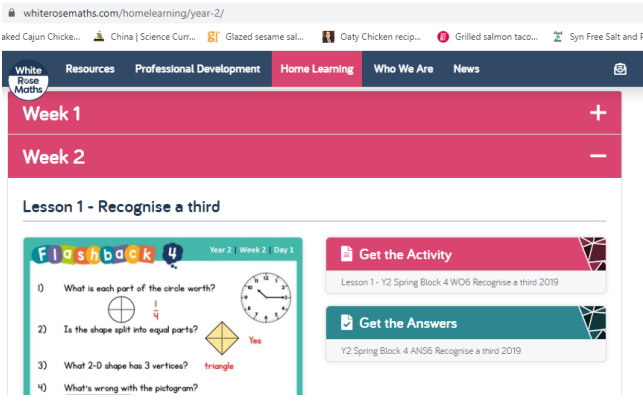
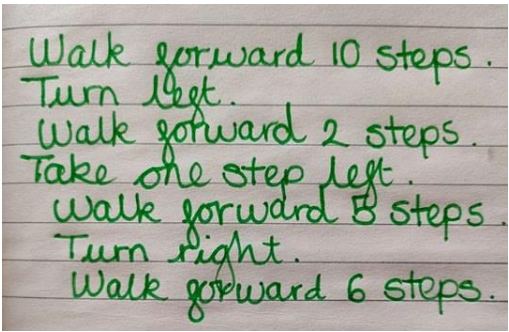


Year 2 Contingency ideas – Week 5

CHILDREN ARE TO COMPLETE THE TASKS IN THEIR HOME LEARNING BOOKS

Subject	Work at home ideas
Reading	<p><a href="https://www.oxfordowl.co.uk/api/interactives/26331.html">https://www.oxfordowl.co.uk/api/interactives/26331.html</a> - set 2 slideshow</p> <p><a href="https://www.oxfordowl.co.uk/api/interactives/26334.html">https://www.oxfordowl.co.uk/api/interactives/26334.html</a> - set 3 slideshow</p> <p>These can be practiced daily – go through all of the sounds. Pick one or two sounds to focus on. Write words including those sounds. Write sentences using those words.</p> <p><b>Online</b></p> <p>Reading- Horrid Henry reading comprehension – challenge Beetle – Easy reading comprehension</p> <p><b>Offline</b></p>
Spelling	<p>Spelling</p> <p>Challenge – word endings tion, sion, ssion</p> <p>Missing words using the ir sound.</p> <p><b>Offline</b></p>
English	<p>English</p> <ul style="list-style-type: none"> <li>- This weeks learning follow on from last weeks about Pandora’s Box and Zeus.</li> <li>- Day 1 – put the words in alphabetical order. Remember if you have two words that start with the same letter, look at the second letter. Match these words to their meaning. One has been done for you,</li> <li>- Day 2 – use these words to write your own sentences. Use the examples to help you. Have a go at adding an apostrophe to the words eg. Pandora’s Box</li> <li>- Day 3 – read ‘The Magic Box’ poem or listen to it being read to you online. Answer the questions about the poem and what you think about it.</li> <li>- Day 4 – now let’s get creative – using a cardboard box, make your own magic box. Now write down 8 of your favourite things, people or places to put in the box.</li> <li>- Day 5 – now let’s get writing, using the sentences starters, can you write your own magic box poem.</li> </ul>

	<p style="text-align: center;"><b>Offline</b></p>
<p>Maths</p>	<p>Visit the following website -  <a href="https://whiterosemaths.com/homelearning/year-2/">https://whiterosemaths.com/homelearning/year-2/</a>  Select week 2 - Here you will find a selection of video clips continuing our work on fractions. Please work through one video and the relevant activity each day – these need to be completed in the correct order. The activities and answers are provided on the same webpage.</p>  <p style="text-align: center;"><b>Online</b></p> <p>Here is a break down of the week:</p> <ol style="list-style-type: none"> <li>1. Recognise a third.</li> <li>2. Find a third.</li> <li>3. Unit Fractions</li> <li>4. Non-unit fractions</li> <li>5. Equivalence of a half and two quarters.</li> </ol> <p>There will also be some revision activities posted daily on our class story. This week their focus will be on division/sharing.</p> <p style="text-align: center;"><b>Offline</b></p> <p><b>Don't forget these websites:</b></p> <p><b>Times Table Rock Stars – 10 mins</b>  <a href="https://play.ttrockstars.com/">https://play.ttrockstars.com/</a>  Battles will be set on a regular basis.</p> <p><b>Prodigy (just for fun)</b>  <a href="https://play.prodigygame.com/">https://play.prodigygame.com/</a></p>
<p>Science</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82">https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zs73r82</a>  Dead or Alive – watch the video clip about things that are dead, alive or never alive then go on a search around your house or garden and fill in the sheet with what you found.</p> <p style="text-align: center;"><b>Offline</b></p>
<p>Topic</p>	<p><a href="https://www.youtube.com/watch?v=zWgnpY4L9so">https://www.youtube.com/watch?v=zWgnpY4L9so</a></p>

	<p>Watch the video of The Magic Grandad (we've watched these in school – they last about 14 mins so you can do it in sections or all at once)</p> <p>Make a poster/fact file about seaside holidays in the past – use the template to help you.</p> <p><b>Online</b> then <b>offline</b></p>
PE	<p>Healthy eating reading comprehension – read the text and answer the questions which are all about healthy eating.</p> <p>Use some of the ideas on the PE fitness cards or use your own ideas to build your own P.E. lesson. Then challenge yourself to complete it or challenge someone in your house and you can be the P.E. teacher who shows them how to do each different exercise!</p> <p><b>Offline</b></p>
Art	<p>Look at the range of seaside art pictures. Create your own seaside art. This can be of your favourite part of the seaside, a seaside landscape, or you could compare seaside holidays past and present. Use the pictures provided to help you with ideas.</p> <p><b>Offline</b></p>
DT	<p>Create your own Punch or Judy puppet – this could be made out of card or maybe a sock puppet. You can use the template provided to design your puppet and then make it. If you cannot make a puppet, then just design one. #</p> <p><b>Offline</b></p>
Computing	<p>Coding -<a href="https://www.bbc.co.uk/bitesize/clips/ztqxhyc">https://www.bbc.co.uk/bitesize/clips/ztqxhyc</a> watch this video all about coding.</p> <p>Then can you make your own list of instructions to get someone to move from one place in your house to another. You will need to test it yourself first to make sure it works. Here is an example to help you:</p>  <p><b>Online</b> then <b>offline</b></p>
Music	<p><a href="https://www.youtube.com/watch?v=Xo97ztKpplw">https://www.youtube.com/watch?v=Xo97ztKpplw</a> Watch this performance from 10:00 until the end of the</p>

