

Hello Everyone,

I hope everybody is keeping well, as we come to the end of our school year.

Just a quick reminder to anyone in sixth class who has not already filled out the forms from our last work to please do so. Here are the links –

<https://ncca.ie/media/4534/my-profile-2020.pdf>

[https://ncca.ie/media/4535/my-childs-profile\\_eng\\_2020.pdf](https://ncca.ie/media/4535/my-childs-profile_eng_2020.pdf)

June is usually a lovely month in school with lots of activity including our School Sports Day. Unfortunately, we cannot have our sports day in school this year. However, on our website you will find a link to have your own sports day at home. This will be your PE work and I would love to see any pictures or videos if your parents could email them to the school email ( [mayoabbeyns@yahoo.com](mailto:mayoabbeyns@yahoo.com) ). And we could put them on the Active Flag page of our school website. Hopefully this would be a fun way to finish the school year.

Below is the work to do for the final two weeks. I want to praise everybody for the great work they have done. It has been fantastic to hear and see how busy everyone has been. Again, you are going to need the help of your parents to log onto some activities that are on line, so make a plan with them how you will do this work.

I have included spellings and mental maths work like previous weeks . However I know that some people will soon have their spelling and/or mental maths books completed. If this is the case June is a brilliant month to revise any sections that you found difficult in the past and refresh your memory.

Ms. Glynn and Ms. Flatley have sent work to their Maths and English groups so if you get that work you can focus on that instead of the Maths and English listed below.

Have a Safe and Fun-Filled Summer!

Yours Sincerely.

Tom Clarke.

English	<p><u>Reading:</u> Continue with the next story from your class reader and complete the questions. You need to log onto <a href="http://www.ReadTheory.org/auth/login">www.ReadTheory.org/auth/login</a> and use the Class Code GKMDOD4V for additional reading and comprehension work.</p> <p><u>Spellings :</u> Continue with one spellings unit per week and to practice your spellings, your parents might be able to give you a test on Friday. To help practise you can use your dictionary to look up the meaning of the words and put the words into sentences.</p> <p><u>Writing:</u> 5<sup>th</sup> :Better English Unit 24 “Grammar Rewind 4” pages 96-99 6<sup>th</sup> : Better English Unit 24 “Grammar Rewind 4” pages 96-99</p>
Gaeilge	<p><u>Spellings:</u> Complete one unit of Fuaimeanna agus Focail per week, again it might be possible to have a little test at the end of the week.</p> <p><u>Vocabulary and Writing:</u> Seo leat “Eolas Breise” page 124 revise “Réamhfhocail, Gluaiseacht agus Comparáidí” and write 10 comparisons from the phrases learned.</p>

Maths	<p><u>Mental Maths:</u> Continue with Master your Maths completing one unit per week.</p> <p><u>Tables:</u> Revise multiplication and division tables. Additional tables exercises available in Table Toppers book accessed by clicking on the link <a href="https://my.cjfallon.ie/preview/student/1320/1">https://my.cjfallon.ie/preview/student/1320/1</a></p> <p><u>Khan Academy</u> There is some more maths work available online on <a href="https://www.khanacademy.org/math">https://www.khanacademy.org/math</a></p> <p>I have assigned some work on Properties of Number for sixth class and Multiplication and Division for fifth class for you to attempt over the next two weeks . Your username and password have not changed and the list is still attached below. I will continue to track this work on line.</p>
SESE	<p><u>Geography:</u> Atlas Hunt pages 38-39 (Attached Below) “Mini Project on Europe”</p> <p><u>History:</u> History Quest Chapter 14 “History of Medicine” pages 109-111 (Attached Below) Read the pages and complete activities A and Key Vocabulary on page 117 (Also Attached)</p> <p><u>Science:</u> Science Quest Chapter 15 “Yeast” pages 59-62 (Attached Below) Read and answer the questions. You might be able to have a go at the experiment with your parents help, and complete the experiment record on page 61. I love to see any pictures of experiments if your parents could email them to the school email!</p>
Art	<p>For Art I want you to imagine your favourite book is being made into a movie. Your job is to design a poster for the launch of the movie. Again I would love to see any art work that has been completed if it’s possible to email the work to the school.</p>
PE	<p>Find our "Sports Day for Home” on the school Website . I am looking forward to seeing lots of participation photos.</p>

