

***Yellow Class – Home learning – W/C 29<sup>th</sup> June 2020***

*Dear Yellow Class*

*I hope that you are all continuing to be well. As with previous weeks, the tasks and the resources that are being used are exactly the same tasks and resources that children in school will be completing, for continuity of education, but these are not being delivered in school by myself.*

*Timing expectations/allocation: As with previous weeks, the children who are in school are expected to spend approximately 1 hour completing a daily English lesson (with cross-curricular links to RE, Geography and History), 1 hour for Maths each day and 1 hour for non-core lessons (for example, Guided Reading or Science) for four afternoons of the week. The school is not open on a Friday afternoon. The children who are in school will be spending 20 minutes each day on well-being sessions.*

*Please continue to let us know how you are getting on with your home learning. Should you have any queries, please do not hesitate to e-mail [yellow@beaupre.cambs.sch.uk](mailto:yellow@beaupre.cambs.sch.uk).*

*Keep up the good work!*

*Kindest regards*

*Mrs Summers*

*Enc*

## **Maths**

In this week's lesson, I would like for you to continue with our co-ordinates and shape scheme of work (including circles) which will come to an end this week. This will help to embed previous shape learning. Commencing next week, we will be consolidating our key calculation skills until the end of term.

These overviews link directly to the White Rose Hub planning which we follow as a school:

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-6-Autumn-Block-4-Geometry-Position-and-Direction.pdf>

Parts of a circle contained within: <https://whiterosemaths.com/wp-content/uploads/2019/05/Year-6-2018-19-Summer-Block-3-Statistics.pdf>

The above will be useful in supporting learning of each of the set lessons for this week and it will give you further explanations and additional tasks to have a go at. **Please use this in conjunction with the following lessons to embed understanding.**

**I have again included mental maths fluency starters for this week. Again, please see additional material as follows:**

<https://thirdspacelearning.com/resources/year-6-rapid-reasoning-weeks-1-6/>

## **English**

Our topic for this week will be on Islam – with cross-curricular religious and geographical connections.

### **Additional tasks**

Again, should you wish further tasks to complete in English, please visit [www.pobble365.com](http://www.pobble365.com) and complete the questions and tasks for the picture of the day.

### **Reading Comprehension**

We will continue to use Purple Mash's Serial Mash for our Reading Comprehension learning.

If you haven't already done so, please visit [www.purplemash.com](http://www.purplemash.com) and find Beaupre School. You will need your log in details including passwords which were stapled to the plastic wallet on your original home learning packs. If you do not know your log in details, please e-mail [yellow@beaupre.cambs.sch.uk](mailto:yellow@beaupre.cambs.sch.uk) so we can let you know what they are.

We are currently reading 'No Greater Treasure' and would like for you to continue and complete this during this weeks' Guided Reading lessons. To remind you, you will find this text in the Serial Mash section under Sapphires' texts.

Lesson 1 (Tuesday) – Read chapters 5 and 6 and complete the questions and activities based on the text.

Lesson 2 (Thursday) – Read chapter 7 and complete the questions and activities based on the text. Please complete a book review on this text. See Appendix A.

### **Well-being**

Children who are in school will be completing 20 minute daily lessons during the afternoon for PSHE to help with their well-being at this difficult time.

<https://www.zumos.co.uk/Wellbeing.aspx>

### **Science**

<https://ypste.org.uk/lesson-plans/living-things-and-their-habitats-year-6-classification>

Please download the scheme of work with accompanying powerpoint for this half-term's scheme of work. I would like for you to continue to complete the tasks for each lesson on a weekly basis.

### **PE**

In school, the children will be undertaking a socially-distanced PE lesson every other week. This will be based on Joe Wicks' videos. Please see example, as follows:

<https://www.youtube.com/watch?v=Y2AkYD10d7Q>

Every other week, and during inclement weather, the children who are in school will be having their Art lesson.

