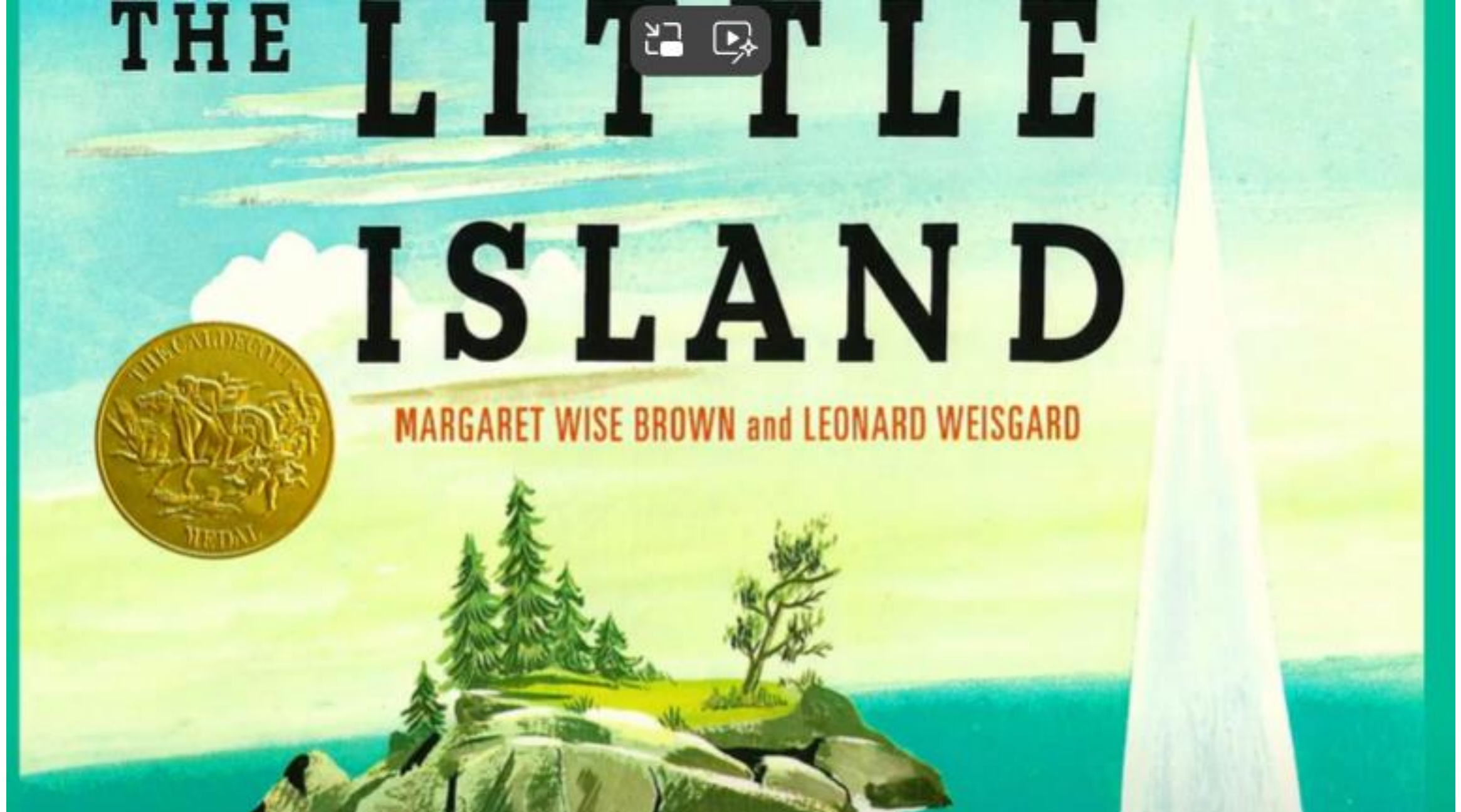
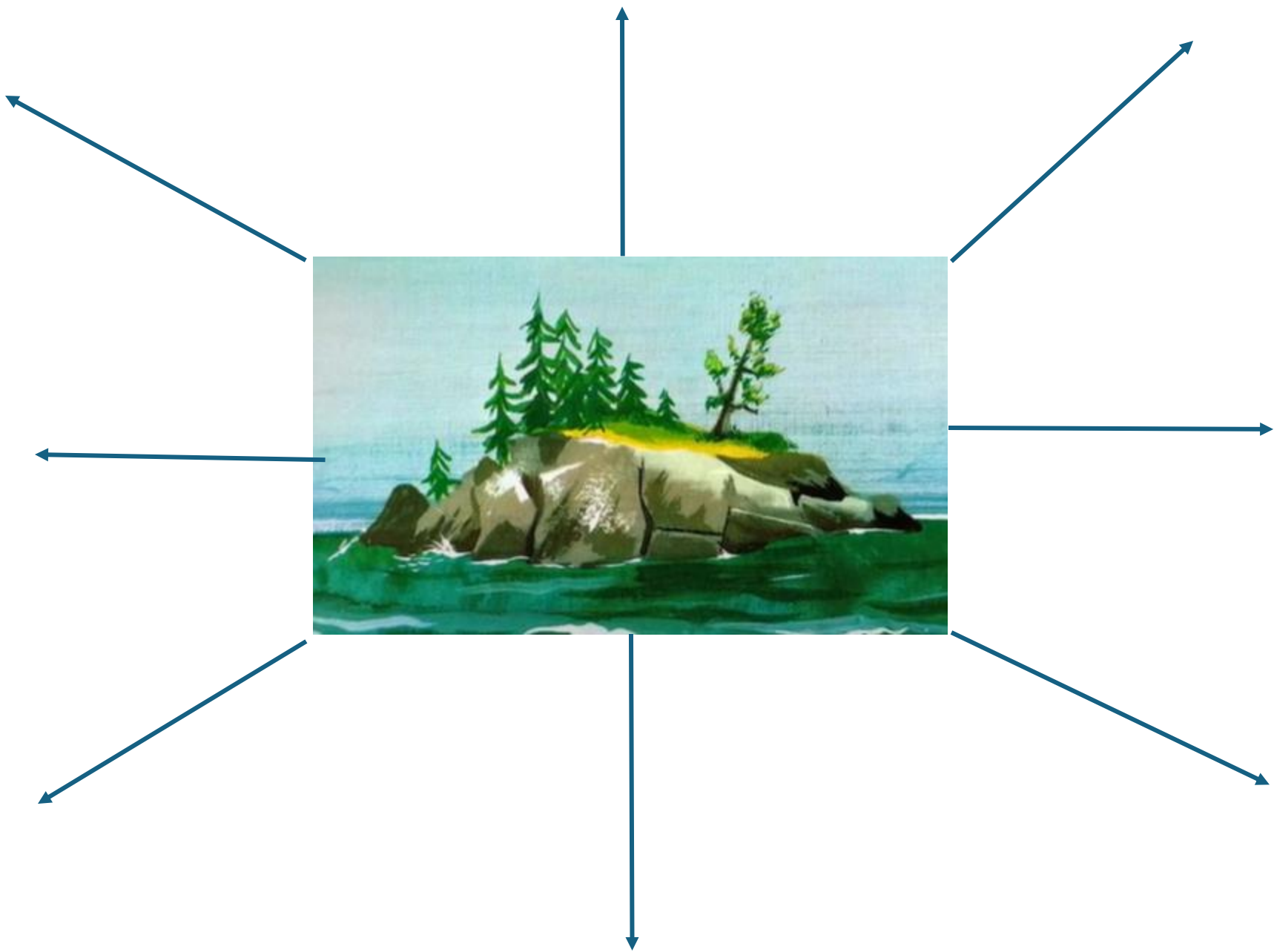