## Khan Academy Login Details Fifth Class

Student

name	Username	Password
Amy Sinclair	Amysinclair	krmmwzbl
Aine Joyce	Ainejoyce	bpjqusgw
Maddison Galibardy	maddisongalibardy	Sieklaoz
Isobella Davin	Isobelladavin	Gcekljft
Kate Leslie	kateleslie3	nsltbcm
Lee Cunnane	Leecunnane	Jyikitxr
Daire Corcoran	Dairecorcoran	Ptsegikd
Dara Patten	Darapatten	Uiduumtb
Niall Carney	Niallcarney	Pnezinne
Cillian Judge	Cillianjudge	Rveselmw
James Joyce	jamesjoyce4	Gghmqiga
Charlie Fallon	charliefallon6	Churmtzq
Oran Murphy	Oranmurphy	Fijipueh
Ryan Judge	ryanjudge10	sfbjrxk

## Khan Academy Log in Details Sixth Class

Student

name	Username	Password
Cathal		
Patten	cathalpatten	mdcnsbdz
Cian Morley	cianmorley	ywlwykjz
Riley Davin	rileydavin	qqgonafb
Shane		
Sinclair	shanesinclair	mmkyrfjq
Maeve		
Carney	maevecarney8	xxkslmof
Hailey		
Golden	haileygolden9	wiikgjrx
Ruth		
Prendergast	ruthprendergast	xaivmuvj
Ebony		
Gruba	ebonygruba	vxlmejl

# Mini-project on Europe: Country of my choice

Do a mini-project on a European country of your choice.

Make a key grid of features for the country.

Draw a map of the country with its key features marked on it.



Key grid for:

Cities	Mountains	Rivers and lakes
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Map



Flag of \_\_\_\_\_



Facts about \_\_\_\_\_

Capital city 

Population 

Language(s) 

