

YEAR 4: Incredible Inventions



Hello, Year 4!

Well here we are in the penultimate week of the Summer term! What a crazy term it has been! You are doing amazing things Year 4 and we are so proud of you and what you have achieved under such strange and uncertain circumstances but remember we need to keep going! Keep working, keep reading, keep smiling and keep posting your wonderful work, creations and fun antics on Twitter @oldburypark as this helps the teachers to keep going too! Remember every day is another day closer to being back together in school! You've got this Year 4! #KeepGoing #StaySafe

Ms Condon Mrs Screen Miss Doughty Mrs Sheppard

EVERY DAY

Daily Maths lessons – <https://whiterosemaths.com/homelearning/year-4/> week 11 Angles and Shapes

Mathletics – 15-20 minutes (more if you wish).

Read for at least 15 minutes.

Additional tasks for this week (6/7/20)

English

Monday: This week we are going to write a persuasive advert for your futuristic mode of transport. You want people to either buy or use your transport (depending on what it is). The first thing you will need is a catchy slogan. Advertising slogans usually use alliteration, repetition or rhyme to grab the reader's attention. (Examples attached) Create a catchy slogan for your transport and present it in an eye-catching way.

Tuesday Exaggeration is a big feature of persuasive writing. You need to make people realise that your product is **the best ever!** One way of doing this is by using a simile or a metaphor. <https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr> Create some similes or metaphors to use in your writing. For example, it flies gracefully through the air *like a butterfly* gently floating on a summer breeze.

Wednesday: Another feature of persuasive writing is 'Groups of 3'. This refers to using a group of 3 powerful adjectives in one sentence to really emphasise a point. Think about the different features of your transport e.g. wheels, engine, speed. Come up with a group of 3 adjectives for each feature. Is it sleek, modern and stylish? Smooth, powerful and luxurious?

Thursday / Friday: You should now have lots of ideas of what to include in your writing. Write a persuasive piece of writing that advertises all of the good features of your futuristic mode of transport. You can either hand write it, type it or create a Powerpoint slide show (see Topic lesson). Think about presentation and remember to make the most important words stand out (larger or bold font) and add pictures to attract the reader.

Finally, when you finish remember to edit and improve your work like we would do in school. Good luck!

Topic

This week we want you to complete at least one of the following –

Topic-This week in English, you are going to write a persuasive advert to encourage people to use your futuristic mode of transport. Can you create a Powerpoint slideshow which promotes your transport? You can use the text from your writing, and take photos of your drawings to insert into your Powerpoint. How can you make the slides eye-catching? Challenge: Can you add transitions between your slides?

Music: Most adverts, particularly car adverts, feature a powerful piece of music to persuade people to buy their product. Can you find a powerful piece of music to accompany your writing? Maybe, you could compose your own using instruments (real or home-made), or using a *free app* such as 'Garage Band' (Apple) or 'Walk Band' (Google).

French: What's in your school bag? Make a list in English first, then see if you can translate them into French. (some ideas attached to help)

RE: *What can we learn from religions about deciding what is right and wrong?*

Temptation

What is the meaning of Temptation? Explore the answer to this question using the story links and images in the worksheets below. How did God teach Jews and Christians about the meaning of temptation? When in your life have you been tempted? What did you do?

Identify angles



1 Complete the sentences.

Use the word bank to help you.

90

180

greater

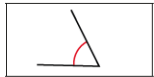
less

a) A right angle is degrees.

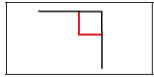
b) An acute angle is _____ than degrees.

c) An obtuse angle is _____ than degrees but less than degrees.

2 Match the angles to the labels.



right angle

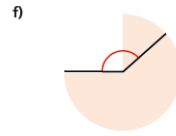
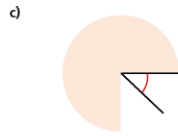
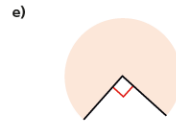
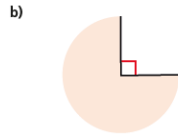
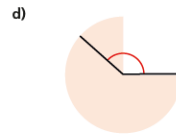
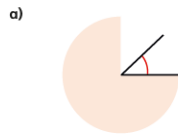


acute angle

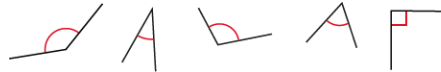


obtuse angle

3 Label the angles: acute, obtuse or right angle.



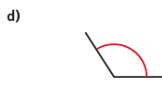
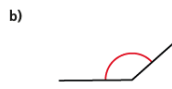
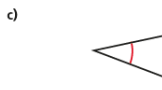
4 Tick all the acute angles.



5 Tick all the obtuse angles.



6 Label the angles: acute, obtuse or right angle.



7 Is the angle acute, obtuse or a right angle?

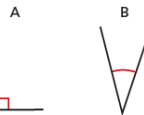
- a) 35° _____
- b) 99° _____
- c) 90° _____
- d) 89° _____
- e) 121° _____
- f) 179° _____

How do you know?

8



Angle B is obtuse because it's bigger than the right angle.



Do you agree with Teddy? _____

Explain your answer.

9 Are the statements always true, sometimes true or never true?

Explain your answer.

a) An obtuse angle is a greater turn than an acute angle.

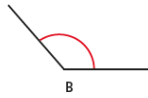
b) An acute angle is a greater turn than a right angle turn.

c) If you turn through two acute angles you will have turned through an obtuse angle.