	<p>performance at 12:00 then answer these questions.</p> <p><b>How did this piece of music make you feel?</b>  <b>What did you notice about the performance?</b>  <b>How did the performers keep in time?</b>  <b>What did this piece of music make you think of? Can you draw a picture to help you explain?</b></p> <p>Online then offline</p>
RE	<p>Islam – Lesson 3 – This weeks learning is all about The Quran - <a href="https://www.bbc.co.uk/bitesize/clips/zbjghyc">https://www.bbc.co.uk/bitesize/clips/zbjghyc</a> watch the clip or read the powerpoint slides then complete the activity sheet</p> <p>Offline</p>

## Reading Comprehension

Read it through carefully and ask a grown up if you don't understand something or need help with tricky words.

### Target: to answer the questions about Horrid Henry and Moody Margaret

"I'm Captain Hook!"

"No, I'm Captain Hook!"

"I'm Captain Hook," said Horrid Henry.

"I'm Captain Hook" said Moody Margaret.



They glared at each other. "It's **my** hook," said Moody Margaret.



Moody Margaret lived next door. She did not like Horrid Henry, and Horrid Henry did not like her. But when Rude Ralph was busy, Clever Clare had flu, and Sour Susan was her enemy, Margaret would quickly jump over the wall to play with Henry.



"Actually, it's my turn to be Hook now," said Perfect Peter. "I've been the prisoner for such a long time."

"Prisoner, be quiet! Said Henry.

"Prisoner, walk the plank!" said Margaret.



"But I've walked fourteen times already," said Peter. "Please can I be Hook now?"

"No, by thunder!" said Moody Margaret. "Now out of my way, worm!" And she swashbuckled across the deck, madly waving her hook and clutching her shiny sword and dagger.

Margaret had eye patches and skulls and crossbones and plumed hats and cutlasses and sabres and snickersnees.

Henry had a stick. This was why Henry played with Margaret. But Henry had to do terrible things before playing with Margaret's amazing swords. Sometimes he had to play 'Mums and Dads' with her. Worst of all (please don't tell anyone), sometimes he had to be the silly baby.

Henry never knew what Margaret would do. When he put a spider on her arm, Margaret laughed. When he pulled her hair, Margaret pulled his harder. When Henry screamed, Margaret would scream louder. Or she would sing. Or pretend not to hear. Sometimes Margaret was fun. But most of the time she was a moody old grouch.



**Target: to answer the questions about Horrid Henry and Moody Margaret**

1. Who did Moody Margaret and Horrid Henry both want to be?

---

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2. Moody Margaret only played with Horrid Henry when who else was busy?

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3. What was Perfect Peter pretending to be?

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4. What had Perfect Peter done 14 times?

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5. What do you think swashbuckled means?

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6. What did *Moody Margaret* have that *Horrid Henry* did not have?

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7. What terrible things did *Horrid Henry* have to do when he played with *Moody Margaret*?

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---

---

8. What did *Moody Margaret* do when Henry put a spider on her arm?

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9. What two things did *Moody Margaret* do when Henry screamed?

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---

10. Underline the adjective in this sentence:

"No, by thunder!" said Moody Margaret. "Now out of my way, worm!" And she swashbuckled across the deck, waving hook and clutching her sword and dagger.

11. Find two adverbs that appear in the text.

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12. Read the following sentence again:

"It's **my** hook," said Moody Margaret.

Why do you think **my** is in bold?

---

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### Jack's Beetle

Jack ran in the park.

He ran after a beetle.

The little beetle hid in the grass.

Jack looked and looked.

He could not find it.



1. Where did Jack run?

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2. What did Jack do?

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3. Was the beetle big or little?

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4. Where did the beetle hide?

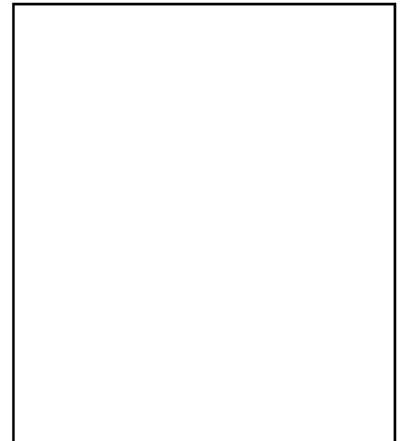
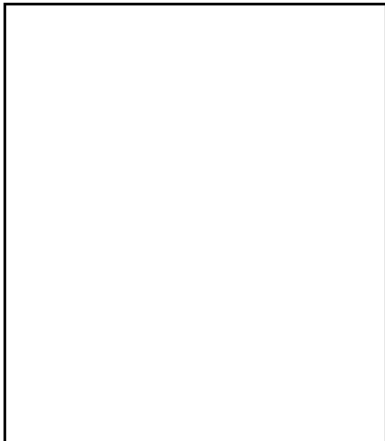
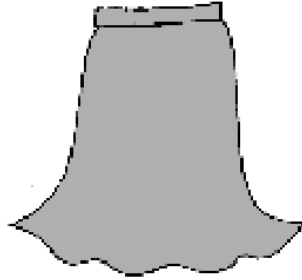
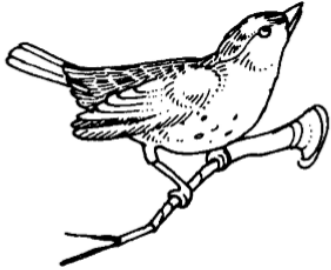
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5. Did Jack find the beetle?



Spelling easy

Look at the pictures below. Match each picture to an ir word.  
Can you think of pictures to go with some of the others?



\_\_\_\_\_

fir    bird    stir

\_\_\_\_\_

third    girl    dirt

\_\_\_\_\_

twirl    skirt

\_\_\_\_\_

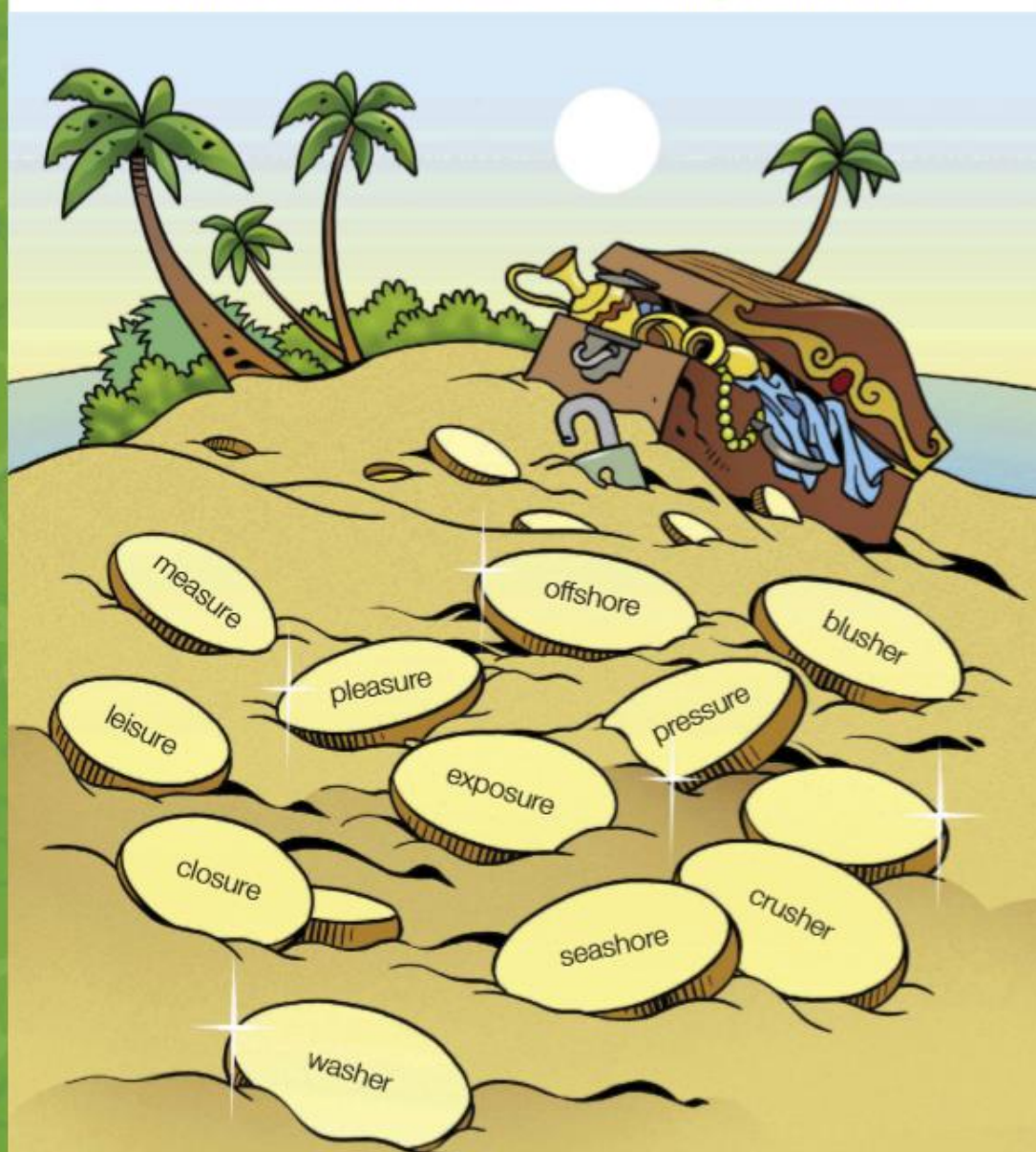
firm    first

## Spelling

### Find the treasure

Words that end with the sounds /zh/er/ are always spelled **sure**: *treasure*.

1. Find the **sure** words that belong in the treasure chest. Read the words on the coins and tick the coins that can go in the chest.



## Words ending in ture

Words that end in the sound /ch/er/ can be spelled **ture**.

- Split the words into syllables and write the syllables in the balloons. The first one has been done for you.

nature

na    ture

future

\_\_\_\_\_

\_\_\_\_\_

adventure

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

mixture

\_\_\_\_\_

\_\_\_\_\_

furniture

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Day 1

★ Apollo was the Greek god of knowledge. He has found these words in the story and wants to know if you can sort them out.

★ First put these words into alphabetical order:

a b c d e f g h i j k l m n o p q r s t u v w x y z – if you have two words starting with the same letter, look at the second letter.

powerful

condition

curiosity

unbearable

trembling

rubies

gown

spite

fled

infested

sobbed

pleaded

released

hope

★ Now match the word to its meaning in the story – the first one has been done for you.

<b>powerful</b>	shaking slightly
condition	dress
curiosity	something that must happen
unbearable	large numbers causing damage
trembling	cruelty, upsetting
rubies	<b>strong and confident</b>
gown	cried
spite	asked in a begging way
fled	unpleasant, painful
infested	set free
sobbed	escaped from, ran away
pleaded	a feeling that things will go well
released	wanting to know about something
hope	red precious stones

Day 2

★ Well done! Now that you have matched the words to their meanings. Take each word and put it into a new sentence. (Don't forget to start with a capital letter and finish with a full stop.)

Example: Pandora's **curiosity** became unbearable.

Emma's **curiosity** got her into trouble.

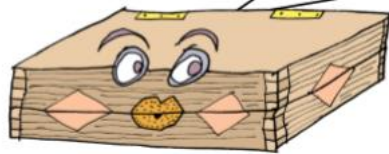
Pandora's **curiosity** became unbearable.

Slowly, with **trembling** hands, she opened the box.