Currency 

Area x Ireland 

Highest mountain 

Longest river 

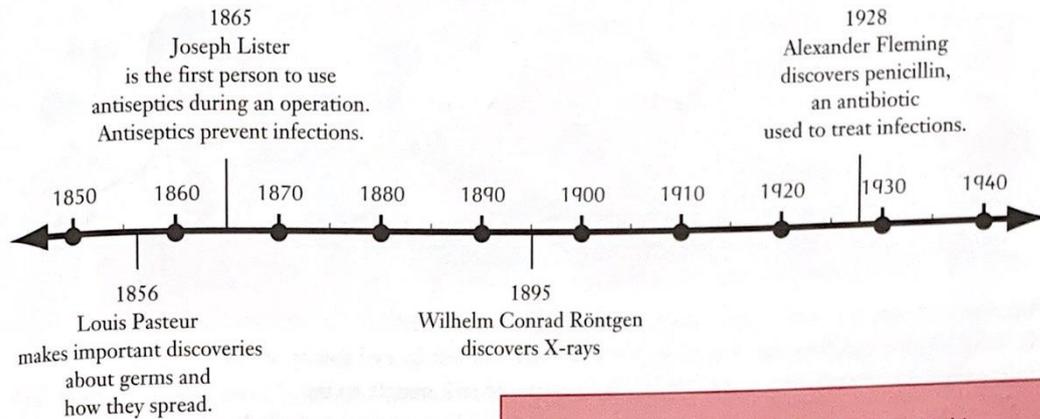
Blank lines for writing facts

Other information about \_\_\_\_\_

Lined area for writing other information

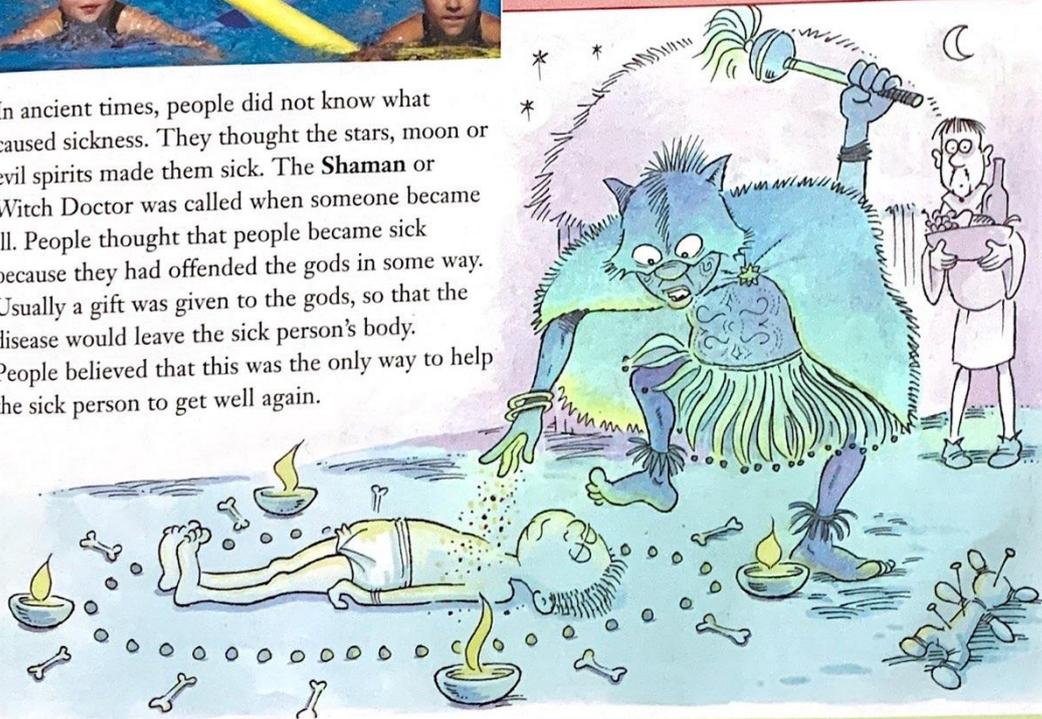
# Chapter 14

## History of Medicine



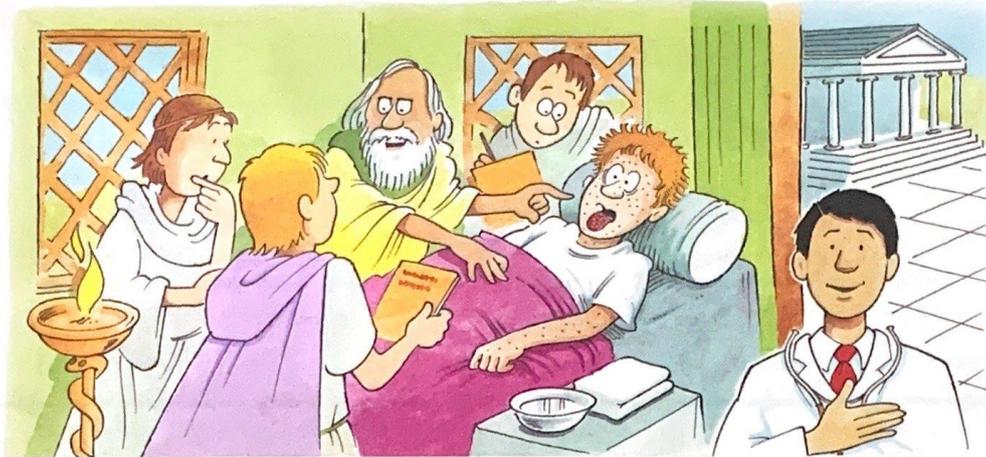
We know that eating certain foods and taking plenty of exercise help to keep us healthy and fit. Doctors know much about how our bodies work and which medicines to use when we are sick. But there are still diseases that cannot be cured. Scientists throughout the world are working to try to find new ways of curing these diseases.

In ancient times, people did not know what caused sickness. They thought the stars, moon or evil spirits made them sick. The **Shaman** or Witch Doctor was called when someone became ill. People thought that people became sick because they had offended the gods in some way. Usually a gift was given to the gods, so that the disease would leave the sick person's body. People believed that this was the only way to help the sick person to get well again.