Compare and order angles

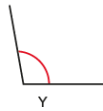
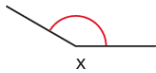
1 Here are two angles.



- a) Which angle is obtuse? _____
 - b) Which angle is acute? _____
- How do you know? _____



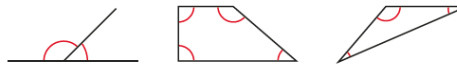
2 Here are two angles.



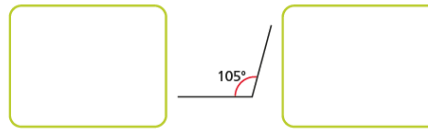
- a) What type of angle is angle X? _____
 - b) What type of angle is angle Y? _____
 - c) Which angle is smaller? _____
- How do you know? _____



3 Circle the greatest angle in each diagram.



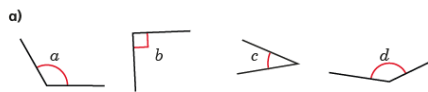
4 Here is an angle.



- a) Draw a smaller angle than 105° in the box on the left.
- b) Draw a greater angle than 105° in the box on the right.
- c) Is this statement true or false?
The angles are in ascending order of size. _____

Explain your answer. _____

5 Order the angles from greatest to smallest.



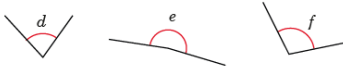
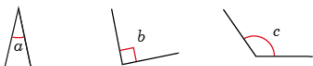
b)



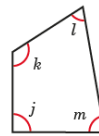
c)



6 Compare and order the angles from smallest to greatest.

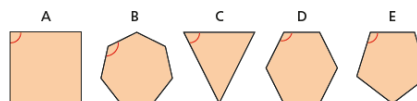


7 Four angles are labelled in the quadrilateral.



- a) Which of the angles are acute angles? _____
- b) Which of the angles are obtuse angles? _____
- c) Write the angles in order of size, starting with the smallest.

8 An interior angle is marked in each polygon.

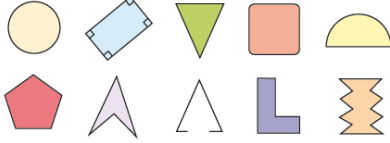


Order the interior angles of the polygons from smallest to greatest.

What do you notice about the number of sides a polygon has and the size of its interior angle?

Triangles

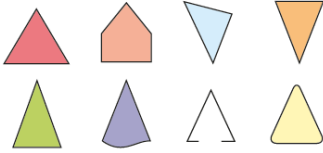
1 Here are some shapes.



- a) Tick the polygons.
- b) Talk to a partner about the shapes you have not ticked. Why are they not polygons?
- c) Write a definition of a polygon.

Compare your definition with a partner's.

2 Tick the triangles.



For any shapes you have not ticked, talk to a partner about why somebody might think they are triangles.

3 Ron is classifying triangles.



This is an upside down triangle.



- a) Ron is incorrect. Explain why.

- b) What type of triangle is it? _____

4 Annie is identifying shapes.



This shape has 3 sides, so it is a triangle.



- Do you agree with Annie? _____
- Explain your answer.

5 Match the type of triangle to the definition.

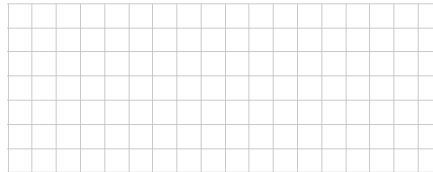
scalene	2 sides and 2 angles equal
equilateral	no sides or angles equal
isosceles	all sides and all angles equal

6 Label each triangle as either equilateral, isosceles or scalene. You will need to measure the side lengths.

A 	B 	C
_____	_____	_____
D 	E 	F
_____	_____	_____

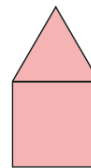
7 Draw each triangle in the grid.

- a) isosceles
- b) right-angled
- c) scalene



Which triangle was hardest to draw?

8 The diagram shows an equilateral triangle and a square. The perimeter of the square is 100 cm. Work out the perimeter of the compound shape.



perimeter = cm

1 Use the word bank to label each quadrilateral.

- rhombus parallelogram trapezium
rectangle square

a) _____

b) _____

c) _____

d) _____

e) _____

How did you know which shape was which?

2 Here are some quadrilaterals.

A B C

D E

- a) Mark any right angles on the shapes.
One shape has been done for you.
- b) Mark any pairs of parallel lines.
One shape has been done for you.
- c) Which shapes do not have any right angles? _____
- d) Which shapes have two pairs of parallel lines? _____
- e) Which shapes have four equal sides? _____

Compare answers with a partner.

3 Complete the table.

Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
					2

What is the same about all of the shapes?
What is different?

4 Draw the shapes on the grid.

a) square b) trapezium c) parallelogram

5

This is a square because it has got 4 equal sides.

Do you agree with Rosie? _____
Explain your answer.

6

Complete this Frayer Model to describe a quadrilateral.

My definition	Key characteristics
Example	Non-example

Quadrilateral

Identify angles



1 Complete the sentences.

Use the word bank to help you.

- 90 180 greater less

- a) A right angle is 90 degrees.
 b) An acute angle is less than 90 degrees.
 c) An obtuse angle is greater than 90 degrees but less than 180 degrees.

