this document: **Y5 - Religion - Eid Al-Adha Reading Comprehension - Levels 1, 2 and 3 with ANSWERS***. Choose level 1, 2 or 3 and answer the questions to go with your chosen level. When you've finished, you can check your answers.

Activity 2:

The crescent and star are a symbol commonly recognised to represent Islam. The crescent represents progress and the five pointed star, light and knowledge. The moon is the appointed sign of times, seasons, fast and feast, and governs the Islamic calendar. The five points of the star can represent the five pillars of Islam, the essential elements of the Muslim faith.

Make a star and crescent moon mobile to celebrate Eid al-Adha.

You will need:

- Card
- Paint or glue and glitter
- String
- Stick (we used a lolly stick)
- **Y5 - Religion - Activity 2 - Crescent Moon and Star template***

Instructions:

1. Print the template (**Yr5 - Religion - Activity 2 - Crescent Moon and Star template***) onto card or draw your own crescent moon and star. Cut out.
2. Paint both sides of each, or cover with glue and glitter.
3. Punch a hole in each and tie through a piece of string or yarn.
4. Tie the other ends of the string to a twig or lolly stick. Tie a piece of string to the middle of the twig to hang the mobile by.

For more information:

Visit BBC Bitesize and watch a video about Eid al-Adha here: <https://www.bbc.co.uk/bitesize/topics/zpdtstk/articles/zhjif4j>

Guardians of the Garden

Since coming back into school, the children in Year 6 have been helping to design and plan **The Leavers' Garden**.

Here is a video that explains what the Leavers' Garden is: <https://www.youtube.com/watch?v=2nSzR0Z1N60&feature=youtu.be>

This will be a space that you and the rest of the school can enjoy next year, but it will also be a space that you will look after and then pass on to the following year group.



The garden will be completed by September, ready for the new school year, and this is when we will need your help! We need some **Guardians of the Garden!!**

What is a Guardian of the Garden? They will be a monitor, a bit like a Bus Stop Buddy, but for the Leavers' Garden.



If you become a Guardian, you will:

- Have 1 break time a week when you monitor the garden, making sure children are respecting the area and not causing any damage.
- Help water plants and generally ensure the garden stays healthy and in good condition.
- We will train you up and then you will help teachers and their classes in Years 3, 4 and 5 to learn about the plants and how to look after them.

If you would like to be a Guardian of the Garden, you need to **write a letter to the Year 6 teachers** to explain why you would be good for the role.

You should include:

- Why you want to be a Guardian of the Guardian.
- Qualities you have that would make you a good Guardian.
- Any experience you have with gardening (you may have helped out your grandad, mum or even your uncle's best friend's sister do something in the garden).
- Anything else that you think is important we know about.

The Year 6 teachers look forward to reading your applications and recruiting the first ever Guardians of the Garden.

Email your letters to **year6@coleridgeprimary.net** by **Friday 17th July 2020** and they will let you know in September who is successful. If you aren't chosen, do not worry, as there will be lots of other opportunities next year to help us out with the garden!



Computing and ICT

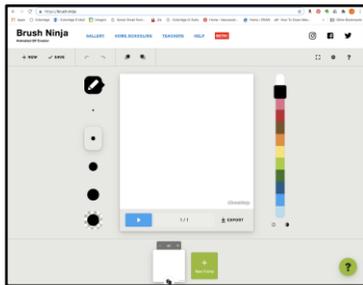
This week, we are going to learn to create an **Animated Gif using *Brush Ninja!** **Brush Ninja is a free online tool for creating stop-motion animations.*

- **You can use any type of device, but one with a bigger screen works best.** Phones are a little tricky. We know that you may not have access to a device to do this. If this is the case, obviously you don't have to do this activity!

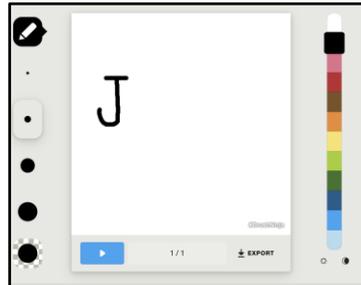
Video!

1. Watch Mr Breuer's **video tutorial**.
https://www.youtube.com/watch?v=eY_ZSPaAN-s
2. Use the steps below as an additional guide.
3. Have FUN!

1. Go to the Brush Ninja Website: <https://brush.ninja/>



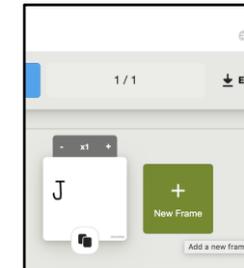
2. Use your mouse to write the first letter of your name.



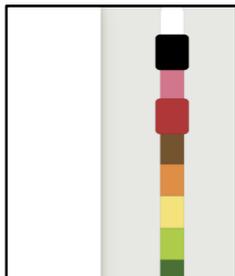
3. Click the button with the three squares that says 'onion skin before'.



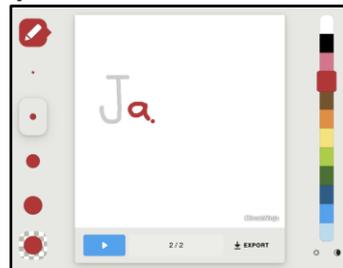
4. Click the button that says 'New Frame'.



5. Choose a new colour.



6. Draw the second letter of your name.



7. Repeat steps 4-6 until you've written your whole name.

8. Press Play!



Art and Design

Origami

Origami is the Japanese art of paper folding. Ori means to fold and kami means paper. Origami originated in China and then spread to Japan during the 16th century. For centuries there were no written instructions for creating origami; parents and teachers would show their children how to make origami and these skills were then passed down through the generations. Modern origami practitioners generally discourage the use of cuts, glue, or markings on the paper. The small number of basic origami folds can be combined in a variety of ways to make intricate designs. The best-known origami model is the Japanese paper crane (on the right). In general, these designs begin with a square sheet of paper whose sides may be of different colours, prints, or patterns.

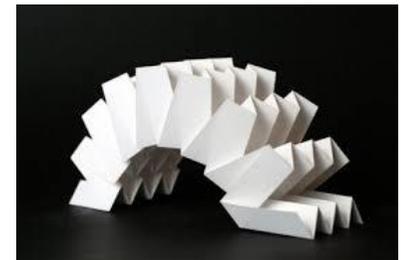


Origami Applications in the Past

Traditional Japanese origami has been practiced since the Edo period (1603–1867). In the past, origami was used in decoration. For example, it was used to decorate letters and gifts, and to make animal and bird shapes, and toys using coloured sheets and simple folding techniques. The applications of origami in that period were simple and only for entertainment. On the other hand, origami in recent times is applied in several areas that may surprise you!

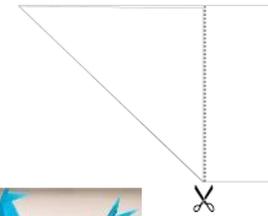
Origami Applications in the Present

Architecture and Civil Engineering: Origami is used in the manufacturing of miniature models of bridges and stadiums. Medicine: Paper folding techniques are used in modeling DNA samples. Mechanical Engineering: Origami techniques were used in the pipes of the Japanese high speed trains. Mathematics: Some teachers currently use origami in clarifying geometry, explaining fractions, and solving problems. Space technology: There are plans to launch an aircraft made using origami techniques into space.



Activity:

Follow along the videos below to make some of these cool origami structures. Most need square paper but you can easily make A4 into a square by folding over the corner and cutting off the end, as shown in the first photo to the right.



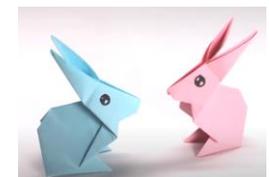
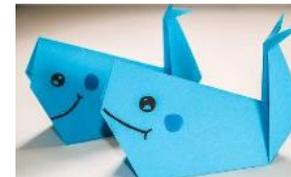
Make an origami dog: <https://www.youtube.com/watch?v=wWVppdfYOx8>

Make an origami whale: <https://www.youtube.com/watch?v=hjole5KutUA>

Make an origami boat: <https://www.youtube.com/watch?v=hiAWx8odStA>

Make an origami butterfly: <https://www.youtube.com/watch?v=cZdO2e8K29o>

Make an origami bunny rabbit: https://www.youtube.com/watch?v=6QqBvy_yO_M



Keeping Active and Healthy

Let's do Yoga!

Yoga helps you **build strength**, **improve flexibility**, **posture**, **balance and concentration**, **calm the mind** and **energise the body**.

1. Make sure you are wearing comfortable clothing and have enough space.
2. Look at each card, one at a time.
3. Copy the picture and follow the instructions.
4. Have fun!

Yoga Cards

Preparation and Safety

- Age** 5-7
- National Curriculum** Develop balance, agility and co-ordination.
- Time** Can be adapted to any setting or time frame.
- Preparation** Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs. If possible, have a bag with animals, pictures and stories inside to promote discussion.
- Safety** Session to happen on a carpeted floor or mats with enough space to stretch out arms and legs.



Yoga Cards

Downward-Facing Dog

Adho Mukha Svanasana

Benefits: Calms the mind; relieves stress; energizes the body; strengthens arms and legs; stretches upper and lower body; relieves headaches, back pain and fatigue.



1. Begin on hands and knees with toes tucked under.
2. Exhale, strengthen knees and lift hips, so that you are in an upside-down V.
3. Hold this position for as long as you like.
4. To release, exhale and bring knees to the floor.

Yoga Cards

Mountain Pose

Tadasana

Benefits: Improves posture, strengthens core, muscles and legs.



1. Stand tall with your weight balanced evenly on your feet.
2. Firm your thigh muscles and pull in your tummy.
3. Press your shoulders back and hold your arms out straight, a little way from your body.
4. Breathe deeply and hold as long as needed (at least two long breaths).

Yoga Cards

Chair Pose

Utkatasana

Benefits: Strengthens legs, stretches shoulders and chest.



1. Start in mountain pose.
2. Exhale, and bend your knees as if you were sitting in a chair.
3. Reach your arms towards the ceiling, with your palms facing each other.
4. Hold this pose and breathe.

Yoga Cards

Tree Pose

Vrikshasana

Benefits: Improves balance; strengthens thighs, calves, and ankles; stretches legs and chest; develops concentration.



1. Begin in mountain pose.
2. Lift your right foot, turning your knee out; place your foot below your left knee.
3. Press your hands together.
4. Raise arms overhead; look up to your hands if possible.
5. Return hands to your chest, and lower your right leg.
6. Repeat with left leg.

Yoga Cards

Warrior II Pose

Virabhadrasana II

Benefits: Strengthens and stretches legs and core; stretches chest and shoulders; relieves bad aches.



1. Stand with your feet wide apart. Turn your left foot in and your right foot out 90°.
2. Inhale and lift your arms parallel to floor.
3. Exhale and bend your right knee. Be careful not to extend your knee past the 90° point with your ankle.
4. Keep your torso tall, turn your head, and look out over your fingertips.
5. Inhale, straighten your legs and lower your arms. Repeat on opposite side.