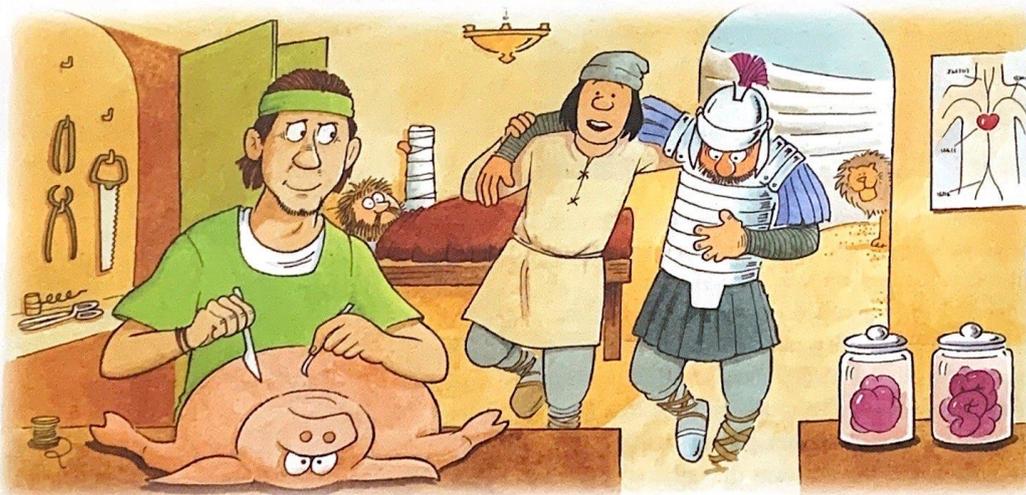


Strand Unit: Caring for the sick.

Objective: This chapter provides an overview of major developments in medicine over time. It helps children to examine factors that may have caused or prevented change and an appropriate timeline is presented.



**Hippocrates** was a famous Greek doctor who lived about 400 BC. He believed that sickness was caused within the body and not by evil spirits. He recommended that doctors should carefully examine sick people to try to find out what was wrong with them. The teachings of Hippocrates were used by doctors for over 2000 years. Even today, new doctors make a promise that they will try their best to cure their patients. This is called the **Hippocratic Oath**, after Hippocrates.

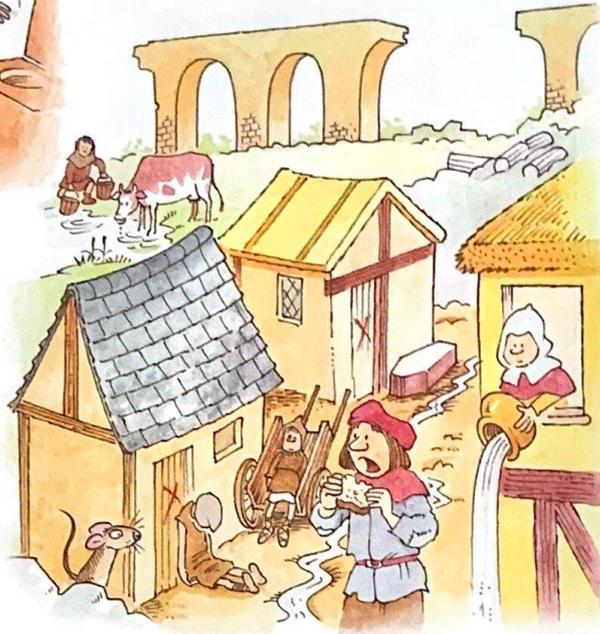


The Romans conquered the Greeks around 146 BC. This brought many Greek ideas about medicine into the Roman Empire. **Galen** was a Greek doctor who worked in Rome. He was a doctor who treated many of the **gladiators**. He **dissected** animals to try to understand more about how their bodies worked. This helped Galen to discover how blood flows around the body and how the heart works. Roman doctors learned a great deal from Galen about how to treat wounds. They wanted to heal soldiers who were injured in the many wars that the Romans fought. These Roman doctors also developed new instruments to treat wounds.