Monday - Daily Breakdown

- 8.40 - 9.00 Register & Morning Challenge (No assembly)
- 9.00 - 10.30
- BREAK
- 10.45 - 11.50
- LUNCH
- PE
- ART





Reading Comprehension Activity - Title: The Little Island

Instructions: Read the passage below and then answer the questions.

Once upon a time, there was a little island in the middle of the sea. The island had tall trees, colorful flowers, and many animals. Birds sang in the trees, and fish swam in the clear blue water. One day, a kitten visited the island. The kitten was curious and wanted to explore. It met a friendly crab, a wise old turtle, and a playful seal. The kitten learned many things about the island and its creatures. At the end of the day, the kitten said goodbye to its new friends and sailed back home, happy and tired.

Questions:

- **Where was the little island located?**
 - a) In the middle of a forest
 - b) In the middle of the sea
 - c) In the middle of a city
- **What did the island have?**
 - a) Tall buildings
 - b) Tall trees, colorful flowers, and many animals
 - c) Tall mountains
- **Who visited the island?**
 - a) A puppy
 - b) A kitten
 - c) A bird
- **What did the kitten do on the island?**
 - a) It slept all day
 - b) It explored and met new friends
 - c) It built a house
- **Who were the kitten's new friends? (Choose all that apply)**
 - a) A crab
 - b) A turtle
 - c) A seal
 - d) A dog
- **How did the kitten feel at the end of the day?**
 - a) Sad and lonely
 - b) Happy and tired
 - c) Angry and upset

Reading Comprehension Activity - Title: The Little Island

Instructions: Read the passage below and then answer the questions.

Draw a picture of the little island and the kitten with its new friends. Use the story to give you ideas!