### **Art**

This half-term, we will be linking Art to the Middle East. Please look at the following link.

<https://news.artnet.com/market/most-famous-middle-eastern-painting-to-be-sold-at-christies-225735>

For your learning in Art, you will be expected to carefully reproduce the artwork The Camel of Burdens as a sketch. At least three 40 minute sessions should be dedicated to this task. Remember to consider sketching and shading. Don't forget to send in your impressive examples.

As with the previous Twinkl powerpoints, please see the following link for Islamic Geometry (you will need to scan down and click on this presentation). Have a go at reproducing some.

### **Additional fun learning opportunity**

As you will no doubt be aware from my weekly letters to you in the newsletter, I am learning sign language. As a fun extra activity for your home learning, I would like to introduce you to the British sign language alphabet. If you teach this to a member of your family, you will be able to spell words and messages to them in code! If you want further guidance and finger spelling challenges, as well as lots of additional signs, you might want to join up for the British Sign Language Course; there is currently a minimum charge of £3 (although the cost is usually a minimum charge of £25). Please visit <https://www.british-sign.co.uk> if interested.



	Maths	English
1	<p>Starter - <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a> Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>Please complete the following lesson, inclusive of the quiz. <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-3-d-shapes">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-3-d-shapes</a> Teacher modelling will be shown and tasks are set, then solved within the videos.</p>	<p>This week, we are going to be focusing on the Islamic religion and tasks will be based on enhancing your knowledge in this regard. Create a mindmap of what you already know from your learning in previous years.</p> <p>In today's lesson, I would like for you to produce an information leaflet about the Islamic religion. Share the following websites to enhance your knowledge. You might want to add to your mindmap as you go along to aid completion of your leaflet. <a href="http://www.primaryhomeworkhelp.co.uk/religion/Islam.htm">http://www.primaryhomeworkhelp.co.uk/religion/Islam.htm</a> <a href="https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx">https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx</a></p> <p>Think about how you will set out your leaflet. Remember to include as many Year 6 writing objectives (please see Appendix B) and to appropriately and accurately use age-related spellings – please see Appendix C and D. I have included additional spelling support in Appendix E should you require it. The tone of your leaflet should be formal and impartial. Please feel free to enhance your leaflet with illustrations to add interest.</p> <p>To finish the lesson, complete the following quiz to test your knowledge on Islam. <a href="https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx">https://www.bbc.co.uk/bitesize/topics/zpdtbkb/articles/zrxxgwx</a></p>
2	<p>Starter - <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a> Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>Please complete the following lesson, inclusive of the quiz. <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3-d-shapes">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3-d-shapes</a></p>	<p>Today you will be exploring what a mosque is and considering Islamic prayer. Mosques are Islamic holy buildings. Please see Appendix F for more information.</p> <p>Please visit the following BBC learning clip to help you understand the importance of mosques to Muslims. <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-east-london-mosque/zmctvk7</a></p> <p>Today you will be exploring Muslim prayer ritual and will be producing instructions for this. Please share the information in Appendix G for information about mosques and how to pray. Please additionally see the following video. <a href="https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc">https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-prayer-in-islam/zjndxyc</a></p> <p>I would like for you to start your instructions from hearing the call to pray (either by radio or broadcast from the minaret).</p>

