

A top-down view of a desk with a laptop on the left, a white coffee cup with a red handle in the upper center, and a dark notebook with a gold spine in the bottom left. A large, light blue oval with a thin white border is centered on the page, containing text.

3RD CLASS

Ms. Flannery

Mr. Cunnane

Ms. Morgan & Ms. O'Donovan

HELLO!



We hope you all enjoyed the Easter holidays! Now it is time to get back into some work and activities for you to try at home.



We are looking for your best effort when doing this work. With the help of someone at home we will be able to see the work you are doing and email you back. Imagine you are coming up to your teacher's desk in school - are you happy for us to see it or can you improve it even more?



Hopefully if we keep following the social distancing rules we will be back to school as soon as we can. Now, let's get started!

A NOTE FOR PARENTS AND GUARDIANS

- We hope you and the boys got on well with the work we sent before the Easter holidays. Again we suggest that the work here is to assist you in whatever learning activities you would like your son to engage with. We suggest doing a bit each day, to the best ability of your son.
- As explained by Mr. O'Donovan in his letter to you we now have an email address where the boys can send their work to for us to see and give feedback on. Please send in photographs/written answers/whatever way is most accessible for you to 3rdclassteachers@hollyparkbns.ie and clearly label the class teacher and the student's name in the subject line. Just keep your son's face out of any pictures you do send!

(e.g. *FAO: Mr.Cunnane. Work from Joe Bloggs*)

- This is a new way of working and learning for all of us so we ask the boys to just try their best and to get creative in the work we've given them. As always, stay safe and stay healthy.

Kind regards, the 3rd class team

WEEKLY OVERVIEW

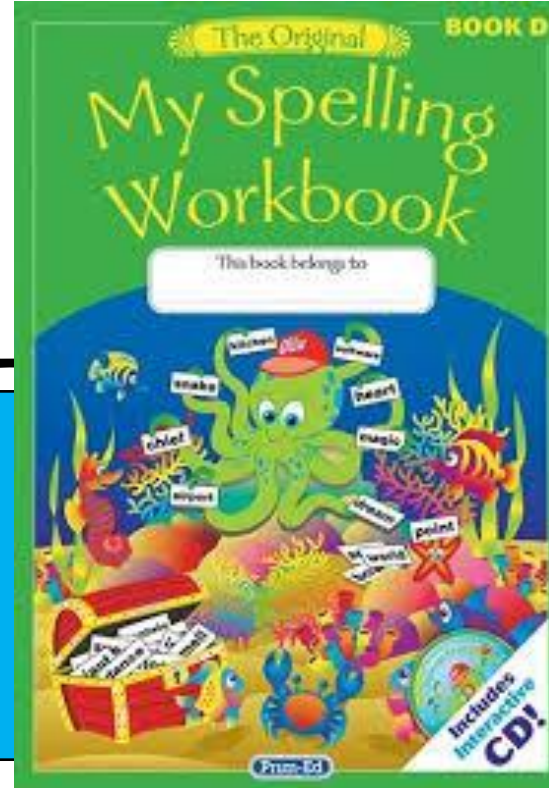
- Literacy: MSW Spellings, Poetry, Adjectives and Reading
- Maths: MYM, Capacity (Week 1) and Revision of Time (Week 2)
- Gaeilge: F&F Spellings and Caitheamh Aimsire (Pastimes/ Hobbies)
- SESE: Egypt
- Extras: P.E, STEM, Music and Art ideas

LITERACY TASK 1 - SPELLINGS

- MSW Unit 18
- This week and next week complete the activities.
- Learn 11 this week and the other 11 next week

Extra ideas!

- Write the list words in alphabetical order
- Pick the longest spelling word and make as many new words using the letters as you can
- Write plurals for the list words - are there any exemptions?
- Get someone in your house to pick random spelling words for you to write in a paragraph



TASK 2 - POETRY



Birds' Nest

"Caw," said the rook,
"My nest is here. Look!
At the top of a tree
Is the best place for me."






"Coo," called the dove
From her nest above;
"In the fork of a beech
I am quite out of reach."

"Hark!" carolled the lark,
"I sing until dark,
My nest on the ground
Is not easily found."

"Hush!" sang a thrush,
"In this holly bush
I am safe from all harm
With my blue eggs so warm."

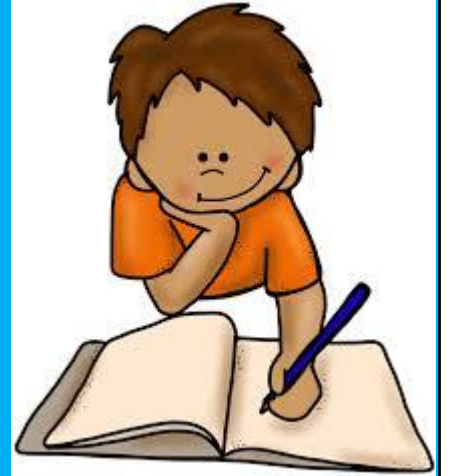
But robin redbreast
From her mossy nest
Said never a word.
What a wise little bird!

Millicent Seager



TASK 2 - POETRY COMPREHENSION

- Read the poem 'Birds' Nest '
- Write **full sentence answers** to answer the following questions:
- 1. Name the birds that speak in the poem
- 2. Which bird said nothing at all?
- 3. Why is the robin considered a 'wise 'bird'?
- 4. In your opinion, which bird has chosen the best place to build his nest, give a reason for your answer.
- 5. Think of an alternative title for the poem.
- 6. Rhyming words: find the word in the poem that rhymes with the following- rook, dove, lark, thrush, redbreast.



TASK 2 - POETRY EXTENSION

Extension work based on 'Birds' Nest'

- Pick 2 of the birds listed in the poem and research some fun facts about them. Write a short paragraph on each one, complete with an illustration ! Useful websites :
- <https://www.allaboutbirds.org/news/> (Follow the link and click on the speaker icons to hear the bird song!)
- <https://www.allaboutbirds.org/news/>





TASK 2 - POETRY WRITING

Poets Corner: Poems can be written in many ways . They do not always have to rhyme. A poem can paint a picture and even have sound effects! To link with Caitheamh Aimsire (Hobbies) , that we are focusing on in our Gaeilge, compose a poem based on your favourite hobby. Before you start your poem, make a **poem planner** to include the following, I will use football as an example:

An Interesting Title (Football Fanatic), **Subject of my poem** (Magic Football Boots), **Setting of my poem** (Old Trafford) **Type of poem** (rhyming, acrostic, funny, exciting) , **Colourful Adjectives** (daring, exceptional, exhilarating), **Exciting Verbs** (dribbled, tackled, sprinted) and **Sensory Words** (roasting, sweaty, aching) .

We look forward to reading your perfectly , pleasing poems!!



TASK 3 - GRAMMAR

ADJECTIVES describe nouns. Example: **grumpy** baby, **ferocious** dragons. Adjectives make writing more interesting and come to life. They help us picture people, places and things. Example: The **delighted** teacher gave me a **shiny, gold** star. Using our five senses can help us to think of adjectives to use in description. For example, I drank the **sweet, steaming** hot chocolate to warm up after my **freezing** stroll. Task: Complete the following activity sheet based on adjectives.

Adjectives

- An **adjective** is a **describing** word. It tells us more about a noun.
Examples: a **beautiful** horse a **playful** kitten
- The words **beautiful** and **playful** are adjectives.

A. Write the missing adjectives. Choose from the words in the wordbox below.

tall tiny strong scary



a _____
mouse



a _____
story



a _____
man



a _____
woman

B. Underline the adjective that is the odd-one-out in each group.

1
huge
large
enormous
tiny

2
pretty
handsome
ugly
graceful

3
sad
happy
merry
cheerful

4
clean
dirty
tidy
neat

C. 1. Write the opposite of each of these adjectives. Choose from the wordbox.

dangerous handsome light rude narrow
slow shallow dirty boring

deep _____ clean _____ polite _____
interesting _____ fast _____ ugly _____
wide _____ heavy _____ safe _____

2. Write a sentence for each word from the wordbox above.

D. Choose the adjective that best describes each noun.
Write a sentence for each adjective that you choose.

- summer soft, thin, warm, cold
- thunder bright, wet, sweet, loud
- waves hungry, tired, noisy, poor
- kitchen playful, quiet, tidy, rich
- city tasty, busy, angry, heavy
- giraffe small, sick, tall, slow

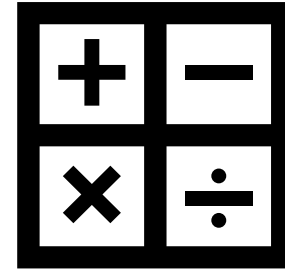


TASK 4 - READING CHALLENGE

- KEEP UP YOUR SUPER READING. 'The more that you read , the more things you will know. The more that you learn , the more places you will go. ' Dr .Seuss
- We can't wait to hear your reviews of all the books you are reading!
- Have a look at Roald Dahl's fantastic website.
- <https://www.roalddahl.com/>
- <https://www.roalddahl.com/things-to-do-indoors>
- There is a wide variety of activities on the above links. Enjoy being read aloud to , draw your favourite character from your favourite Roald Dahl book , challenge your knowledge with a quiz, from designing a new pair of shoes for the centipede from James and the Giant Peach to Mr. Fox's Crossword, the activities are endless!! Choose a few that appeal to you and enjoy!



MATHS



- Continue with Master Your Maths every day and the Friday test. If you are finding them easy why don't you set a timer and see can you beat your time while still getting them correct.
- **This week focus on learning and revising $\times 7$ and $\div 7$.**
- How is Daily 10 going? <https://www.topmarks.co.uk/maths-games/daily10>
- The Maths fishing game is also a good one to try - what level can you get to?!
<https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

MATHS WEEK 1: CAPACITY

- Capacity is the amount a container can hold.
- We measure capacity in litres and millilitres. 1 litre = 1000 millilitres
- Look around your house and find containers with the symbols L and ml. Perhaps check the fridge or some of the bottles in the bathroom. What are they all measuring? They are all measuring a kind of liquid.
- Are there containers in your house that *don't say* L or ml but can still hold a liquid? Find some examples of different sizes.

Key words:

Litre - L

Milliliter - ml

More than

Less than

About

Liquid

Measure

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$

TASK 1 - CAPACITY

- These are some containers I found at home!
 - Sort your containers into less than and more than 1L
 - Make a list of other items to include
- Less than 1L = a spoon,
More than 1L = a bath,



MATHS WEEK 1: CAPACITY

Measuring.



1ml



5ml



50ml



100ml



500ml

1. How many drops of water are needed to fill a spoon?
2. How many spoons of water would fill the egg cup?
3. Graham wants to drink **500ml** of water. **How many cups will he need to drink?**
4. How many millilitres are in 3 egg cups?
5. How many drops of water are in the bottle of water?
6. How many egg cups are needed to fill the cup?
7. How many cups of water are needed to fill a 1 litre bottle?



If you can find similar containers use them to help you figure out these questions.

Don't forget to say l and ml in your answer!



8. If you were to drink the recommended $1\frac{1}{2}$ litres of water a day, **how many 500ml bottles of water would you need to drink?**
9. Alan has ten 500ml bottles of water in his fridge. **How many litres of water does he have altogether?**
10. What fraction of a litre is the cup?



MATHS WEEK 1: CAPACITY

If you can, write out these sums on a piece of paper. Check if it is add or subtract first!

Adding litres.

$$\begin{array}{r} 1. \quad \text{l ml} \\ 2 \ 230 \\ + 1 \ 240 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad \text{l ml} \\ 4 \ 300 \\ + 3 \ 260 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad \text{l ml} \\ 5 \ 350 \\ + 2 \ 200 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad \text{l ml} \\ 6 \ 150 \\ + 3 \ 730 \\ \hline \end{array}$$

Example

$$\begin{array}{r} \text{l ml} \\ 3 \ 736 \\ + 2 \ 444 \\ \hline 6 \ 180 \end{array}$$

A Add or subtract

$$\begin{array}{r} 1. \quad \text{l ml} \\ 4 \ 485 \\ - 2 \ 240 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad \text{l ml} \\ 6 \ 540 \\ - 4 \ 350 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad \text{l ml} \\ 10 \ 350 \\ - 8 \ 200 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad \text{l ml} \\ 3 \ 642 \\ + 1 \ 721 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad \text{l ml} \\ 9 \ 358 \\ + 6 \ 439 \\ \hline \end{array}$$

6. $5\text{l } 342\text{ml} - 3\text{l } 251\text{ml} =$ _____ 7. $9\text{l } 456\text{ml} - 5\text{l } 148\text{ml} =$ _____

REVISION OF TIME

- To warm up why not have a go playing the Telling the Time game. Try it at different levels using analogue and digital time and see how many you can get correct!

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

- Another great thing to do is to try make your own clock using a paper plate, a piece of cardboard or even a giant one with a hoola hoop!

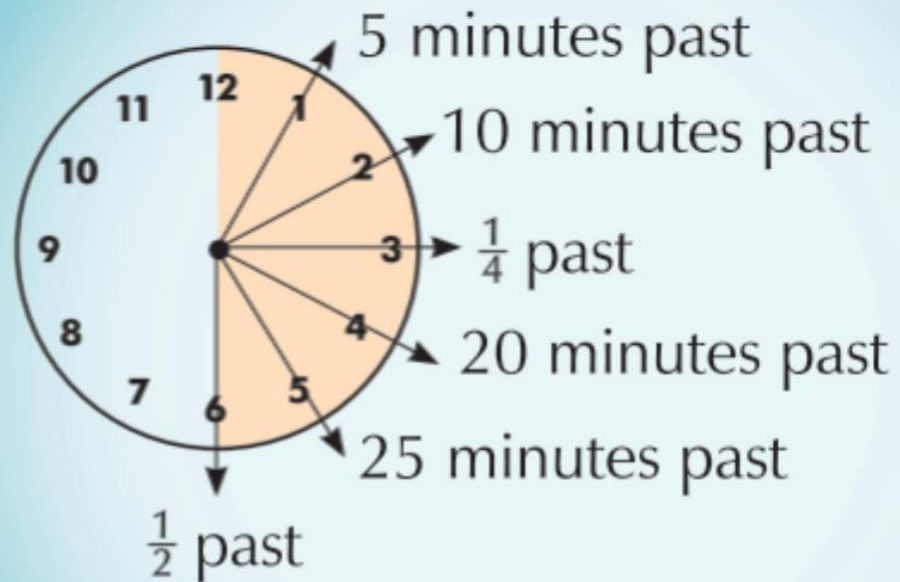


WEEK 2: TIME

Key words

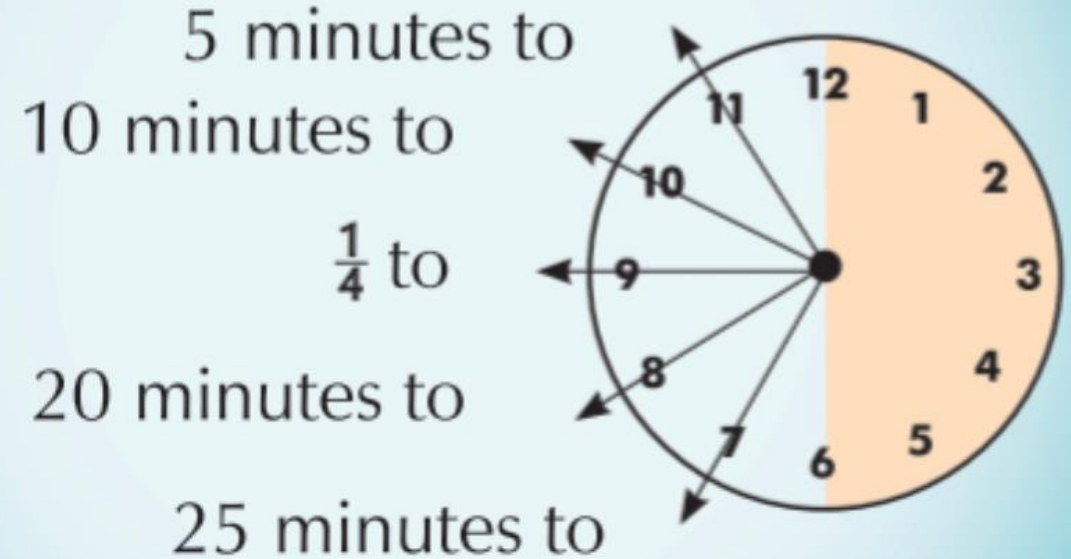
Minute, hour, Past, To, Half $\frac{1}{2}$, Quarter $\frac{1}{4}$, Days, Months, Seasons, Timetable, Analogue, Digital

Minutes past



There are 5 minutes between each number on the face of a clock.

Minutes to



Use these to remind you about how to tell time.

If you have made your own clock ask someone at home to quiz you and try to show them the correct time on your clock!

WEEK 2: TIME - CALENDARS

This page of the calendar shows dates for the month of March one year.

Mon	Tue	Wed	Thurs	Fri	Sat	Sun
				1		3
4			7			
				15		
25						

- (a) Write the missing dates.
- (b) There are ____ Saturdays in the month.
- (c) What date is the 4th Saturday? ____rd
- (d) What date is the 4th Tuesday? ____th

- (e) The last day of February was on a _____.
- (f) The first day of April will be on a _____.
- (g) 12 days after the 17th March is _____ the 29th March.
- (h) 9 days before the 21st March is _____ the ____th March.

Extra!

Can you make a calendar similar to this for the month of May? Find out these dates and fill them in on it:

- Birthdays of friends or family
- May Bank Holiday
- Star Wars Day
- Dance like a chicken Day

WEEK 2: TIMETABLES

Extra!

Make your own television guide for your imaginary perfect day of tv!

Research how many minutes your favourite shows go on for, how long is your favourite film, what time and order will you watch everything? Would a football match or sports event be shown on your perfect TV day?

Use the TV guide on the RTE player for ideas and make sure you include a description of what each programme is not just the title!

Time 2 – Television guide

Wednesday Channel CTV9

10:15	Cartoons
10:45	Rhyme Time
11:10	Sneaky Snake
11:45	Dragon Quest
12:25	Story Time
1:00	News
1:10	Baking with Tammy
2:05	Art and Craft
2:55	Sleepy Village
3:45	Close Down

This is the Television Guide for children's programmes on Channel CTV9.

- (a) It is for Wednesday – the ____rd day of the week.

(b) The programmes begin at : in the morning.

(c) The programmes end at : in the _____.

(d) The 'News' lasts for ____ minutes.

(e) 'Cartoons' last for ____ minutes.

(f) 'Art and Craft' lasts for ____ minutes.

- (a) For how many minutes does 'Rhyme Time' last? ____ minutes

(b) 'Story Time' lasts for ____ minutes.

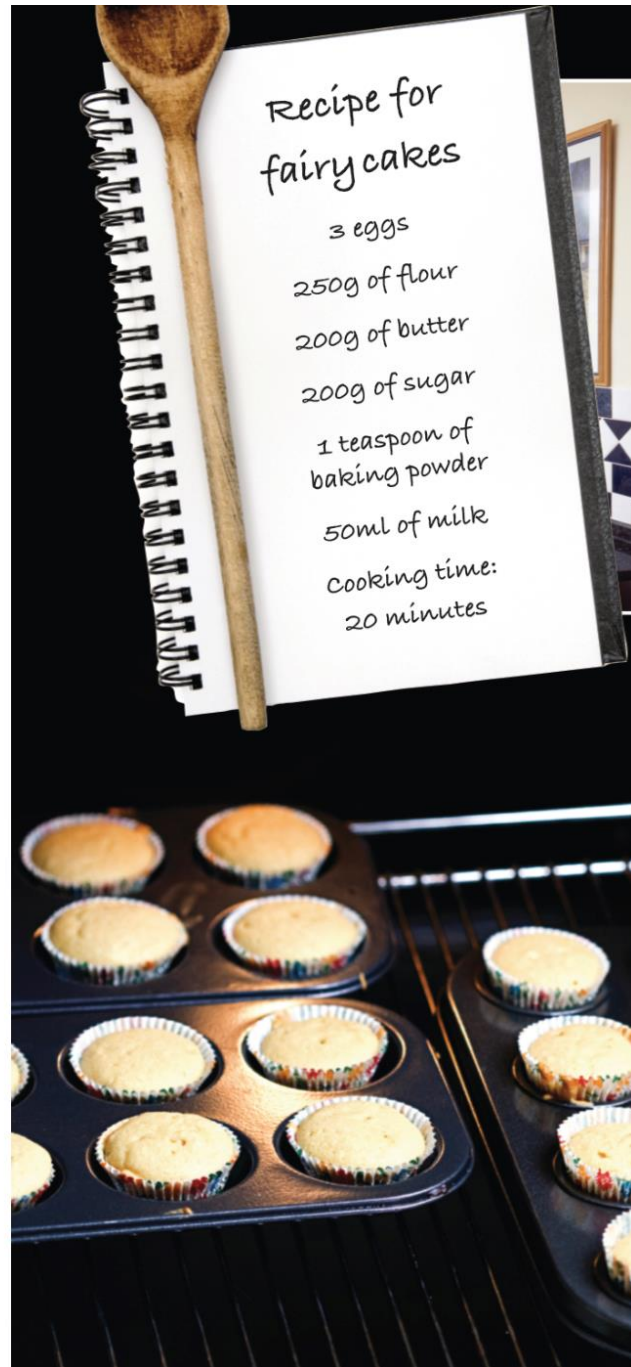
(c) 'Baking with Tammy' lasts for ____ minutes.

(d) The last programme is called (i) _____ and (ii) it lasts for ____ minutes.

- (a) 'Dragon Quest' is a ____-minute programme.

(b) 'Sneaky Snake' ends at : .

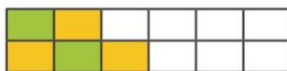
(c) 'Art and Craft' begins at : and finishes at : .



CRAVING MORE MATHS?!

Why not give this recipe a go with the help of an adult and try to figure out the answers

- Emma bought 6 eggs. What fraction of them is she using in the bun recipe?
- What shapes are the tiles on the walls?
- How much flour will be left over after baking the buns?
- Emma checked the buns after they had been in the oven for 12 minutes. How much time was left before they were fully cooked?
- Write your own recipe in your copy.
- Do the tiles in Emma's kitchen tessellate? Explain your answer.
- Emma started baking at 2:30 and she finished at 3:20. How long did she spend baking?
- Emma made 18 buns. There are 5 people in her family (including Emma). How many buns will each person get? How many will be left over?
- If Emma wanted to give a bun to each of the 30 children in her class, and each tray holds 12 buns, how many trays of buns would she need?
- Mark on the jug how much milk Emma needs for her recipe.
- If Emma wanted to double the recipe to make more buns, how much of each ingredient would she need?
- Emma's mum went shopping to get all the ingredients. She bought 500g of butter, 1kg of flour and 750g of sugar. How much did her shopping weigh?
- If Emma's mum carried the shopping in two bags, the butter and sugar in one and the flour in the other, what extra weight would she need to make both bags equal?
- The shopping cost €6.67. If the flour cost €2.99 and the butter cost €1.57, how much did the sugar cost?
- Complete the pattern in the tiles.



GAEILGE... TASK 1 - LITRIÚ (SPELLINGS)

- Fuaimeanna & Focail Aonad 29 + 30
- This week and next week complete the activities.
- Learn spellings from Aonad 29 this week and from Aonad 30 next week

Extra ideas!

- Aonad 29 - 'cht' words & Aonad 30 - Ar an Trá;
After you have learned the spellings, ask someone to call out a word and you have to draw a picture of that word to test your knowledge.

CAITHEAMH AIMSIRE (HOBBIES / PASTIMES)

- Your topic for this fortnight in Gaeilge is 'Caitheamh Aimsire'.
- In the next slide, you will see a poster of common vocabulary linked to the topic of Caitheamh Aimsire. This will be followed by some activities.
- Aim to do the Activities 1 + 2 in the first week and Activity 3 in the second week.
- Make sure to send all work to the new email address.

Is breá liom _____.

An dtaitníonn _____ leat?

Taitníonn / Ní thaitníonn.

Bainim taitneamh as bheith ag _____.

Tá mé go maith ag _____.



Is breá liom _____.
(I love _____)

An dtaitníonn
_____ leat?
(Do you enjoy
_____?)

Taitníonn/Ní thaitníonn
(I enjoy/ I don't
enjoy)

Bainim taitneamh as
bheith ag _____
(I get enjoyment out
of _____)

Tá mé go maith ag

(I am good at
_____)

ACTIVITY 1 – LÉAMHTHUISCINT (COMPREHENSION)

A. Léigh an scéal. Freagair na ceisteanna.



Lá grianmhar a bhí ann. Bhí gach duine sa pháirc. Bhí Daidí agus Oisín ag caitheamh aráin isteach sa lochán.

Daidí ar thaobh an locháin. ‘Bí cúramach!’ a dúirt Oisín. Níor éist Daidí. Thit Daidí bunoscionn isteach san uisce. Lig Daidí béic as: ‘Ó! Tá mé préachta leis an bhfuacht!’

Fuair Oisín géag mór ó chrann agus chabhraigh sé le Daidí. Bhí Daidí bocht fliuch go craiceann.

Nuair a chuala gach duine eile an raic rith siad go dtí an lochán. ‘Maith an buachaill, a Oisín,’ a dúirt Daidí.



1. Cén sórt lae a bhí ann? *(What type of day was it?)*

Lá _____

2. Cá raibh gach duine? *(Where was everyone?)*

Bhí _____

3. Cad a bhí ar siúl ag Daidí agus ag Oisín? *(What were Daddy and Oisín doing?)*

Bhí _____

4. Cár thit Daidí? *(Where did Dad fall?)*

5. Cad a rinne Oisín ansin? *(What did Oisín do then?)*

6. Cén fáth a ndúirt Daidí ‘Maith an buachaill, a Oisín?’

(Why did Dad say ‘Good boy, Oisín?’)

ACTIVITIES 2 - UNJUMBLE THE SENTENCES

Lá sa pháirc

D. Scríobh an abairt mar is ceart.



1. (liom a imirt Is peil breá)



2. (ngiotár Tá ag seinm Síofra ar an)



3. (Satharn ag snámh deich a chlog Téim gach ar a)



4. (leabhair agus Taitníonn liom cluichí ríomhaire)



5. (taitneamh ag damhsa Bainim as bheith)

Do your best to unjumble the words in these sentences.

Remember, every sentence will start with a capital letter.

Start with the words you recognise and use the comprehension to help you with sentence structure.

ACTIVITY 3 - CREATE SOME OF YOUR OWN SENTENCES

Try to create some sentences about you and your preferred pastimes! Write between 4-8 sentences about pastimes you love, like or even hate!!

Is maith liom:



I like...

Is breá liom:



I love...

Is aoibhinn liom:



I love...

Is fearr liom:



I prefer...

Is fuath liom:



I hate...

To make your own Caitheamh Aimsire sentences, you need to include 3 parts:

1. Beginning - Is maith liom, Is breá liom, Is fuath liom
2. Middle -a bheith ag....
3. End - a pastime

E.G. Is maith liom a bheith ag imirt peile. (I like to be playing soccer)
Is fuath liom a bheith ag rothaíocht! (I hate cycling!)

GAEILGE BREISE (EXTRA IRISH)

Am don Pancóga!! (Time for Pancakes!)

After doing procedural writing for the last two weeks in English, why don't you try following these instructions as Gaeilge!

Make sure to send us a picture of your delicious pancakes!!

1. Faigh babhla. 	2. Cuir plúr sa bhabhla agus cúpla gráinne salainn. Measc iad. 
3. Cuir bainne agus ubh sa bhabhla freisin. Measc iad. 	4. Faigh friochtán agus cuir im ar an bhfriochtán. 
5. Cuir an meascán ar an bhfriochtán. 	6. Caith an phancóg san aer. 
7. Faigh pláta. Cuir an phancóg ar an bpláta. 	8. Cuir siúcra, sú líomóide agus mil ar an bpancóg. 

Plúr = flour

Salainn = salt

Measc = Mix

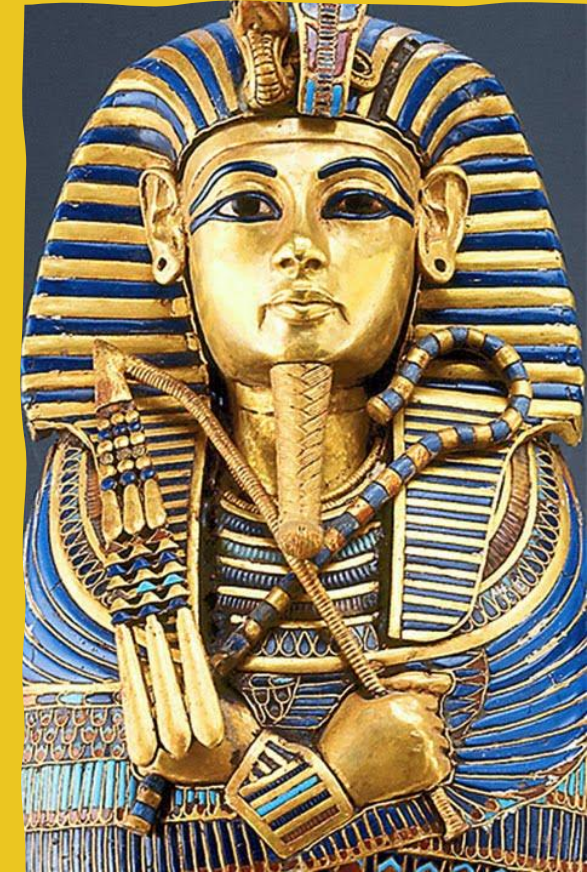
Im = Butter

Friochtán = Frying pan

SESE = *EGYPT*

This fortnight you will learn about the following:

- History - Ancient Egypt, Farming on the River Nile and Egyptian hieroglyphs
- Geography - Egyptian landmarks, Egyptian schools, Egyptian food
- Science - How the Pyramids were made



EGYPT FACTFILE

Total Size: 1,001,450 square km

(Read as one million, one thousand, four hundred and fifty)

Size Comparison: you could fit Ireland into Egypt 14 times!!

World Region or Continent: Africa

General Terrain: vast desert plateau interrupted by the River Nile

Highest Point in Egypt: Mount Catherine; 2,629 m (or 2.6km tall)

Climate: desert; hot, dry summers with moderate winters



Capital City: Cairo

Population: 100,388,073

Languages Spoken: Arabic (official), English and French widely understood by educated classes

For more facts: <https://www.ducksters.com/geography/country/egypt.php>

HISTORY

ANCIENT EGYPT



A Pharaoh never let his hair be seen; he always wore a headdress called a Nemes

The first Egyptians were nomads. Nomads travelled from place to place in search of food and water. Around the year 3000BC, the Egyptians began to settle in areas of rich soil along the banks of the river Nile. Over time, the Pharaohs (Egyptians Kings) made a huge empire by defeating the nearby tribes and taking their lands. They made slaves of the people from the defeated tribes. The Pharaohs ruled from around 3000BC until the birth of Christ. The Egyptians believed that the Pharaoh was a god who had come to earth from the skies. They adored him and feared him, because he had the power to let them live or die. The Pharaohs had great wealth, which they used to build pyramids, temples and statues to honour themselves and their gods.

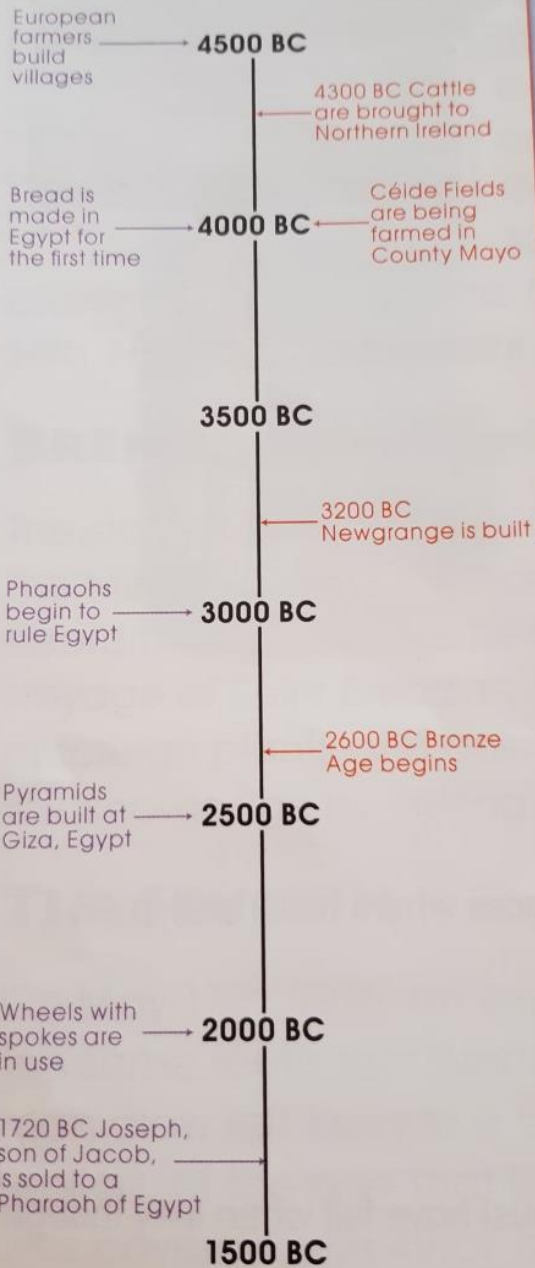
Pyramids were the tombs of the Pharaohs. It took many thousands of workers to build them



Timeline

World

Ireland



HISTORY

FARMING ALONG THE RIVER NILE

THE RIVER NILE

Egypt is covered by a desert, so most of the country is not suited to farming and growing crops. However, the River Nile flows through the desert and people have been living alongside it since ancient times. The Egyptians believed that the world was flat and circular and that the Nile flowed through its centre!



FARMING ALONG THE NILE

Every year, the Nile flooded the land along its banks. The floods left plenty of water on the land. The floods also left behind a rich mud called silt, which made the soil very fertile (good for farming). Crops grew well in the moist, fertile soil and they produced large amounts of food. The Egyptians grew crops of wheat, from which they made bread. Bread was their most important food. They also grew green beans, onions, lettuce and leeks. As there was plenty of food, the number of people living along the banks of the river grew. The Nile helped the people in other ways. Boats were made from reeds, which grew in the shallow waters of the Nile. People were able to travel from place to place by boat. Larger wooden boats were used to carry heavy goods. Reeds were also used to make a type of paper known as papyrus. The Egyptians also hunted waterfowl such as ducks and geese, which lived along the banks of the river.

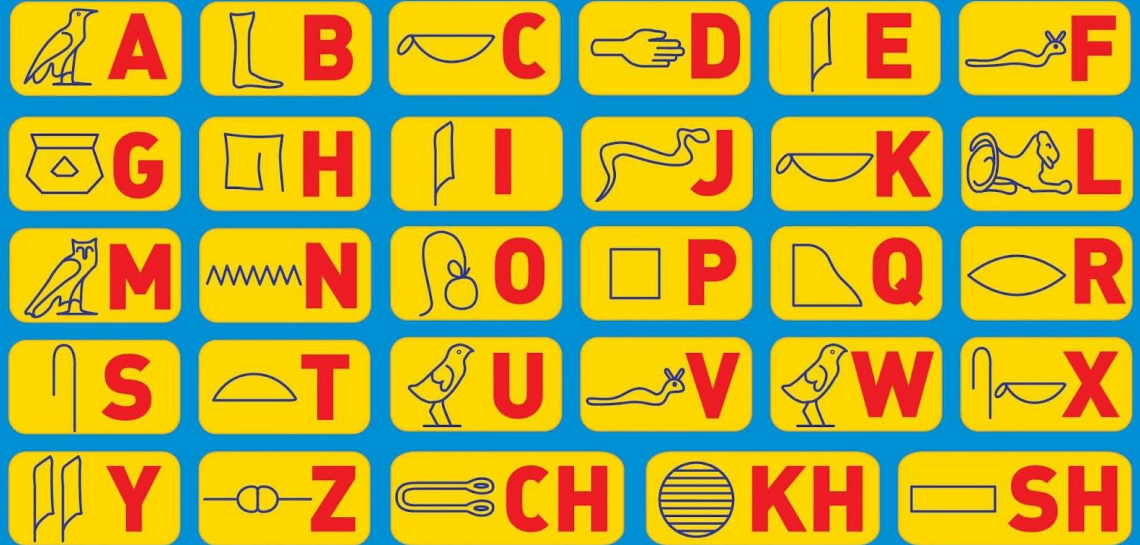


HISTORY

EGYPTIAN HIEROGLYPHS

The sons of rich people went to school, where they learned to read and write. Pictures known as hieroglyphs were used to instead of letters and words. A sentence was made by drawing a number of hieroglyphs in a column. Children wrote on papyrus using pens made from reeds. The ink was made from soot, red soil and glue.

HIEROGLYPHIC ALPHABET



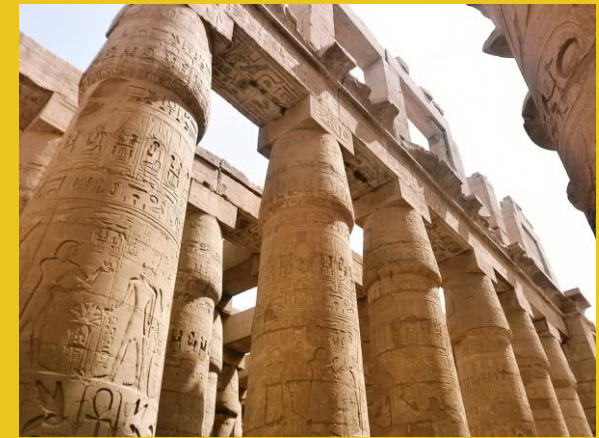


GEOGRAPHY

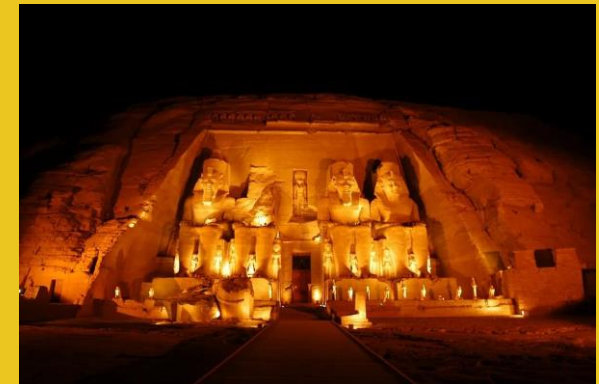
EGYPTIAN LANDMARKS



Below is a list of some of Egypt's most famous landmarks. In the Science slides, we will be looking at how pyramids were made but for now, we would like you to do some of your own research here. Pick two landmarks from the list below and write a paragraph about them. Write between 4-8 lines about each one.



- Great Sphinx.
- Karnak Temple.
- Abu Simbel.
- Great Pyramid of Giza
- Colossi of Memnon.
- White Desert.
- Temple of Kom Ombo.



GEOGRAPHY

EGYPTIAN SCHOOLS

- Education in Egypt is structured similarly to most European schools.
- Children start kindergarten at age four, move to primary school at age six and then start high school when they are 15 years old.
- Education is free for all children.
- The school day normally starts at 8 a.m. and finishes at 1 or 2 in the afternoon.
- Students generally attend school 5 days a week, although some schools require extra study on Saturdays.
- A typical lesson lasts for 40 – 45 minutes with a 5-minute break in between.



GEOGRAPHY

EGYPTIAN SCHOOLS

Below is a quote from a boy called Karim on what school is like for him:

"Every morning at assembly, we sing the national anthem and salute the Egyptian flag. In class, I study many of the same subjects as you do in Ireland. The subject I find most difficult to learn is English, because the alphabet is so different to Arabic letters and I'll never get used to reading from left to right on a page. In Arabic, we read from right to left. When we open a book, we start at what you would think is the last page! There are 18 letters in Arabic writing, but you can put a dot above or below some of the letters to make an extra 10 letters."

GEOGRAPHY

EGYPTIAN FOOD



Food

Instead of knives and forks, we use bread called *aysh* to scoop up our food. The women in our village bake *aysh* in clay ovens. They sometimes make *aysh shams* (sun-bread), which are left out in the sun to bake. Our bread is flat like pitta bread. One of the things we eat a lot of is *fuul*. It is made with stewed

Aysh shams



beans, oil, lemon and spices. We only eat meat on special occasions, but never pork. We are Muslims and our religion, Islam, doesn't allow us to eat pork. We only eat *halal*. These are foods that are allowed by our holy book, the *Qur'an*. Meat has to be prepared in a special way according to the instructions in the *Qur'an*. For example, the butcher must call out God's name, Allah, when killing an animal.



Dried fruit

Here is a delicious Egyptian dessert called *khoshaf* for you to make at home or in school: Put 1 cup of dried prunes, 1 cup of dried apricots, 1 cup of dried figs (halved) and 1½ cups of raisins in a container. Sprinkle 1 cup of sugar on top. Pour 2½ cups of boiling water over the top and cover. When the fruit has cooled down, put it in the fridge and serve the next day.



HISTORY AND GEOGRAPHY

QUESTION TIME!!

Below are some questions for you to do based on what you've just learned about Egypt. Attempt as many questions as you can and send us your answers in an email. Don't forget to send in your research on 2 Egyptian landmarks as well.

1. What is the population of Egypt?
2. What type of climate do they have in Egypt?
3. What was a nomad?
4. For how long did Pharaohs rule in Egypt?
5. Why did ancient Egyptians farm along the banks of the River Nile?
6. What was papyrus?
7. Can you draw your own name in hieroglyphs?
8. Can you find two differences between school in Ireland and school in Egypt?
9. Describe the Egyptian food *fuul*.
10. Could you find out 3 more interesting facts about Egypt that aren't included in this PowerPoint?



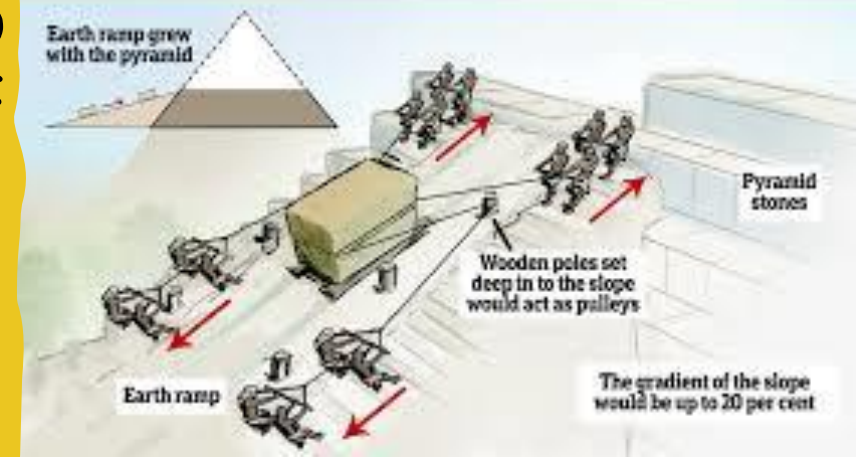
SCIENCE

SCIENCE BEHIND THE PYRAMIDS

- There are more than 100 surviving pyramids but the most famous is The Great Pyramid of Giza in Egypt, standing at over 136 metres. Many wonder how the ancient Egyptians would have been able to build such huge structures?
- Much like any big construction project, the Pharaohs had someone in charge of the construction of the pyramids. There was a lot of planning that went into the design and building of the pyramids. It is thought that blocks were moved up some kind of ramp, as well as being dragged along on sleds. Wetting the sand also made it much easier to drag the sled because it reduced friction significantly. It is thought that, in order to build the top of the pyramids, special ramps were constructed, as well as spiral staircases in the center of the pyramid.
- The pyramid would get slowly built, one block at a time. Scientists estimate it took 20,000 workers over 23 years to build the Great Pyramid of Giza!



HOW THE PYRAMIDS GREW STEP BY STEP

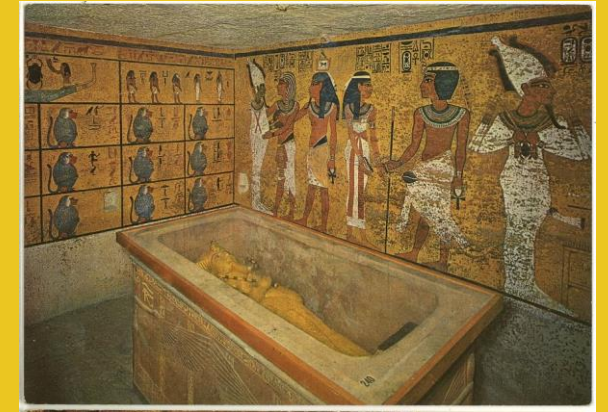


SCIENCE

SCIENCE BEHIND THE PYRAMIDS

- Deep inside the pyramid lay the Pharaoh's burial chamber, which would be filled with treasure and items for use in the afterlife. Sometimes fake burial chambers or passages would be used to try and trick grave robbers.
- Extensive studies into the pyramids have revealed a lot about them, and how they were created. It's clear that the Egyptians used a lot of techniques not that different to the ones we would use today for construction. The science behind how they built the things is pretty awesome and shows wonderful imagination. Further studies have also revealed that there are chambers and openings located in the pyramids. While we're not 100% sure what these were for, they certainly add an interesting new dimension to the building process.
- Log on to the following to discover more about the Ancient Egyptian Pyramids and to access some further activities.

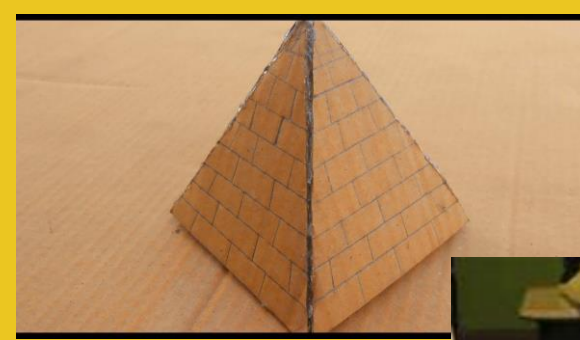
<https://www.twinkl.ie/resource/t2-h-4341-ancient-egyptian-pyramids-lesson-teaching-pack>



Golf Balls



STEM CHALLENGE!!



Cardboard



Clay

Sticking with our Egyptian theme, we are challenging you to build your own pyramid.

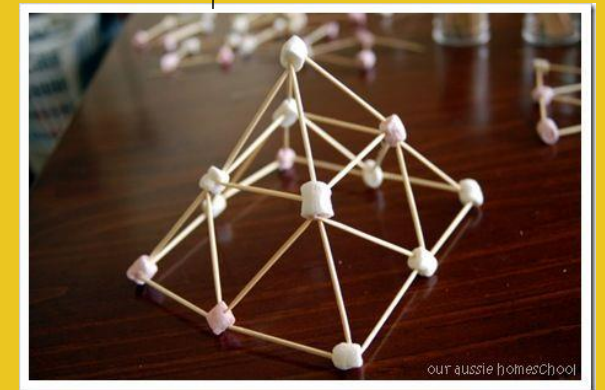
It can be any size and made from whatever materials you can find at home!

We have included some examples here.

Send your pictures to us via email and don't forget you can still tweet the pictures as well!



Toothpicks and Marshmallows



our aussie homeschool

Sugar Cubes



Lego

HISTORY, GEOGRAPHY AND SCIENCE

ROUND UP

- If you want to do some more of your own research on anything to do with Egypt, please do.
- We would love to read all of your cool and interesting facts that you have found.
- You could put together a fact file on a famous Egyptian (e.g. Mo Salah), make a brochure about Egypt, create a PowerPoint on Ancient Egypt, design a picture collage of Egyptian scenery or even bake/cook some Egyptian food!



..... And don't forget to send all of your work to the new email address so we can see how much hard work you've been doing!

ART IDEAS

- The Ancient Egyptians were famous for their jewelry. Glue different pasta shapes to cardboard and design your own collar fit for an Egyptian Pharaoh!
- You could also try gluing string to the cardboard in different patterns and then painting it when it is dry
- Try making matching wristbands or even a crown!
- Send your creations to 3rdclassteachers@hollyparkbns.ie (just make sure your face is hidden!!)



P.E IDEAS

- P.E with Joe Wicks - The Bodycoach.
Every week day at 9am live on his Youtube channel.

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

- Design your own obstacle course; inside or outside! (Just make sure to get permission first!)

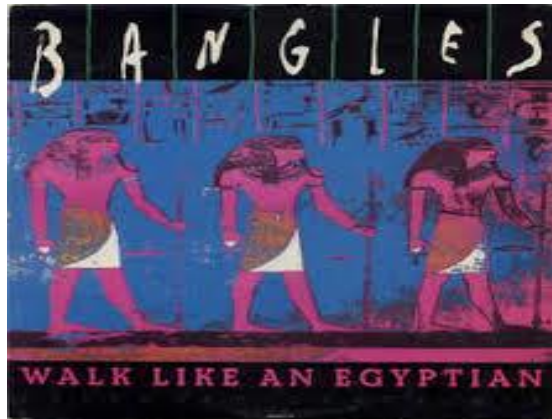
In your course, include obstacles that involve a two-footed jump, a long jump, a sausage roll, a balance, a zig-zag motion, a crawl and a tumble roll.

- For some chill out time try some yoga. Here's one that uses a story some of you might know... <https://www.youtube.com/watch?v=R-BS87NTV5I>





MUSIC IDEAS



- Listen to the music of Aida by Verdi , which is a famous opera about Ancient Egypt. It premiered on Christmas Eve in 1871 at The Khedivial Opera House in Cairo, Egypt.
- Listen to the song 'Walk Like an Egyptian' by American girl band 'The Bangles'. It was released in 1986. Its title refers to Ancient Egyptian paintings depicting people walking with arms and hands bent at strange angles, sometimes with several figures in a close row. Try the 'Walk like an Egyptian' dance moves and enjoy singing along with the song!!



We don't want all your hard work to go unnoticed....
So please get your parent or guardian to tweet pictures of your
STEM creations, art work and cooking/baking.

In every tweet, tag us @HollyparkBNS and include
the hashtag: *#hpbnscreations*

We promise to retweet as many pictures as we can on the
Hollypark BNS Twitter account.

That way, everyone can see how hard you've been working at home!!



That's all Folks!