2 Match the angles to the labels.

3 Label the angles: acute, obtuse or right angle.

4 Tick all the acute angles.

5 Tick all the obtuse angles.

6 Label the angles: acute, obtuse or right angle.

7 Is the angle acute, obtuse or a right angle?

- a) 35° acute d) 89° acute
 b) 99° obtuse e) 121° obtuse
 c) 90° right angle f) 179° obtuse

How do you know?

8

Do you agree with Teddy? No
 Explain your answer.

9 Are the statements always true, sometimes true or never true? Explain your answer.

- a) An obtuse angle is a greater turn than an acute angle.
Always. Obtuse angles are greater than 90° therefore greater than acute angles which are less than 90° .
 b) An acute angle is a greater turn than a right angle turn.
Never. Acute angles are less than 90° i.e. less than a right angle.
 c) If you turn through two acute angles you will have turned through an obtuse angle.
Sometimes. E.g. $12^\circ + 12^\circ = 24^\circ$ (acute) but $50^\circ + 50^\circ = 100^\circ$ (obtuse).



Compare and order angles

1 Here are two angles.



- a) Which angle is obtuse?
 - b) Which angle is acute?
- How do you know?

B
A

2 Here are two angles.

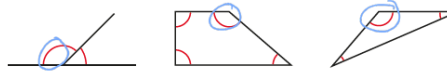


- a) What type of angle is angle X?
- b) What type of angle is angle Y?
- c) Which angle is smaller?

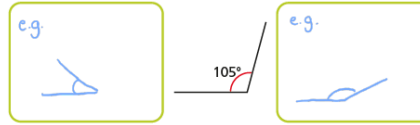
obtuse
acute
Y

How do you know?

3 Circle the greatest angle in each diagram.



4 Here is an angle.



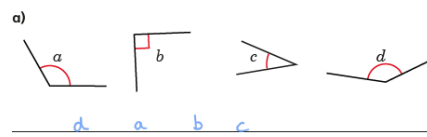
- a) Draw a smaller angle than 105° in the box on the left.
- b) Draw a greater angle than 105° in the box on the right.
- c) Is this statement true or false?

The angles are in ascending order of size.

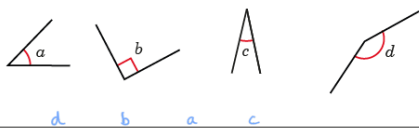
true

Explain your answer.

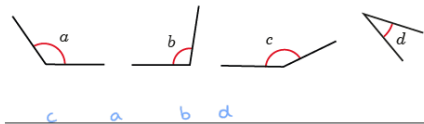
5 Order the angles from greatest to smallest.



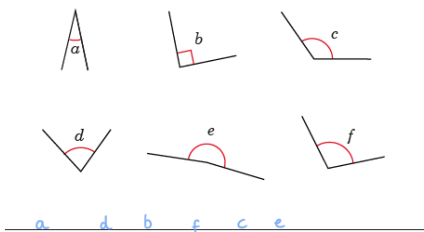
b)



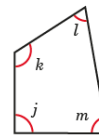
c)



6 Compare and order the angles from smallest to greatest.



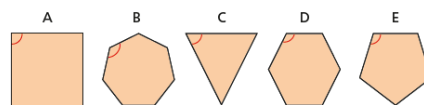
7 Four angles are labelled in the quadrilateral.



- a) Which of the angles are acute angles?
- b) Which of the angles are obtuse angles?
- c) Write the angles in order of size, starting with the smallest.

l m
k
l m j k

8 An interior angle is marked in each polygon.

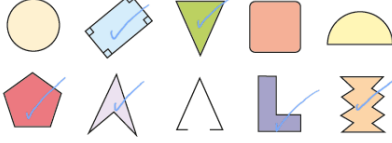


Order the interior angles of the polygons from smallest to greatest.

C A E D B

What do you notice about the number of sides a polygon has and the size of its interior angle?

1 Here are some shapes.

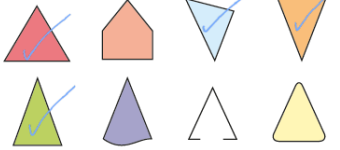


- a) Tick the polygons.
- b) Talk to a partner about the shapes you have not ticked. Why are they not polygons?
- c) Write a definition of a polygon.

A closed shape made up of straight sides

Compare your definition with a partner's.

2 Tick the triangles.



For any shapes you have not ticked, talk to a partner why somebody might think they are triangles.

3 Ron is classifying triangles.



This is an upside down triangle.



- a) Ron is incorrect. Explain why.

A triangle cannot be upside down.

- b) What type of triangle is it? equilateral

4 Annie is identifying shapes.



This shape has 3 sides, so it is a triangle.

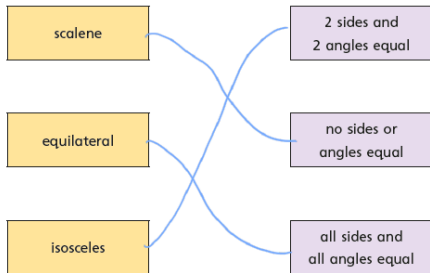


Do you agree with Annie? No

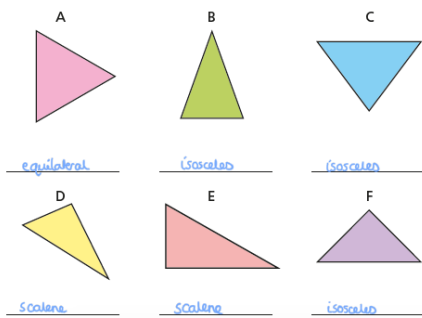
Explain your answer.