Like a swarm of insects they **fled** the house.

"What have I done?" she **sobbed**.

"Let me out," a small voice **pleaded**.



The title of this myth has a special punctuation mark in it, called an apostrophe. Can you circle the apostrophe?

★ Circle the apostrophe: Pandora's box

An apostrophe looks like this ' and it is used to show that something belongs to someone. Pandora's box = the box belonging

★ Read these examples and then write down your own

**Whose is it?**

the dog's ball  
the man's hat  
the car's wheel

The ball belonging to the dog  
The hat belonging to the man  
The wheel belonging to the car

Day 3

## The Magic Box

★ Apollo was also a Greek god of poetry. Let's do some poetry activities together! Start by sharing this poem with someone at home.

I will put in the box  
the swish of a silk sari on a summer night,  
fire from the nostrils of a Chinese dragon,  
the tip of a tongue touching a tooth.

I will put in the box  
a snowman with a rumbling belly  
a sip of the bluest water from Lake Lucerene,  
a leaping spark from an electric fish.

I will put in the box  
three violet wishes spoken in Gujarati,  
the last joke of an ancient uncle,  
and the first smile of a baby.

I will put in the box  
a fifth season and a black sun,  
a cowboy on a broomstick  
and a witch on a white horse.

My box is fashioned from ice and gold and steel,  
with stars on the lid and secrets in the corners.  
Its hinges are the toe joints of dinosaurs.

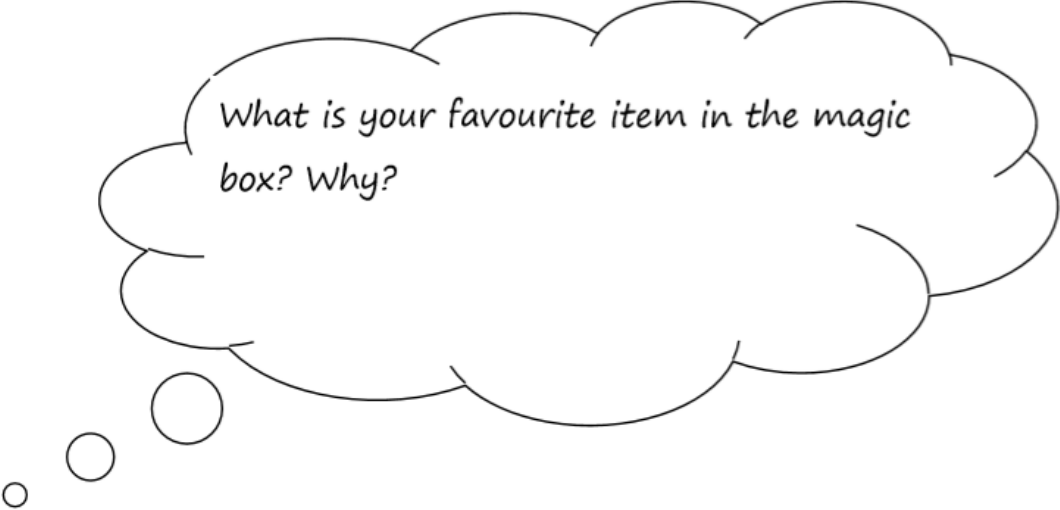
I shall surf in my box  
on the great high-rolling breakers of the wild Atlantic,  
then wash ashore on a yellow beach  
the colour of the sun.

by Kit Wright

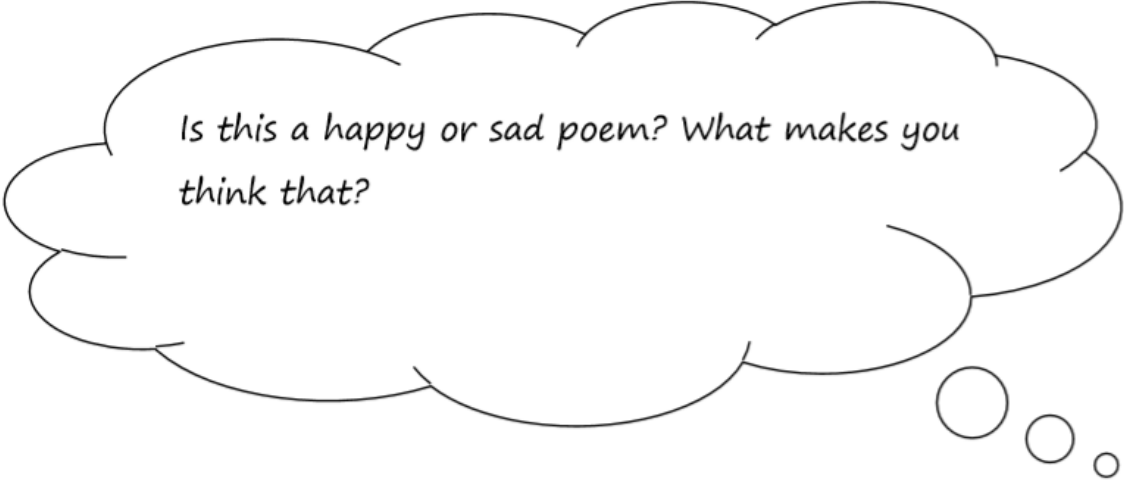
If you have a computer, you can listen to Kit reading his poem by putting this address into the internet:

<https://www.bbc.co.uk/bitesize/clips/zkpmhyc>

★ Talk about the poem and then write your ideas here:



What is your favourite item in the magic box? Why?



Is this a happy or sad poem? What makes you think that?



Day 4

## Make a Magic Box

★ It's time to get creative! Can you make a magic box?

**You can:**

- Find a shoe box or small box and decorate it OR
- Draw a box and decorate it

**Think about:**

- How you can make it magical? Perhaps it has eyes. Maybe it looks like a dragon or a witch's cottage.
- What is the theme? Perhaps it is magical creatures or places. Try to decorate it so that it fits your theme.
- Is the lid attached to the box or does it lift off completely? How are you going to decorate it?

This box is magic, which means you can put anything you like in it.

★ Start by writing a list of your favourite things, people or places. (Ask someone to help you with ideas.)