		<p>Please ensure that you include the following vocabulary in your instructions: wudu, quibla wall, Mecca, Wudu, Korani, masjid, minaret, bakka, salat and Kaaba.</p> <p>Think about what you know about the features of instructions. See Appendix H for details. Again please ensure that you include Year 6 writing expectations and spellings (Appendix A, B and C).</p>
3	<p>Starter - <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a> Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>Please complete the following lesson, inclusive of the quiz. <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-problems-involving-3-d-shapes">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-problems-involving-3-d-shapes</a></p>	<p>Today we are going to be looking at Saudi Arabia. Make brief notes on any prior knowledge that you have about this country so far. Ask adults around you if they are aware of any facts about Saudi Arabia. Think about the initial impression that you have of this country and whether it is in line with your learning so far of the Islamic faith.</p> <p>Have a look at the maps in Appendix I, so that you know where in the world we are thinking about.</p> <p><a href="https://kids.britannica.com/kids/article/Saudi-Arabia/345779">https://kids.britannica.com/kids/article/Saudi-Arabia/345779</a> <a href="https://www.familytravel-middleeast.com/saudi-arabia-with-kids/">https://www.familytravel-middleeast.com/saudi-arabia-with-kids/</a></p> <p>In today's lesson, I would like for you to create a fact sheet about Saudi Arabia that is intended to be used as a travel guide. Please share the above websites to aid your knowledge. It may help to create a mindmap of information that you intend to include in your factsheet, as you are reading through the information on these websites. Your factsheet/travel guide should entice tourists to visit Saudi Arabia from a religious perspective and should include geographical and historical information. Additionally, it is important that your travel guide informs people of expected behaviour in this country – as it is very different to that which is acceptable in our own country. As the purpose of a travel guide is to promote a country, please refer to Appendix J, for persuasive phrases that you might choose to include. Please consider how you will incorporate Year 6 features into your factsheet and don't forget to refer to your spelling mats to try to appropriately and accurately include age-related spellings.</p>
4	<p>Starter - <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a> Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>Please complete the following lesson, inclusive of the quiz. <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-illustrate-and-name-parts-of-a-circle">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-illustrate-and-name-parts-of-a-circle</a></p>	<p>In yesterday's lesson, we looked at where Saudi Arabia is in the world and learnt that it is home to the holiest cities for Muslims: Mecca and Medina.</p> <p>Today we are going to consider why these cities are important and are going to be thinking about pilgrimages (Hajj) to these places.</p> <p>Look at the following video clip to help you to understand why Mecca is important: <a href="https://www.bbc.co.uk/bitesize/clips/zympvcw">https://www.bbc.co.uk/bitesize/clips/zympvcw</a></p> <p>Share the following information about Hajj and the Five Pillars. <a href="https://www.bbc.co.uk/newsround/24566691">https://www.bbc.co.uk/newsround/24566691</a></p>

		<p><a href="https://www.google.com/search?q=why+is+medina+important+ks2&amp;rlz=1C1GCEU_en-GBGB843GB843&amp;oq=why+is+medina+important+ks2&amp;aqs=chrome..69i57.6150j0j4&amp;sourceid=chrome&amp;ie=UTF-8">https://www.google.com/search?q=why+is+medina+important+ks2&amp;rlz=1C1GCEU_en-GBGB843GB843&amp;oq=why+is+medina+important+ks2&amp;aqs=chrome..69i57.6150j0j4&amp;sourceid=chrome&amp;ie=UTF-8</a></p> <p>Reflect on when you visited a special place – <b>Where did you go? How did that make you feel?</b></p> <p>In today's lesson I would like for you to write a diary entry about making a pilgrimage to Mecca. Again please ensure that you include Year 6 writing expectations and spellings (Appendix A, B and C).</p>
5	<p>Starter - <a href="https://corbettmathsprimary.com/5-a-day/">https://corbettmathsprimary.com/5-a-day/</a> Please complete the above starter for today's date, to review your fluency skills, prior to starting your lesson. Please pick the level which you feel best suits your ability.</p> <p>Please complete the following lesson, inclusive of the quiz. <a href="https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-practical-problems-involving-circles">https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-practical-problems-involving-circles</a></p>	<p>In today's lesson, we are learning about Ramadan and Eid. Please visit the following link for information. <a href="https://www.bbc.co.uk/newsround/23286976">https://www.bbc.co.uk/newsround/23286976</a> <a href="https://www.timeanddate.com/holidays/uk/eid-al-fitr">https://www.timeanddate.com/holidays/uk/eid-al-fitr</a> <a href="https://www.bbc.co.uk/bitesize/clips/z434wmn">https://www.bbc.co.uk/bitesize/clips/z434wmn</a></p> <p>Please see the information in Appendix K. Your task in today's lesson is to write a poem. Your poem will contain two verses. Your first verse will be about Ramadan and your second verse will be about Eid-ul-fitr.</p> <p>To help you to plan your poem, I would like for you to create two mindmaps to support your two verses where you can magpie ideas and vocabulary. Suggestions are: Verse 1: Ramadan, daylight hours, no food or drink, hunger, sunset, sunrise, Mohammad, prayer Verse 2: breaking of fasting, party, three days, family, friends, party, food, charity</p> <p>This year, Eid-ul-Fitr took place on 24<sup>th</sup> May. Additionally, a further Eid festival (Eid-ul-Adha) the festival of sacrifice which occurs 70 days after Eid-ul-Fitr</p> <p>Please ensure that you are familiar with the features of a poem. I have included, in Appendix J, a poetry planning sheet for each verse to help you to record your ideas. Afterwards, I would like for you to create your poem. Remember that poems don't always contain full sentences. Again please ensure that you include Year 6 writing expectations and spellings (Appendix A, B and C).</p>

		<p>Here are some additional websites should you wish to create some crafts or baking to mark the end of Eid.</p> <p><a href="https://www.activityvillage.co.uk/eid">https://www.activityvillage.co.uk/eid</a></p> <p><a href="https://www.mylittlemoppet.com/10-amazing-eid-crafts-and-treats-for-kids/">https://www.mylittlemoppet.com/10-amazing-eid-crafts-and-treats-for-kids/</a></p>
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## Appendices

### Appendix A

#### Book Review



Title: \_\_\_\_\_

Author: \_\_\_\_\_

Illustrator: \_\_\_\_\_

(Circle)      Fiction                      Non- Fiction

Genre: \_\_\_\_\_



My rating (colour in how many stars you would give it):



Describe the characters and their traits:

The Setting:

The Atmosphere and Mood:

Literary Effects (alliteration, simile,  
metaphor, personification, onomatopoeia):

My favourite part:



What happened in the story?



This story could be better if...



This book is like another book... (describe any similarities)



Overall you should read this story because...



## Appendix B

### Year 6 writing features to be included in your writing:

**passive voice, subjunctive, inverted commas, complex sentences which contain subordinating conjunctions, compound sentences which include co-ordinating conjunctions, short sentences, modal verbs, relative clauses, perfect tense, progressive tense, questions, Year 3/4 and 5/6 spellings, hyphenated words, parenthesis – brackets, commas and dashes - fronted adverbials, past and present progressive**

## Appendix C

### Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

## Appendix D

### Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

## Phase 4 and 5 High Frequency Words

went	out	what	about	came
from	like	so	made	make
children	one	Mr	asked	their
little	have	Mrs	I'm	day
it's	do	called	house	saw
just	when	could	your	put
help	some	looked	very	oh
said	come	don't	by	people
were	there	old	time	here

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## Appendix F

The **mosque** is a place to gather for prayers, to study and to celebrate festivals such as Ramadan. It can also be used to house schools and community centres. The Arabic word for **mosque**, "masjid", means "place of prostration". A typical **mosque** also includes a minaret, a dome and a place to wash before prayers.



## Appendix G

### Where do Muslims worship?

**The Muslim building for communal worship is called a mosque.** Muslims often refer to the mosque by its Arabic name, **masjid**. The word comes from the Arabic for "place of prostration".

Very often Mosques have a **domed roof** and a tall tower called a **minaret**. Muslims are called to prayer from the minaret. The man who enters the minaret and calls them to prayer is called a muezzin.

**In Britain**, calling Muslims to pray this way is not allowed, so some Islamic communities broadcast the call to prayer on a radio frequency which Muslims can pick up in their homes and places of work using a small receiver.

There are **no pictures or statues** in a mosque. They are decorated with patterns and words from the [Qur'an](#). There is also very little furniture inside because **Muslims use prayer mats** for prayer.

When people go into the mosque they **take off their shoes**. This is to keep it clean for prayer.

There is often a fountain or pool, or at least an area with water where people can **wash** (**wudu**). Muslim wash their hands, mouth, throat, nose, ears, arms up to the elbow and feet. This is a sacred wash that symbolises spiritual cleansing and purity in readiness for coming before God.

There is always a **quibla wall** in a Mosque which is the one facing Makkah (Mecca), it has an empty arch to signify the direction. It is important that Muslims always know the direction of Mecca. ([see pray](#))

Women do not pray in the same place as men, there is usually a screened off area for them.

### **When are services held?**

Services are held every day at the Mosque.

### **When is the most important service at the Mosque held?**

On Friday at noon . All Muslims go to the mosque on Friday. Is a special day for prayer.

### **What is so special about how Muslims pray?**

Muslims are required to :

- pray five times a day (prayer times are fixed by the sun and change daily),
- wash themselves before prayer and
- face in the direction of Mecca (Mekkah) while praying.

### **Why do Muslims face Mecca when praying?**

**Mecca** or **Makkah** is the birthplace of prophet Muhammad, peace is on him. In the center of the mosque in Mecca, is the cube-shaped building called a **Kaaba** (Ka'bah) is found. All Muslims face the direction of the Kaaba during ritual prayer (Salat).

Muslims believe that the Kaaba is the holiest place on earth. It is generally thought to have been built by Prophet Abraham. It is used only as a focal point for prayer (not worshiped) and simply signifies a direction, imposed by God to maintain unity and uniformity among worshipers.

The Kaaba is draped with a black cloth, which is covered with Koranic verses that are embroidered in gold and silver thread. During performing the Hajj ceremony a Muslim walks seven times around the Kaaba and then he or she kisses and touch the Black Stone.

Every Muslim family, no matter where they live, knows what direction the Kaaba is from their house.

(The Kaaba is also called Bakka )

### **When do Muslims pray?**

Each period for prayer has a special name and each time is separated by two hours. These essential times are:

1. After first light and before sunrise ( Fajr )
2. Between the sun reaching its height and mid-afternoon ( Dhuhr )
3. Between mid-afternoon and sunset ( Asr )
4. After the sun has finished setting ( Maghrib )
5. In the dark of the night ( Isha )



## Appendix H

# Instruction Text Features Key

Date \_\_\_\_\_ Name \_\_\_\_\_

Text Title: \_\_\_\_\_

Here are the features of an instruction text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'imperative verbs' box in red, then use the **same colour** to underline all the imperative verbs in your text.



	<b>Title</b> which shows what the text is about. It may begin "How to..."		<b>Adverbs</b> for how the actions should be done.
	<b>Sub-headings</b> to break the text into clear sections.		<b>Chronological order</b> and <b>Adverbs of Time</b> .
	An <b>opening sentence</b> which encourages the reader to have a go.		<b>Technical vocabulary</b> which is specific to the task.
	A <b>clear list of equipment</b> or ingredients needed.		<b>Diagrams</b> or illustrations with <b>labels</b> .
	<b>Simple steps</b> for each action in the method.		<b>Formal, impersonal</b> tone.
	<b>Imperative</b> (bossy) <b>verbs</b> telling the reader what to do.		<b>Closing statement</b> which shows or describes what the reader has achieved.
	<b>Bullet points</b> or <b>numbers</b> for each step.		

## Appendix I





## Appendix J

Writing to Persuade Persuasive Devices Word Mat		
I implore you...	On the other hand, ...	Do you really think that...?
With good reason...	It is imperative that...	Is it really worth...?
Therefore...	I urge you to...	This will cause...
For these reasons...	We utterly condemn...	It's clear for all to see...
I strongly believe that...	How could anyone possibly...?	The fact of the matter is...
Of course, ...	Surely...	Considering...
Naturally...	Moreover...	Despite this...
Without a doubt...	What's more...	Evidence overwhelmingly shows...
Furthermore...	Obviously...	It is proven that...
Now is the time to...		Nine out of ten people agree...
We must act...		Research suggests...