A triangle has three straight sides this shape does not.

5 Match the type of triangle to the definition.

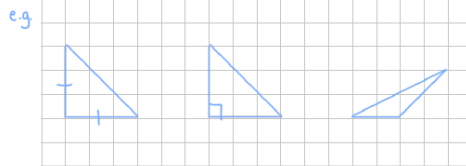


6 Label each triangle as either equilateral, isosceles or scalene. You will need to measure the side lengths.



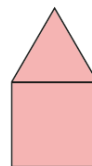
7 Draw each triangle in the grid.

- a) isosceles
- b) right-angled
- c) scalene



Which triangle was hardest to draw?

8 The diagram shows an equilateral triangle and a square. The perimeter of the square is 100 cm. Work out the perimeter of the compound shape.



perimeter = 125 cm

Quadrilaterals



1 Use the word bank to label each quadrilateral.

- rhombus parallelogram trapezium
rectangle square

a) square

b) rectangle

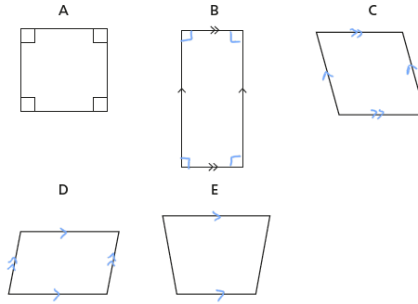
c) rhombus

d) parallelogram

e) trapezium

How did you know which shape was which?

2 Here are some quadrilaterals.



a) Mark any right angles on the shapes. One shape has been done for you.

b) Mark any pairs of parallel lines. One shape has been done for you.

c) Which shapes do not have any right angles?

C D E

d) Which shapes have two pairs of parallel lines?

B C D

e) Which shapes have four equal sides?

A C

Compare answers with a partner.

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3 Complete the table.

Shape	Polygon?	Number of sides	Number of right angles	Number of pairs of parallel sides	Number of equal sides
	Yes	4	4	2	2 pairs
	<u>Yes</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>2</u>
	<u>Yes</u>	<u>4</u>	<u>0</u>	<u>2</u>	<u>2 pairs</u>
	<u>Yes</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>4</u>
	<u>Yes</u>	<u>4</u>	<u>4</u>	<u>2</u>	<u>4</u>
	<u>Yes</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>0</u>

What is the same about all of the shapes?
What is different?

4 Draw the shapes on the grid.

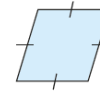
a) square b) trapezium c) parallelogram

e.g.

5



This is a square because it has got 4 equal sides.



Do you agree with Rosie? No

Explain your answer.

6

Complete this Frayer Model to describe a quadrilateral.

My definition <u>A closed shape with four straight sides.</u>	Key characteristics <u>closed shape</u> <u>4 straight sides</u> <u>4 vertices</u>
Quadrilateral	
Example 	Non-example

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Measure mass (2)



1 What is the mass of each object?

a)



g

b)



kg and g

c)



kg and g

2 The mass of each object is shown on the label.

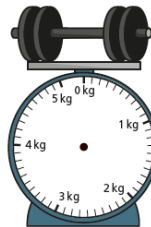


Draw on the scales to show the mass of each object.

a)



b)



c)



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3 What is the mass of each object?

a)



g

b)



kg and g

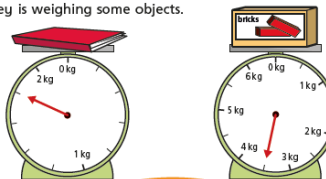
c)



kg and g

How did you work out what each interval on the scales represents?

4 Whitney is weighing some objects.



The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? _____
Why?

5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.



Our presents weigh the same.

Amir



No they do not. Mine is heavier because it weighs more than one kilogram.

Annie



Who is correct? _____

How do you know?

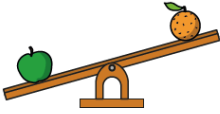
© White Rose Maths 2020



Compare mass

1 Write heavier or lighter to complete the sentences.

a)



The apple is _____ than the orange.

The orange is _____ than the apple.

b)



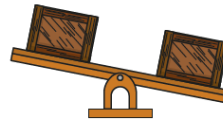
The ball is _____ than the bat.

The bat is _____ than the ball.

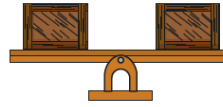
2 a) Tick the heavier barrel.



b) Tick the lighter crate.



c) What can you say about the mass of the two crates?



3 The mass of a tin and a book is shown.



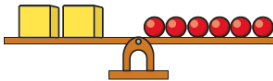
Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.



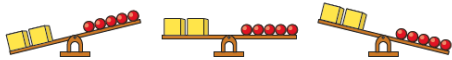
4 The scales show that 2 cubes balance 6 spheres.



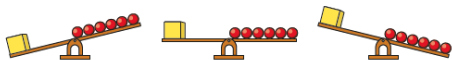
Tommy is removing shapes to see what happens to the scales.

Tick the correct image in each part.

a)



b)



c)



Talk about your answers with a partner.