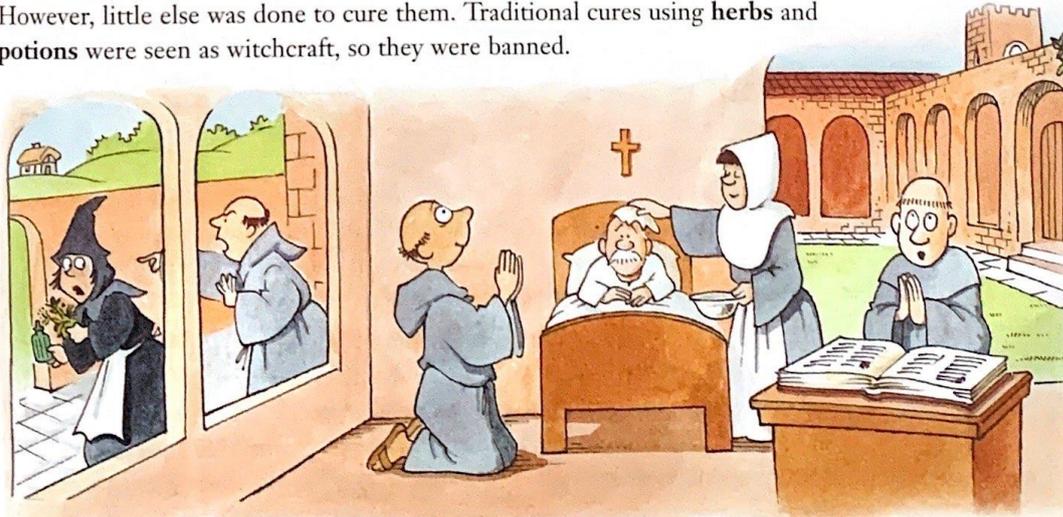


The Romans were among the first people to realise there was a link between dirt and disease. To improve public health, they built **aqueducts** to supply clean drinking water, and **sewers** to remove waste matter safely.

The Roman Empire came to an end around AD 476. Many of the public **hygiene** practices developed by the Romans, such as clean drinking water and public toilets, were forgotten. During the Middle Ages, most people in Europe did not have clean drinking water. Towns did not have sewerage systems and diseases spread quickly. Many people did not have enough food to eat and so they died of starvation.



In the Middle Ages, most people believed that sickness was a punishment from God for sins they had committed. They believed that the only cure was to pray for their forgiveness. Doctors at this time were usually priests. Hospitals were often based in monasteries. The patients were given food and were looked after by nurses. However, little else was done to cure them. Traditional cures using **herbs** and **potions** were seen as witchcraft, so they were banned.



## Key Vocabulary in this Chapter

**Shaman:** A type of witch doctor.

**Hippocratic Oath:** This is a special promise that doctors make, stating that they will always try their best to cure their patients.  
It is named after Hippocrates, a Greek doctor.