## Eid

### **What are the main Muslim Festivals?**

The Muslim year is based on Lunar calendar.

#### **Ramadan** (Ramadhan)

Ramadan is the ninth month of the Islamic calendar, and a time when Muslims across the world will fast (do not eat) during the hours of daylight.

The Muslim year is a lunar (moon) year, so Ramadan moves forward by ten or eleven days each year. The day Ramadan begins is decided by the sighting of the new moon.

Muslims believe that the gates of Heaven (Jannah) are open and the gates of Hell (Jahanam) are locked for the duration of Ramadan.

During Ramadan, Muslims celebrate the time when the verses of the Qur'an were revealed to the Prophet Muhammad (peace be upon him). Ramadan is a time of worship and contemplation. A time to strengthen family and community ties.

Every Muslim is expected to fast from sunrise to sunset. Muslims must not eat or drink during daylight hours. During Ramadan Muslims get up early before dawn (**Fajr**) and have a light meal. This time is known as **Suhoor**.

At the end of each day (**Maghrib**), Muslims traditionally break their fast with a meal called the **iftar**. Following the custom of Prophet Muhammad, the fast is often broken with dates, then followed by a prayer and dinner.

Ramadan concludes with the celebration of Eid al-Fitr.

**Eid-ul-Fitr** (Id-ul-Fitr)- The festival for the first day after Ramadan.

Eid-ul-Fitr marks the breaking of the fast for Muslims at the end of Ramadan. Lasting three days, it is a time for family and friends to get together, for celebrating with good food and presents for children, and giving to charity.

**Eid-ul-Adha** - The Festival of Sacrifice which occurs 70 days after Eid-al-Fitr.

Eid ul-Adha is the second most important festival in the Muslim calendar. It is to remember the time when Abraham was going to sacrifice his own son to prove obedience to God and marks the end of the Hajj, the annual pilgrimage to Makkah (Mecca). It takes place on the 10th day of Dhul-Hijjah, the last month of the Islamic calendar.

**Dhu Al-Hijja:**

The month of pilgrimage during which all Muslims, at least once in their life, should try to make the pilgrimage to Mecca.

**Al Hijra:**

The Islamic New Year begins on the day Muhammad left Mecca to travel to Medina.

[Calendar of Religious Festivals 2008](#)

## Appendix L

Verse 1: Ramadan – Vocabulary: daylight hours, no food or drink, hunger, sunset, sunrise, Mohammad, prayer

<b>Rhyme</b>	<b>Assonance</b>	<b>Alliteration</b>	<b>Onomatopoeia</b>	<b>repetition</b>
My face is pink, I've had no drink	Hours, how	Respectful, reverence and reflection	Whoosh! At last I can eat.	Prayer, prayer, prayer
<b>Simile</b>	<b>Metaphor</b>	<b>Hyperbole</b>	<b>personification</b>	<b>Additional phrases to include</b>
As hungry as a horse	I am a strong mountain	I haven't eaten for years	The music from the minarets whispers my name	

Verse 2: Eid - Vocabulary: breaking of fasting, party, three days, family, friends, party, food, charity

<b>Rhyme</b>	<b>Assonance</b>	<b>Alliteration</b>	<b>Onomatopoeia</b>	<b>repetition</b>
A break at last from the fast	Break, pray	Three, thriving fun days	Bang	Give, give, give
<b>Simile</b>	<b>Metaphor</b>	<b>Hyperbole</b>	<b>personification</b>	<b>Additional phrases to include</b>
rejoicing like a child has been born	An mountain of food	A mountain of food	The house is laughing	