5 Circle the greater mass in each pair.

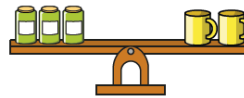


6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

7



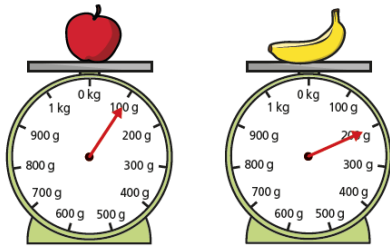
Is a jar or a mug heavier? _____

How do you know?

Talk about it with a partner.

Add and subtract mass

1 Teddy is measuring the weight of some fruit.



- a) What is the weight of the apple? g
- b) What is the weight of the banana? g
- c) Teddy puts both pieces of fruit on the same scale. What is the total weight of the apple and the banana? g

2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients? kg

5 A dog weighs 8 kg and 200 g when it is 8 weeks old. The same dog weighs 12 kg and 900 g when it is 12 weeks old. What is the difference in the dog's weight between 8 and 12 weeks?

kg and g

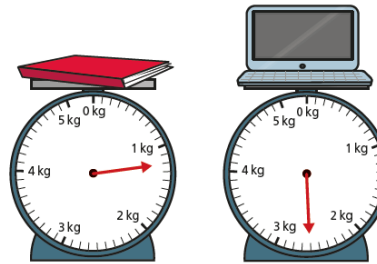
6 The mass of a tin is 450 g. The mass of a book is 300 g.



Draw books on the scales to balance the tins.



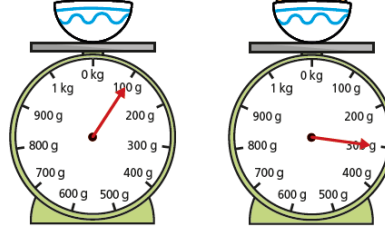
3 Ron is measuring the mass of some objects in the classroom.



Ron puts both objects on the same scale. What is the total mass of the objects? kg and g

4 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl? g

7 Complete the number sentences.

- a) 1 kg 250 g + 5 kg 300 g = kg g
- b) 3 kg 450 g + 8 kg 120 g = kg g
- c) 15 kg 960 g - 11 kg 270 g = kg g
- d) 36 kg 317 g - 21 kg 199 g = kg g
- e) 1 kg - g = 200 g

8 Tommy and Rosie are working out the total weight of the box and the suitcase.



Tommy: The total weight is 5 kg and 1,200 g.

Rosie: The total weight is 6 kg and 200 g.

Who is correct? _____

Talk about it with a partner.

1 How much water is there in each jug?

a) ml

b) l and ml

c) l and ml

d) l and ml

2 The capacity of each bottle is shown on the label. Each bottle is full of liquid. The bottles are emptied into jugs. Draw a line on each jug to show where the liquid will reach.

a)

b)

c)

3 How much water is there in each container?

a) ml

b) l and ml

c) l and ml

d) l and ml

How did you work out what each interval on the scales represents?

4 Mo has some orange juice in a jug. He pours it into another jug. Draw a line on the jug to show where the orange juice will reach.

What do you notice?

5 Different bottles hold different amounts of liquids.

Dexter Eva

Who has more liquid? Circle your answer.

Dexter Eva they have the same

Talk about it with a partner.

Answers for Year 3

Measure mass (2)



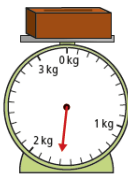
1 What is the mass of each object?

a)



700 g

b)



1 kg and 700 g

c)



2 kg and 400 g

2 The mass of each object is shown on the label.



Draw on the scales to show the mass of each object.

a)



b)



c)



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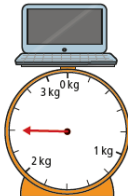
3 What is the mass of each object?

a)



200 g

b)



2 kg and 400 g

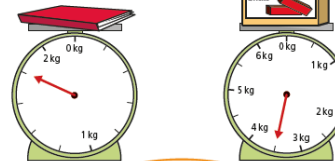
c)



4 kg and 250 g

How did you work out what each interval on the scales represents?

4 Whitney is weighing some objects.

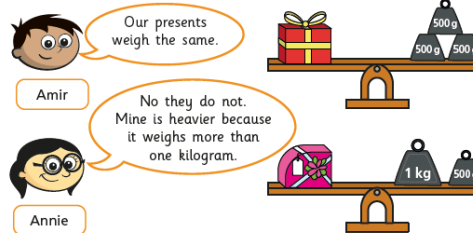


The book weighs more than the toy bricks because the arrow goes further round.

Do you agree with Whitney? no
Why?

5 Amir and Annie each have a present.

They are working out the mass of their presents using weights.



Our presents weigh the same.
Amir

No they do not. Mine is heavier because it weighs more than one kilogram.
Annie

Who is correct? Amir
How do you know?

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Compare mass

1 Write heavier or lighter to complete the sentences.

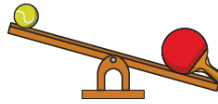
a)



The apple is heavier than the orange.

The orange is lighter than the apple.

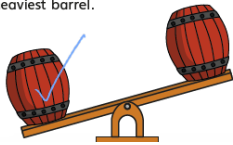
b)



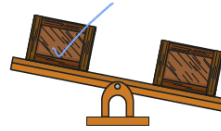
The ball is lighter than the bat.

The bat is heavier than the ball.

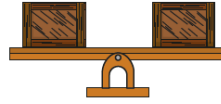
2 a) Tick the heaviest barrel.



b) Tick the lightest crate.



c) What can you say about the mass of the two crates?