*My eight favourite things, people or places are:*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

**My box is fashioned from** ice and gold and steel,  
**with** stars on the lid and secrets in the corners.  
**Its** hinges are the toe joints of dinosaurs.

Think about:

- What is your box made of? Kit Wright's is made of ice and gold and steel.
- What is on or in your box? Kit Wright's has stars on the lid and secrets in the corners.
- What else can you add? Kit Wright has added that its hinges are the toe joints of dinosaurs.

Use your imagination. You can choose anything you like!

Day 5

## Write a Magic Box Poem - Part 2

★ Now, using Kit Wright's starter line, 'I will put in the box,' organise your nine ideas into three verses.

*I will put in the box*

*I will put in the box*

★ Write the final verse of your magic-box poem here.

*My box is fashioned from*

*With*

*Its*

★ Apollo, god of knowledge, wants to know how you think you got on with this work.

★ Draw a circle around one of the faces:

# Recognise a third

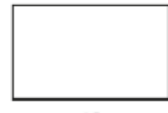
1 Use the words to complete the sentences.

- $\frac{1}{3}$
- three
- third



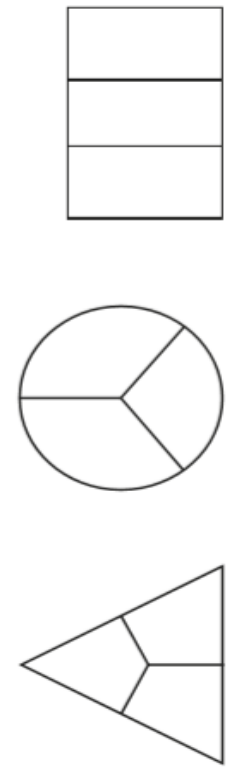
The spinner is split into \_\_\_\_\_ parts.

Each part is worth a \_\_\_\_\_.



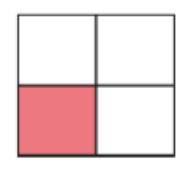
This can be written as

2 Colour  $\frac{1}{3}$  of each shape.

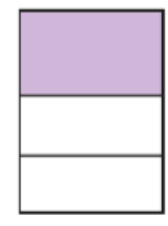


3 Do the shapes have  $\frac{1}{3}$  shaded?

Tick your answer.



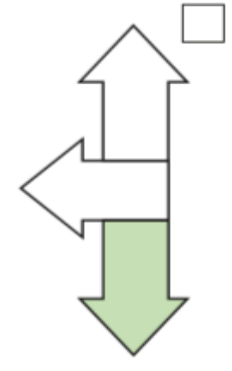
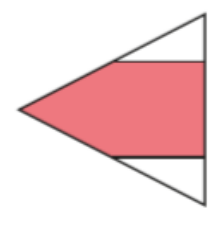
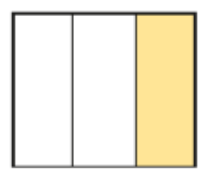
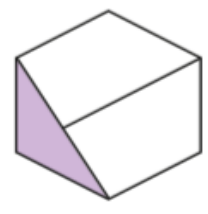
Yes  No



Yes  No

How did you work this out? Talk to a partner.

4 Tick the shapes that have  $\frac{1}{3}$  shaded.



# Find a third

1 3 children are sharing a bar of chocolate.  
The chocolate is split into 6 equal parts.



a) Draw lines to share the chocolate equally.

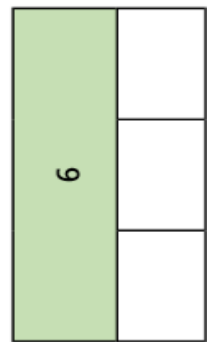
b) Complete the sentences.

The whole chocolate bar is split into  equal parts.

Each child gets  parts each.

$$\frac{1}{3} \text{ of } 6 = \text{  }$$

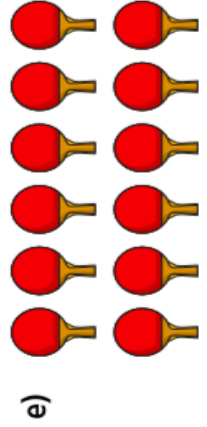
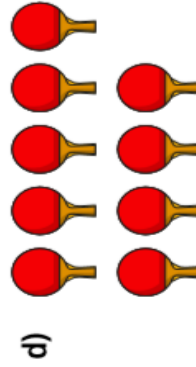
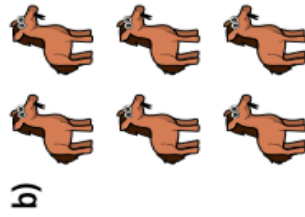
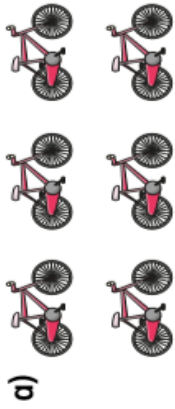
c) Complete the bar model and number sentence.



$$\frac{1}{3} \text{ of } 6 = \text{  }$$

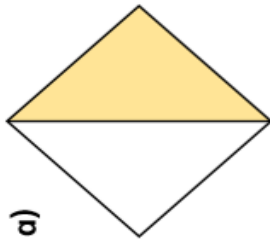


2 Circle  $\frac{1}{3}$  of each group of items.



Day 2 – remember you are splitting objects into **3 groups** –  $\frac{1}{3}$  means 1 part of 3.

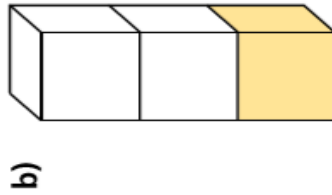
1 Complete the sentences for each shape.



There are  equal parts.

There is  part shaded.

is shaded.



There are  equal parts.

There is  part shaded.

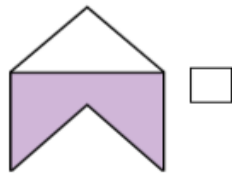
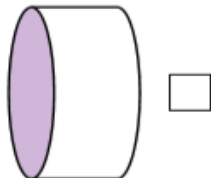
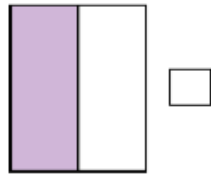
is shaded.

2 There are  equal parts. 

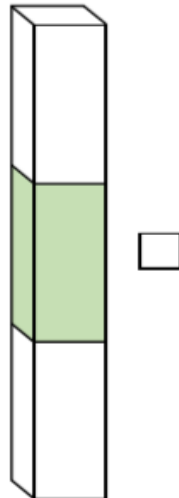
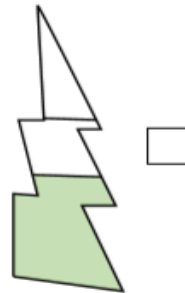
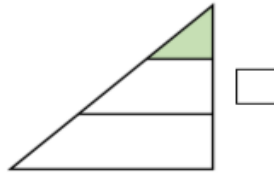
There is  part circled.

is circled.

3 Tick the shape that has  $\frac{1}{2}$  shaded.

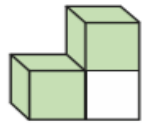


4 Tick the shape that has  $\frac{1}{3}$  shaded.

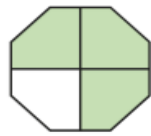


# Non-unit fractions

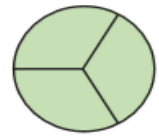
1 Complete the sentences.



a) There are 3 equal parts.  
There are 2 parts shaded.  
 is shaded.



b) There are  equal parts.  
There are  parts shaded.  
 is shaded.



c) There are  equal parts.  
There are  parts shaded.  
 is shaded.

2 What fraction of each shape is shaded?

a)		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
b)		<input type="text"/>
		<input type="text"/>
		<input type="text"/>
		<input type="text"/>

3 Colour  $\frac{2}{3}$  of each shape.


White Rose Maths

## Equivalence of $\frac{1}{2}$ and $\frac{2}{4}$

**1** Circle the shapes that have  $\frac{1}{2}$  shaded.

**2** Tick the groups that have  $\frac{1}{2}$  circled.

**3** Here are two bar models.

a) Colour  $\frac{2}{4}$  of the bar model.



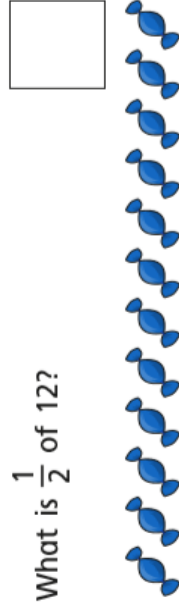
b) Colour  $\frac{1}{2}$  of the bar model.



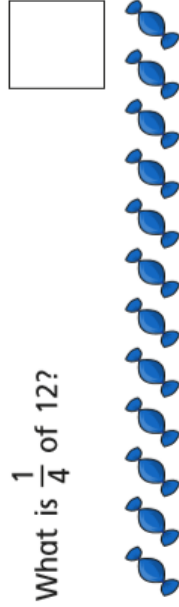
What do you notice? Talk to a partner.

**4** Use the sweets to help you answer the questions.

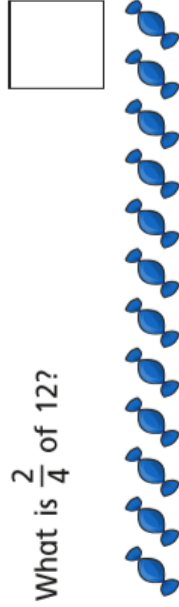
a) What is  $\frac{1}{2}$  of 12?



b) What is  $\frac{1}{4}$  of 12?



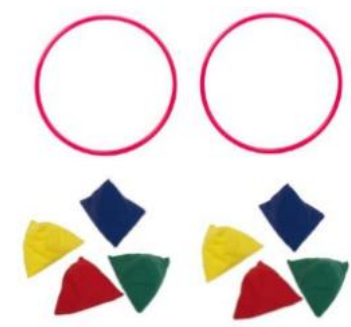
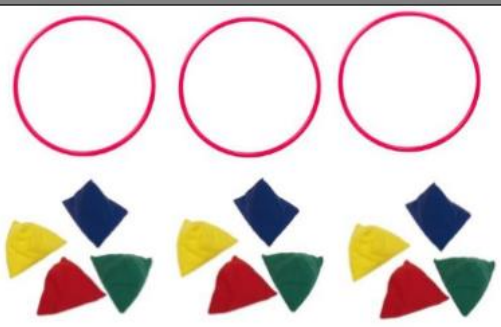
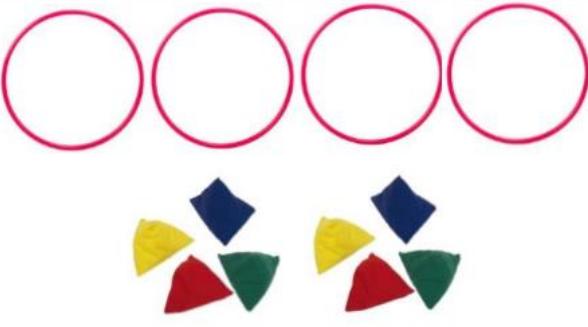
c) What is  $\frac{2}{4}$  of 12?





Maths – Division

Remember – Division means sharing. You can use pictures to help you.

<p>Share the <b>8 beanbags</b> between the <b>2 hoops</b>.</p> <p><math>8 \div 2 = \underline{\quad}</math></p>	
<p>Share the <b>12 beanbags</b> between the <b>3 hoops</b>.</p> <p><math>12 \div 2 = \underline{\quad}</math></p>	
<p>Share the <b>8 beanbags</b> between the <b>4 hoops</b>.</p> <p><math>8 \div 4 = \underline{\quad}</math></p>	



Kian has 10 football stickers. He shares them between his 2 friends. How many stickers do they get each?



Lottie has 15 sweets. She shares them between 5 children. How many sweets does each child get?



Katie has 12 dolls. She shares them between 2 of her friends. How many dolls do they have each?

There are 20 books in total and they are packed in boxes of 10. How many boxes are there?