**Gladiators:** Men who fought in large arenas in Ancient Rome against other gladiators and wild animals, such as lions.

**Dissect:** To cut something into pieces to examine how it works.

**Aqueducts:** Channels built to allow water to pass over a valley or other gap.

**Sewers:** Channels to remove waste matter.

**Hygiene:** Keeping clean and free of germs.

**Herbs:** Plants used in cooking or as a medicine.

**Potions:** Liquid mixtures to be taken as a medicine.

**Bubonic Plague:** A deadly disease that killed millions of people in medieval times.

**Unhygienic:** Unclean.

**Pasteurised:** Liquid treated to kill off harmful bacteria; it was discovered by Louis Pasteur.

**Antiseptics:** Liquids or creams that help to kill germs and prevent diseases from spreading.

**Penicillin:** The first antibiotic.

**Antibiotics:** Powerful medicines used to kill harmful bacteria.

## Activity A

- Why did people go to witch doctors long ago?  
\_\_\_\_\_
- What was the biggest cause of death during the Middle Ages? \_\_\_\_\_
- Who discovered the antibiotic penicillin? \_\_\_\_\_
- What illness is quinine used to cure? \_\_\_\_\_
- Give another name for a Shaman. \_\_\_\_\_
- What important discovery was made by Louis Pasteur?  
\_\_\_\_\_
- What did the Romans build to bring clean water to their towns? \_\_\_\_\_
- Give another name for the Black Death. \_\_\_\_\_
- What insect carried the Bubonic Plague? \_\_\_\_\_
- What insect carries the disease malaria? \_\_\_\_\_
- Who was the first doctor to use antiseptics? \_\_\_\_\_
- In what country was Alexander Fleming born? \_\_\_\_\_
- What can doctors learn by studying an x-ray of a person's body? \_\_\_\_\_  
\_\_\_\_\_

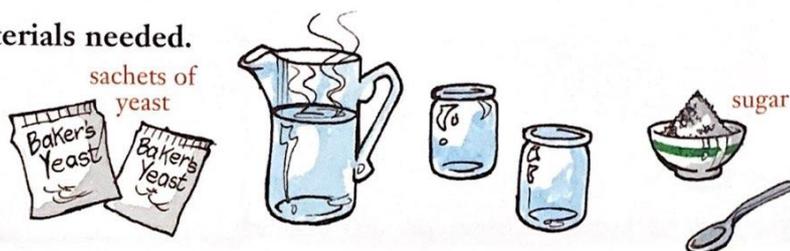
# Chapter 15

## Yeast

### Introduction

Yeast is a tiny living substance that bakers use to make bread rise. However, there are more than one thousand species of yeast. Yeasts belong to the same family as **fungi** (mushrooms). Just like other living things, they need to eat food to survive. As they **consume** or eat this food, they produce a gas called **carbon dioxide**. You learned about carbon dioxide in **Every Breath You Take**. In this experiment, you will see how yeast produces carbon dioxide.

### A. Materials needed.



### Experiment Time!

### B. Look at the pictures and write what you need to do.

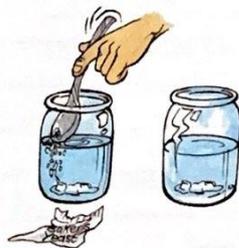
Use the words in the brackets to help you.



(with warm water, two jars, Half fill / of sugar, two teaspoons, into one jar. Put)



(to the sugar mixture, a sachet of yeast, Add)



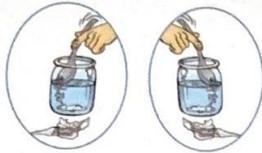
(Add, to the other jar, a sachet of yeast,)

Strand: Living things.

Strand unit: Variety and characteristics of living things.

Objectives: To help pupils to observe the effect of yeast on sugar and to apply what they have learned to explore how bread is made.

SCIENCE QUEST 5



4. \_\_\_\_\_  
\_\_\_\_\_ (in both jars. Stir, the mixtures,)

5. \_\_\_\_\_  
\_\_\_\_\_ (half an hour. Leave, the jars, for about,)

**Helpful Hint**

The water needs to be warm but not hot to the touch. It also needs to be kept reasonably warm during the experiment. It might be a good idea to leave the jars close to a radiator so that the water does not cool down too quickly.

**C. Prediction**



What do you think will happen in the two jars after an hour? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Now do the experiment.

**D. Experiment results**



1. Did the same thing happen in both jars? \_\_\_\_\_
2. If not, what was the difference between the mixtures in the two jars? \_\_\_\_\_  
\_\_\_\_\_
3. What did the mixture in one of the jars begin to make? \_\_\_\_\_
4. Did this mixture have any smell? \_\_\_\_\_
5. Did this smell remind you of anything? \_\_\_\_\_

**E.**

1. Do you think that the sugar was an important part of the experiment? \_\_\_\_\_
2. Why? \_\_\_\_\_  
\_\_\_\_\_
3. What do you think the yeast did to the sugar? \_\_\_\_\_
4. What do you think would happen if the yeast ran out of sugar? \_\_\_\_\_  
\_\_\_\_\_
5. Yeast likes warm water. What do you think would happen if you tried this experiment in cold water? \_\_\_\_\_

**FACT BOX 1**

The smell of the mixture in the jar with the sugar is like the smell of beer or wine. Yeast is used to turn sugar in grape juice into **alcohol**. The grape juice then becomes wine. The name for this process is **fermenting**.

**FACT BOX 2**

Ancient people such as the Greeks and Romans had no way of storing fruit juice to prevent it turning sour. Instead, they turned their grape juice into weak wine by letting yeast ferment in it. The alcohol in the wine killed germs and so, the liquid could be stored and kept for drinking all year round.

**FACT BOX 3**

Long ago, in colder lands, ancient people such as the Vikings brewed beer using yeast. It was safer to drink beer than water, which often contained dangerous germs.

**FACT BOX 4**

We use yeast to put bubbles into bread. The dough mixture has a little sugar in it as well as yeast. As the yeast uses up the sugar, it releases carbon dioxide. It 'rises' the dough and makes it springy and spongy inside. Once the dough is baked in an oven, the yeast is killed off by the heat, but surprisingly the bread does not collapse!

**EXPERIMENT RECORD**

Draw your experiment. Using the **wordbox**, label your drawing.

**WORDBOX**

yeast  
warm water  
two jars  
sugar  
spoon

What materials did you use in your experiment?

Describe how you carried out your experiment.

**Conclusions**

## Challenge 1

See if you can make simple bread using yeast.

Here are the ingredients for very simple bread.

- $\frac{1}{2}$  kilogramme of plain flour
- a pinch of salt
- 2 tablespoons of sugar
- 1 sachet of baker's yeast
- About 250 millilitres of warm water

Mix these ingredients together in a big bowl until they become a dough.

**Remember:**

Once you have made the dough using these ingredients, you need to keep it warm (not hot) for about an hour, so that the yeast can release enough carbon dioxide for bubbles to **rise** the dough.

You will need an oven (set to about 180 degrees Celsius or gas mark 4) for this

**Challenge** and you may have to do it at home rather than in school.

You might know someone who already knows how to bake bread properly.

**Remember:**

Do not use a hot oven unless an adult is cooking with you.

## Challenge 2

Yeast releases carbon dioxide as it uses up sugar. What do you think would happen, if a lighted match was pushed into the bubbles formed by the yeast, in the experiment you carried out at the beginning of this chapter? \_\_\_\_\_

Ask your teacher or another adult to try it and see what happens.



**FIND OUT MORE**

Do a project to find out how the people of Brazil are using yeast to help them to make biofuel to run their cars.



### Réamhfocail

ar an – <i>on the</i>	leis an – <i>with the</i>	thar an – <i>over the</i>
faoin – <i>under the</i>	go dtí an – <i>to the</i>	tríd an – <i>through the</i>
ag an – <i>at the</i>	trasna – <i>across</i>	as an – <i>out of the</i>
den – <i>of/off the</i>	timpeall – <i>around</i>	salsan – <i>in the</i>



### Gluaiseacht

suas – <i>up</i>	síos – <i>down</i>
amach – <i>out</i>	isteach – <i>in</i>



### Comparáidí

Seo mála mór.      Seo mála níos mó.      Sin é an mála is mó.

mór	níos mó	is mó	<i>big</i>
beag	níos lú	is lú	<i>small</i>
lag	níos laige	is laige	<i>weak</i>
láidir	níos láidre	is láidre	<i>strong</i>
milis	níos milse	is milse	<i>sweet</i>
saibhir	níos saibhre	is saibhre	<i>rich</i>
óg	níos óige	is óige	<i>young</i>
sean	níos sine	is sine	<i>old</i>
ard	níos airde	is airde	<i>tall</i>
íseal	níos ísle	is ísle	<i>low</i>
ramhar	níos raimhre	is raimhre	<i>fat</i>
tanaí	níos tanaí	is tanaí	<i>thin</i>
fada	níos faide	is faide	<i>long</i>
gearr	níos giorra	is giorra	<i>short</i>
glan	níos glaine	is glaine	<i>clean</i>
salach	níos salaí	is salaí	<i>dirty</i>