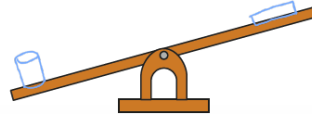
3 The mass of a tin and a book is shown.



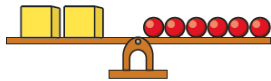
Scott puts the tin and book on the scales.

One side of the scales goes down.

Draw the book and the tin on the scales to show this.

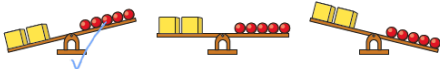


4 The scales show that 2 cubes balance 6 spheres.

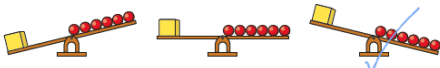


Tommy is removing shapes to see what happens to the scales. Tick the correct image in each part.

a)



b)



c)



Talk about your answers with a partner.

5 Circle the greater mass in each pair.



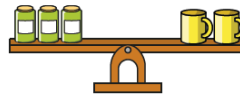
6 Three weights are shown on the scales.



Write the weights in order, starting with the lightest.

55 kg 900 g, 60 kg 200 g, 60 kg 350 g

7



Is a jar or a mug heavier?

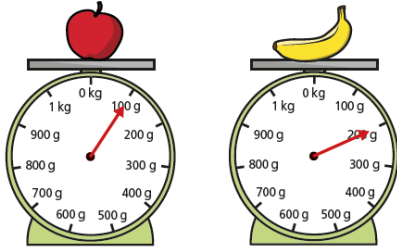
mug

How do you know?

Talk about it with a partner.

Add and subtract mass

1 Teddy is measuring the weight of some fruit.



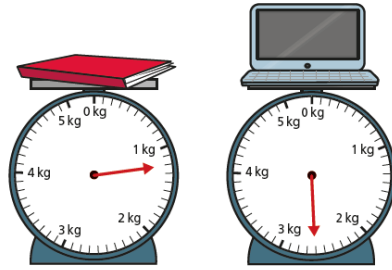
- a) What is the weight of the apple? g
- b) What is the weight of the banana? g
- c) Teddy puts both pieces of fruit on the same scale. What is the total weight of the apple and the banana? g

2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients? kg

3 Ron is measuring the mass of some objects in the classroom.

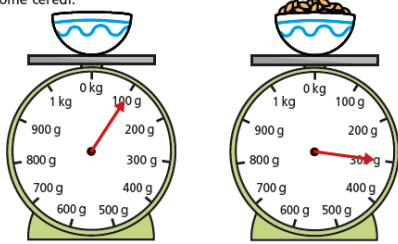


Ron puts both objects on the same scale.

What is the total mass of the objects? kg and g

4 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl? g

5 A dog weighs 8 kg and 200 g when it is 8 weeks old.

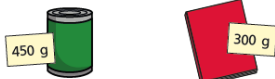
The same dog weighs 12 kg and 900 g when it is 12 weeks old.

What is the difference in the dog's weight between 8 and 12 weeks?

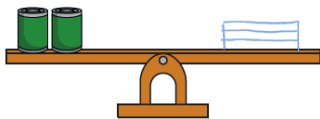
kg and g

6 The mass of a tin is 450 g.

The mass of a book is 300 g.



Draw books on the scales to balance the tins.



7 Complete the number sentences.

- a) $1\text{ kg } 250\text{ g} + 5\text{ kg } 300\text{ g} =$ kg g
- b) $3\text{ kg } 450\text{ g} + 8\text{ kg } 120\text{ g} =$ kg g
- c) $15\text{ kg } 960\text{ g} - 11\text{ kg } 270\text{ g} =$ kg g
- d) $36\text{ kg } 317\text{ g} - 21\text{ kg } 199\text{ g} =$ kg g
- e) $1\text{ kg} -$ g $= 200\text{ g}$

8 Tommy and Rosie are working out the total weight of the box and the suitcase.



Tommy: The total weight is 5 kg and 1,200 g.

Tommy

Rosie: The total weight is 6 kg and 200 g.



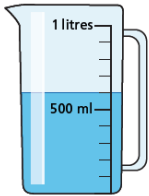
Rosie

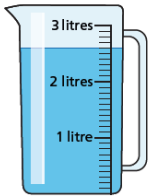
Who is correct? both

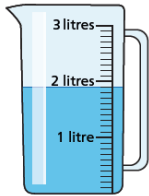
Talk about it with a partner.

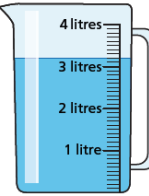
Measure capacity (2)

1 How much water is there in each jug?

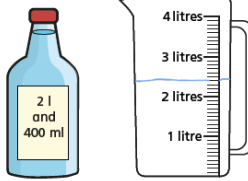
a)  ml

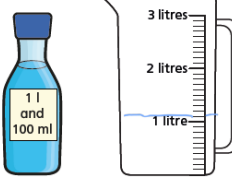
b)  l and ml

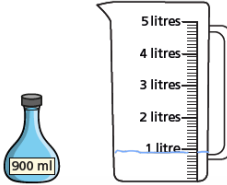
c)  l and ml

d)  l and ml

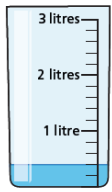
2 The capacity of each bottle is shown on the label. Each bottle is full of liquid. The bottles are emptied into jugs. Draw a line on each jug to show where the liquid will reach.

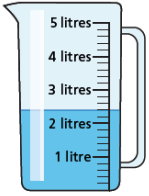
a) 


b) 

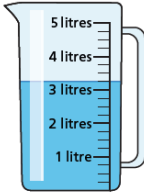
c) 

3 How much water is there in each container?

a)  ml

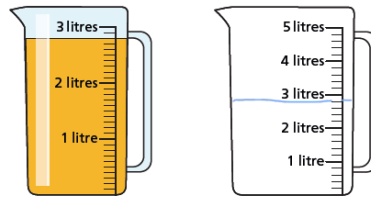
b)  l and ml

c)  l and ml

d)  l and ml

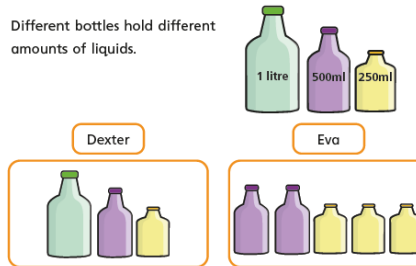
How did you work out what each interval on the scales represents?

4 Mo has some orange juice in a jug. He pours it into another jug. Draw a line on the jug to show where the orange juice will reach.



What do you notice?

5 Different bottles hold different amounts of liquids.



Who has more liquid? Circle your answer.

Dexter Eva they have the same

Talk about it with a partner.

French

Make a list in English of what you think is in the school bag. Think about what you have in yours. Now try and remember or find out the words in French.

ThinkIts 

Name : _____ Class: _____



Mon sac est très gros!

What do you think she has in her school bag?

These are some answers but your school back is unique like you, so you might have some different items in there!

ThinkIts 

Name : _____ Class: _____



What is in your school bag?

un cahier

une règle

un crayon

un stylo

une gomme

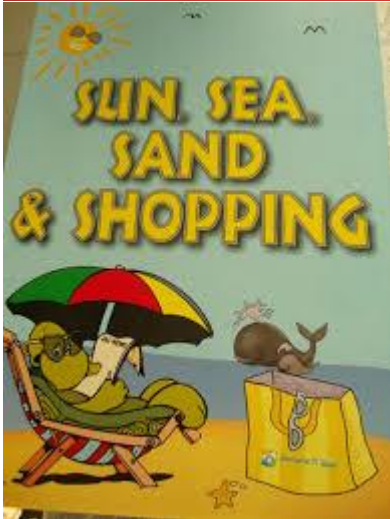
des ciseaux

des feutres

une trousse

English Resources

Monday – Examples of Catchy Slogans



Tuesday

What is a metaphor?

A metaphor is a word or a phrase used to describe something as **if it were something else**:

- For example, "A wave of terror washed over him."
- The terror isn't actually a wave, but a wave is a good way of describing the feeling.
- "Jess is dynamite."
- She's not made of dynamite, but it's a way to explain how exciting she is.

What is a simile?

A simile describes something by **comparing it to something else**, using like or as:

- The snake moved like a ripple on a pond.
- It was as slippery as an eel.
- Jess is as graceful as a gazelle.

Try using metaphors and similes to make your writing more descriptive and interesting.

RE: What can we learn from religions about deciding what is right and wrong?

Temptation

Are you old enough to watch that?

Adam is 9. He is at his friend's house. His mum and dad always say to him, 'Don't watch horror films: they will give you bad dreams.' He has never watched a horror film. But his friends George, 10, and Sam, 11, say, 'Let's watch this, it's really scary.' They have a film called *The Gruesome Dead*. It is a film for grown-ups. Adam remembers his last bad nightmare, but he thinks, 'Will my friends call me a baby?'

This is tempting because:	Reasons not to watch the film:
If he does watch it, then:	If he doesn't watch it, then:

What do you think the word 'temptation' means?

Temptation in the story of Adam and Eve

Watch the story of Adam and Eve using the following link:

<https://www.youtube.com/watch?v=ZKu.jG5U8Dmo>

The story of Adam and Eve is told by Christians and Jewish people. It teaches many Christians and Jews about more than just how Adam and Eve ate the wrong fruit. It teaches them about how people behave. Think about these questions:

- When in the story are Adam and Eve tempted? _____
- What do you think the story is saying about temptation? _____

- Who does Adam blame? _____ - Who does Eve blame? _____
- Do you think the story is saying that making excuses and blaming others is a good thing? _____
- In the story, do Adam and Eve say sorry for eating the fruit? _____
- What might a Jew or Christian learn about saying sorry from this story? _____

Think about the question 'What important things does the story of Adam and Eve tell Jewish and Christian people about human beings and how they behave?' Look at the Responses below and decide if you think the response is or is not something important that the story might teach Jewish and Christian people about human beings and how they behave.

	Important	Not Important
- It is important to choose to do the right thing, even when you are tempted to do the wrong thing		
- everyone gets tempted to do the wrong thing sometimes		
- serpents are bad		
- it can seem easier to blame someone else than to own up to what you have done		
- eating fruit is healthy		
- people should blame others – even Adam and Eve blamed others		
- making excuses and blaming others is wrong		
- Saying sorry is really important when you have done something wrong		
- Adam and Eve made a mistake when they did not say sorry		
- saying sorry is not important – even Adam and Eve did not say sorry		
- We all make mistakes sometimes		
- We have rules to help us know how to live, but it is not always easy to keep them		

Looking at the statements you feel show important messages about people and their behaviour from the story, which do you think might be the most important message for a Jewish person or Christian. Why?

The Temptations of Jesus

Look at the picture *The Temptation in the Wilderness* by Briton Riviere.



Do you feel the picture is a happy or sad picture – why? _____

What title would they give to the picture? _____

Now look at the image *Jesus Ministered to by Angels* by James Tissot.



What do you notice first, second and third about this image?

1. _____
2. _____
3. _____

Can you see any connection between it and the first image? _____

The main figure in both images is a man dressed in white robes – Jesus. Both pictures show different scenes from a story in Jesus' life.

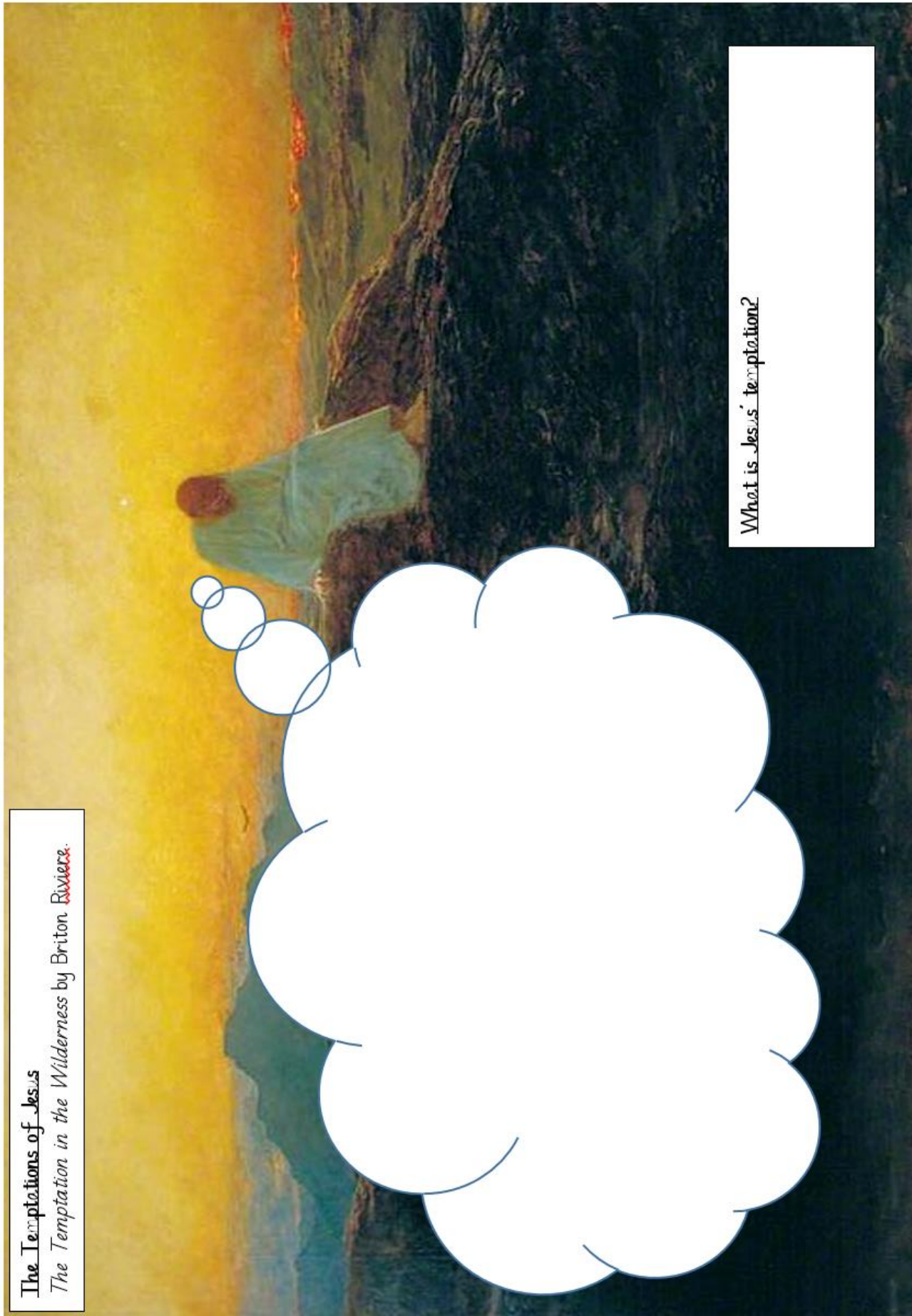
Watch the story of Jesus' three temptations in the desert using the following link:

<https://www.youtube.com/watch?v=mc-x4+qKY6Wc>

Jesus was tempted three times. The temptations were hedonism ("lust of body" – hunger/satisfaction), egoism ("pride of life" – spectacular throw/might) and materialism ("lust of eyes" – kingdoms/wealth).

He could have done any of these things and many Christians believe that Jesus would have felt temptation just like all people feel temptation.

Look again at Briton Riviere's image *The Temptation in the Wilderness*. Pick one of the three temptations and ask pupils to imagine that Jesus in the picture is choosing whether to do the right or wrong thing. Write on the thought bubbles thoughts Jesus might have about whether or not to give in to the temptation.



The Temptations of Jesus
The Temptation in the Wilderness by Briton Riviere.

What is Jesus' temptation?