Science

Alive, Dead OR Never Alive

Write the name of each thing in the write group:



Frog



Tree



Wool



Parrots



Cups



Flowers



Sheep



roast chicken



Vase



Keys

Alive	Dead	Never Alive

## Living OR Non living

These are living and non-living things. Tick ( ✓ ) the living things. Cross ( ✕ ) the non living things.



Topic – read through the slides and then complete the fact file using the information you have found out.



## THE SEASIDE IN THE PAST!

### Bathing costumes

- One hundred years ago people did not have shorts and t-shirts.
- They would cover themselves up because they thought it was rude to show their body parts.
- People long ago did not know how harmful the sun was to their skin so they did not have sun cream.
- They used large umbrellas to shade themselves from the hot sun.




### Bathing machines

- Bathing machines were wooden carts on wheels that were rolled into the sea for people to change in
- A long time ago it was seen as rude or indecent for women to be seen in their bathing costumes, so she would get changed in the bathing machine then jump straight into the sea without being seen.








### Bucket and spades

- A long time ago children played with bucket and spades on the beach, just like we do today.
- The buckets and spades were made out of metal, tin and wood and were usually very heavy to carry
- Because of the materials they were made out of they soon corroded when they came into contact with the salt water







### Punch and Judy

- Punch and Judy was a popular puppet show which was shown at the beach to entertain the children.
- The show included the characters Mr Punch and his wife.
- Punch and Judy shows can be seen today but very rarely at the beach.

### Donkey rides

- Donkey rides were very popular 100 years ago.
- Children and adults would take donkey rides up and down the beach.
- Only the rich children would have been able to afford to have a donkey ride.
- Donkey rides are still popular in places such as Blackpool and Weymouth.

## Entertainment

Other forms of entertainment included playing on penny slots machines and having a ride on the carousel.

Only the children with a lot of money could do these things. The poor children could not afford to do this and just spend most of their time paddling in the water.

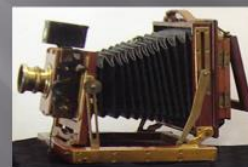


## Photography

Long ago people had very basic and simple cameras.

The cameras that they had could only take black and white photographs. That is why all old photographs are black and white in colour.

These cameras were very big and very heavy.



## Reflection

- ❖ How has the seaside changed from the past?
- ❖ What objects/ activities are still the same?
- ❖ What objects/ activities do we not see anymore?
- ❖ Why do you think that is?

# Seaside Holidays in the Past

What did people wear at the seaside?



How did most people get to the seaside?

Fun facts!

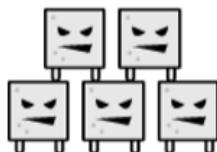


What did they do? What entertainment did they have?



### Healthy Eating KS1

A child between the ages of 4 and 6 should have the maximum of 5 cubes or 20 grams of sugar a day.



We find lots of sugar in sweets, cakes, biscuits, sugary cereal, sugary drinks, chocolate and sugary yoghurts.

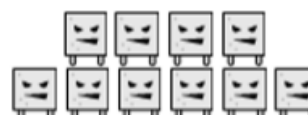
Too much sugar is bad for us because it can lead to a buildup of harmful fats on the inside of our bodies, which can cause us to become unhealthy. Too much sugar can also cause tooth decay.



But we can make some tasty food swaps to keep our bodies nice and healthy. Sugar free drinks, sugar free cereals and lots yummy fruits like strawberries, bananas and mangos.



Lots of children are having too much sugar, sometimes more than double the recommended amount every day!







**Healthy Eating KS1 Questions**

1. What is the maximum amount of sugar a child aged between 4 and 6 should have each day?
  
2. List three things that have lots of sugar in them:
  
3. Name two things that can happen to our bodies if we have too much sugar:
  
4. List your three favorite fruits or vegetables:
  
5. What food swap could you make to keep your body healthy?


**The Sugar Cube Invaders have stolen some letters from the names of these healthier items. Can you put them back in?**




p   □   a   □   h




g   □   a   □   □   □



□   p   □   l   □



□   a   □   e   □



□   □   □   a   w   □   e   □   □   y

Fitness Circuit Cards

### Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?



Fitness Circuit Cards

### Tuck jumps

Do 10 tuck jumps:

- How high can you jump?
- Can you jump higher than your buddy?
- How many tuck jumps can you do without stopping?



Fitness Circuit Cards

### Hopping

Hop around the circuit:

- How many laps can you do?
- How many hops can you do before you need to swap legs?



Fitness Circuit Cards

### Tiptoe Walking

Tip toe around the circuit:

- Can you tip toe fast?
- Can you tip toe slowly?



Fitness Circuit Cards

### Knee Highs

Run around the circuit bringing your knees up high.



Fitness Circuit Cards

### Crab Walk

Crab walk around the circuit:

- Can you crab walk faster forwards or backwards?
- Have a race with your friends.
- Can you crab walk sideways?

Fitness Circuit Cards

### Star Jumps

Do star jumps for one minute:

- How many can you do?



Fitness Circuit Cards

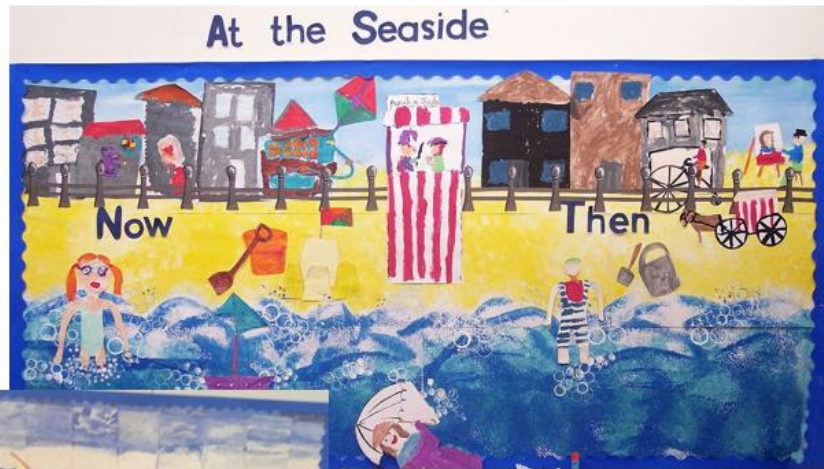
### Step Ups

Find a bench or step and do step ups – one leg at a time, for a minute:

- How many steps can you do?
- Can you do jump ups? (both legs at once)

# Art

Create your own seaside art Pictures. This could be of seasides past and present or of one thing that you love about the seaside.