Matching:

- Island
- Explore
- Curious
- Friends
- Sea

Definitions:

- A) A body of saltwater that covers most of the Earth.
B) A place of land surrounded by water.
C) To travel around and discover new places.
D) Eager to learn or know about something.
E) People or animals you like and spend time with.

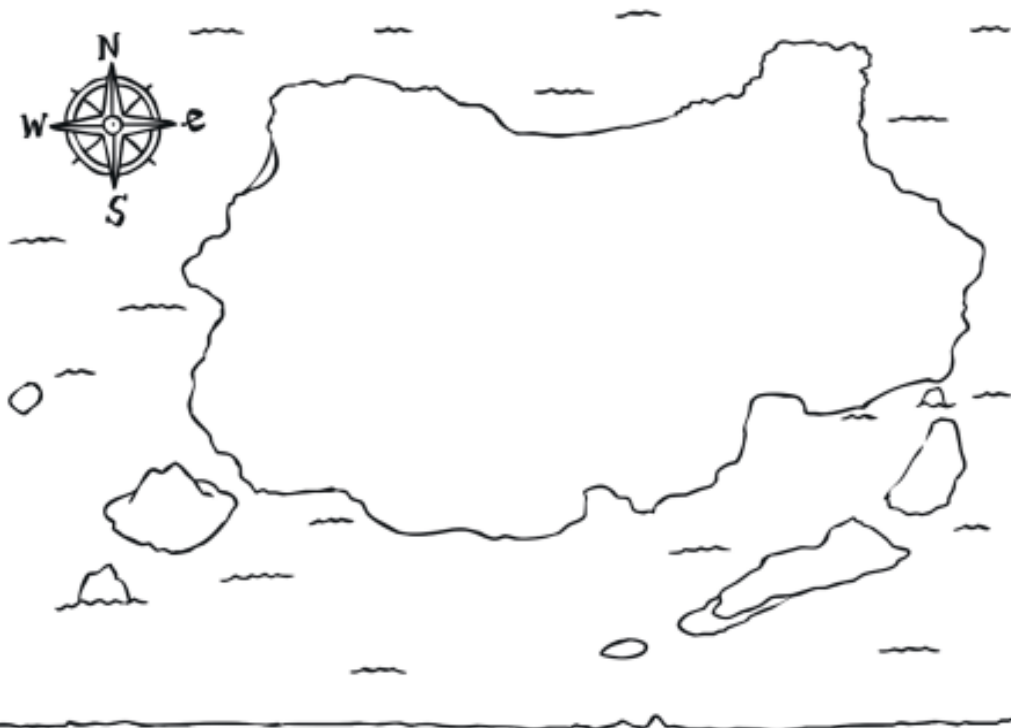
Your Thoughts:

Would you like to live on an island? Yes / No Explain the reasons for your choice.



Design Your Own Island

Using the island template below, design your own island. What nature and wildlife will be found there? Will you include any buildings, parks or sculptures? What else would be needed if homes are built on your island?



Key:

Design an Island



Use the box below to design your own island. Who might live there? What resources do they have readily available? Is there any tourism to this island? Don't forget to label it.

Name:

Location:

Population:

Transport:

Attractions:

Resources available:

Describe the Island

Choose the words and phrases that describe the island.



- towering
- jagged rocks
- warm
- chilly
- crashing waves
- steep path
- windy
- small
- empty
- huge cliffs
- busy
- grassy
- smooth
- abandoned
- scary
- flat

Using the words that you have chosen, write some sentences to describe the island.

..... Evaluation

Explain the reasoning for your island choices?

How does your design attract people to the island?

How could you improve your island design?





Surviving on a Desert Island

In the boxes below, write down everything that you would need to bring or do to survive on a desert island. Why are these things important?