**Design Criteria:**

I am going to design a ..... Puppet.

I want my puppet to have:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

I will use:

\_\_\_\_\_



Fabric



Needle &  
Thread



Glue



Scissors

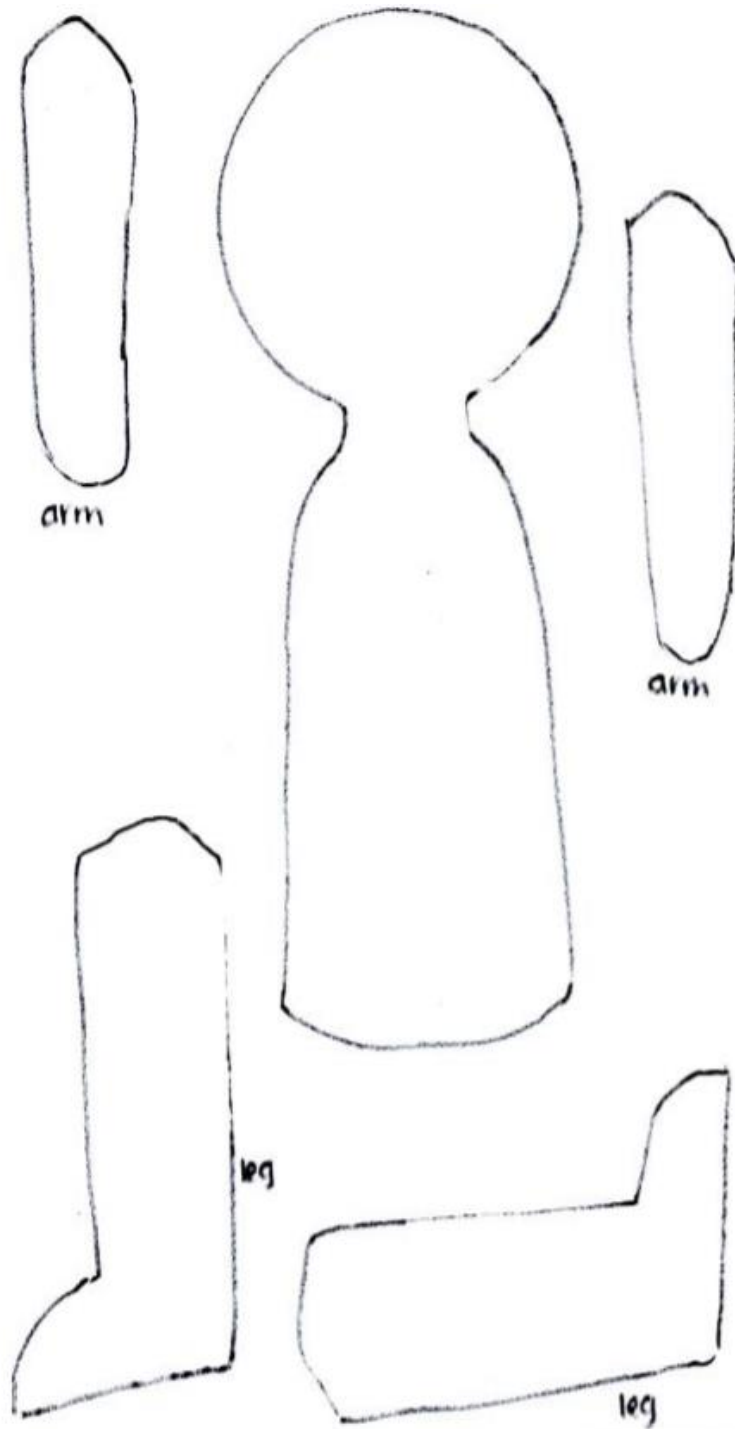


Paints

My puppet will look like this:

Make sure you label the important features!

Puppet Template



## Islam Week 3

## The Qur'an

### What is the Qur'an?

- The Islamic Holy book.
- Muslims believe it is the direct word of Allah (God).
- The word of God was revealed to the prophet Mohammed through the angel Jibril (Gabriel).



### What does the Qur'an do?

- The Qur'an teaches Muslims how to worship.
- It teaches Muslims how to live good lives.
- It also teaches Muslims how to treat other people.



### Hafiz

- Some special Muslims called, Hafiz, learn the verses of the Qur'an by heart so they can recite them to others.
- Many Muslims do this today as a way of praising Allah.
- Hafiz are highly regarded and respected.



### Everyday Life

- The Qur'an is an essential part of everyday life at home and in the Mosque.
- It is read and recited through daily prayers, and at times of need when someone is ill or unhappy.
- The Qur'an tells people to dress modestly. Many Muslim women wear long clothing and veils over their heads to cover as much of their body as possible. Men and boys should not wear silk or gold jewellery.

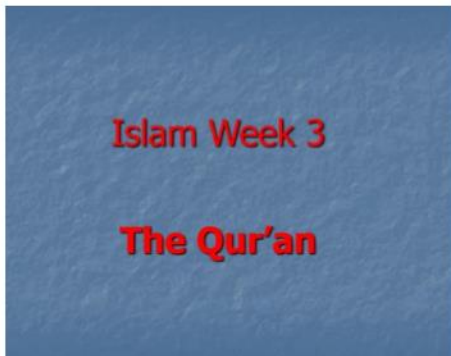


**Activity 3** To learn about the Qur'an.

<https://www.bbc.co.uk/bitesize/clips/zbjghyc>

Watch the video clip and write down 2 things the clip told you about the Qur'an.

- 1.) What is special to you and why? Tell someone at home what this is and why it is so important.
- 2.) With an adult or an older brother or sister, read and discuss the PowerPoint slides- The Qur'an - see first page below



- 3.) The Qur'an has many rules to help them live a good life. Think of 5 rules that you think would make the world a better place. Create a poster. **Send it to me on ClassDojo.**