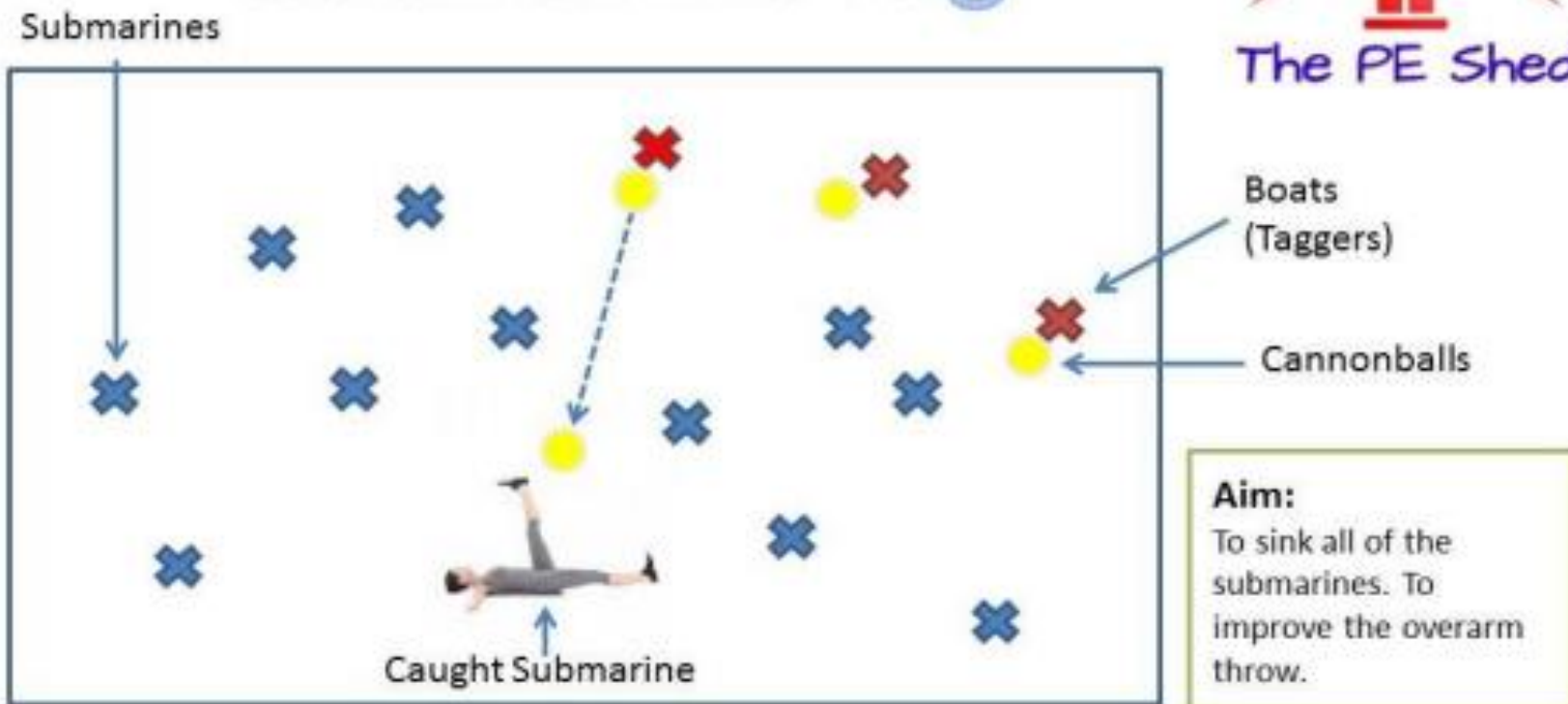


P.E. GAME



CROSS THE RIVER

Submarine Tag



Rules:

- Boats (1-3 taggers) have to chase and throw their cannonballs at the submarines (other students).
- If a submarine is hit (below the shoulders), the must sink to the floor (on their back) and raise one foot (the periscope) pointing towards to the ceiling.
- To get freed another submarine must push down the periscope (leg) of the caught submarine.

Equipment	Setting Up	Description	Further opportunities
<p>No Equipment needed.</p> <p><i>If outside mark out a square/rectangle as a playing area with cones/spots</i></p>	<p>This can be played in any indoor or outdoor area.</p> <p>Set a limit on the size of the area.</p> <p>If you are playing outside, create an area using cones/spots.</p> <p>Select 1-3 taggers</p>	<p>Half of the students are Bridges. Half of the students are Rivers.</p> <p>When students get tagged they are caught: Bridges create a Bridge shape (on their feet and hands) and Rivers lie flat on their stomach.</p> <p>A bridge can save a river, by building a bridge shape over the river. A river can save a bridge, by making the river slide underneath the bridge.</p> <p>The game is over once all of the bridges and rivers have been caught.</p>	<p>Differentiation</p> <p>Easier:</p> <ul style="list-style-type: none"> - Reduce the number of taggers - Increase playing area <p>Harder:</p> <ul style="list-style-type: none"> - Increase the number of taggers. - Reduce playing area - Have fewer rivers than bridges (or visa versa).

Bridges and Rivers



On a Desert Island

Amazing Fact

Vulcan Point in the Philippines is an island in a lake on an island in a lake on an island!

Challenge

Imagine you were stranded on a desert island.

What sort of things would you need?

What would you do?

Create a survival kit of five useful things you would need and describe what you would do to survive.

Let your imagination run riot!



You could also try to find out:

- what Vulcan Point looks like from above;
- what the smallest island in the world is;
- how islands and lakes are formed.



On a Desert Island



Things I would need:

1. _____
2. _____
3. _____
4. _____
5. _____

How I would survive:
