



# St Margaret's-at-Cliffe CP School

## Weekly Timetable Class 5

<b>Week</b> <b>16<sup>th</sup></b> <b>Nov</b>	Monday	Tuesday	Wednesday	Thursday	Friday
	16 <sup>th</sup> November	17 <sup>th</sup> November	18 <sup>th</sup> November	19 <sup>th</sup> November	20 <sup>th</sup> November
<b>Vocab</b> <b>Ninja</b>	<p>Ninja Word of the day starting with Shinobi words for year 5 can be found <a href="#">here</a>.</p> <p>Children first Look, Say, Cover and finally write the word five times, they then write the definition and example sentence, underlining the featured word. They then use the word to create their own descriptive sentence. They can also look at synonyms, antonyms, prefixes and suffixes associated with the word and could create a sentence using one of these.</p>				
<b>English</b>	<p><u>WALT:be able to identify noun phrases</u></p> <p>Children will need to have read chapter 1 and 2 of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Complete the Noun Phrases below Now look at pages 6 and 7 and locate three sentences with clever thoughtful noun phrases. What does the author want to convey</p>	<p><u>WALT:be able to explain how noun phrases convey precise information</u></p> <p>Children will need to have read chapter 1 and 2 of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Look at pages 13- 15 in Malamander. Locate the noun phrases within the sentence that describes the pier. Copy these and explain what information these phrases</p>	<p><u>WALT:be able to describe the setting and atmosphere</u></p> <p>Children will need to have read chapter 1 and 2 of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Malamander is set in Eerie-on-Sea, a town where strange stories seem to wash up on the shore. The story follows a daring duo, Herbert Lemon, Lost and Founder at the Grand Nautilus</p>	<p><u>WALT: be able to able to describe characters</u></p> <p>Children will need to have read chapter 1 and 2 of Malamander in preparation for today's lesson. You can listen to the chapter here <a href="#">Malamander Chapter1&amp;2</a></p> <p>Use the hyperlink below to access the Extract 2 from which we will be using for our learning this week. <a href="#">Malamander text</a></p>	<p><u>WALT: be able to identify the difference between formal and informal speech structures.</u></p> <p>Refer back to yesterday's lesson about inverted commas. What are the important points you need to remember when using inverted commas? Look at the Informal and formal speech. What do you notice?</p>

	<p>to the reader when he uses these noun phrases? Copy the sentences you have found and highlight the noun phrases in each.</p>	<p>describe. Could you use a different phrase? Think of alternative ways of writing this sentence describing the pier using your own noun phrase.</p>	<p>Hotel, and Violet Parma, a young girl searching for her parents who disappeared twelve years earlier, as they team up to solve the mystery of a legendary sea-monster. Now take the tale of the mouse and the lion and find commas, brackets or dashes.</p> <p><u>TASK</u> You are now adding one extra animal perhaps a snail( silvery trail that makes the lion slip over) or a snake (scares the hunters away) and an extra step to the tale (the lion visits a puddle and admires his reflection but snake makes ripples and the lion grabs him and thinks of squashing him but snake says he might be able to help one day. Think of three powerful verb phrases that these animals might use and write these phrases.</p>	<p>Create a character description of two of these.</p> <p>Malamander is told from the perspective of Herbert Lemon, the Lost-and-Founder of the Grand Nautilus Hotel, who tries to unite objects that have been left at the hotel with their owners. Now take the tale of the mouse and the lion and find the speech. Highlight the speech. What do you notice?</p> <ul style="list-style-type: none"> <li>• Inverted commas before and after the spoken words.</li> <li>• Comma and then who said it.</li> <li>• Capital letter and full stop at the end of the complete sentence. i.e. after the <i>who said it</i> part.</li> <li>• New line when someone new begins to speak.</li> </ul>	
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<p><b>Maths</b></p>	<p><u>WALT: Be able to divide 3-digit numbers by a 1-digit number using short division supported with concrete materials with remainders.</u></p> <p>Follow the video with White Rose to solve the questions <a href="#">Divide</a></p> <p>As a reminder, you can watch the video and take the quizzes by Oaks National Academy <a href="#">Multiplication and division</a> Follow Lesson 2 <a href="#">Division using multiples</a></p> <p>There are problem questions for you to complete (see below) <b>Barvember</b> starts today Follow the problems here: <a href="#">BARVEMBER</a></p>	<p><u>WALT: Be able to divide 3-digit numbers by a 1-digit number with remainders.</u></p> <p>Follow the video with White Rose to solve the questions <a href="#">Divide</a></p> <p>As a reminder, you can watch the video and take the quizzes by Oaks National Academy <a href="#">Multiplication and division</a> Follow Lesson 2 <a href="#">Division</a></p> <p><b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>	<p><u>WALT: be able to express non-integer answers to division as a remainder.</u></p> <p>Follow the video with White Rose to solve the questions <a href="#">Divide</a></p> <p>As a reminder, you can watch the video and take the quizzes by Oaks National Academy Follow Lesson 2 <a href="#">Division using multiples</a></p> <p><b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>	<p><u>WALT: Be able to find cubed numbers</u></p> <p>Follow the video with White Rose to solve the questions <a href="#">Square and Cubed numbers</a></p> <p>As a reminder, you can watch the video and take the quizzes by Oaks National Academy Follow this link to Factor Pairs lesson 3</p> <p><b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>	<p><u>WALT: Be able to multiply up to 4 digit numbers by one digit numbers</u></p> <p>Follow the video with White Rose to solve the questions <a href="#">Multiply</a></p> <p>As a reminder, you can watch the video and take the quizzes by Oaks National Academy <a href="#">Multiplication</a> Follow this link to Factor Pairs lesson 4 <b>Barvember</b> Follow the problems here: <a href="#">BARVEMBER</a></p>
<p><b>Topic</b></p>	<p><b>PE</b> Tag Rugby skills <u>WALT: be able to pass a rugby ball</u></p> <p>Explain technique of passing and moving into space.</p>	<p><b>Music</b> Playing Recorders <u>WALT: be able to play recorders</u></p> <p>We will begin by reminding ourselves of 'Feather Breath' and correct positioning of hands and fingers.</p>	<p><b>RE</b> <u>Can we live by the values of Jesus in the twenty-first century?</u> <u>WALT: Be able to explain which people are special and why are they special to us</u></p>	<p><b>Geography</b> <u>WALT: be able to draw accurate maps</u></p> <p>Dover is one of the main ports of this country. Look at the maps of Dover below. What main roads lead to the port of Dover?</p>	<p><b>French</b> <u>WALT: be able to describe someones appearance in french</u></p> <p>Can you describe someone in French? Use the descriptive phrases below to create a sentence</p>

	<p>The different types of passing i.e short, long, fast and high lofted pass.</p> <p><b>Science</b>  <u>WALT: be able to communicate data using a scatter graph</u>  <b>How long are the gestation periods of different animals?</b>  Explain what 'gestation' means.  Now use table of gestation periods from various animals to draw a graph.  What do you notice about length of gestation and animal size, intelligence, lifespan?</p>	<p>Listening and playing as a small group and then progressing to playing as whole class.</p> <p>Follow the lesson here;  <a href="#">Recorders3</a></p>	<p>Many people are special in our lives for different reasons.</p> <p><b>TASK</b>  Below are ten things Jesus said. Read them carefully and answer these questions about each:  What did he mean?  What was the challenge?  What difference would it make?</p>	<p>Why do you think there are so many main roads? Which directions do the roads come from? North, South East or West?  Perhaps you could use your Compass work from last week to help you.</p> <p><b>TASK</b>  Answer these questions and draw Dover port add a key and clearly label the areas of the port.</p>	<p>that describes someone's appearance.</p>
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# What Is Parenthesis?

Parenthesis is the addition of extra information or an afterthought in our writing.

It can be a word, phrase or clause marked with brackets, dashes or commas.

When a parenthesis is removed, the sentence still makes grammatical sense.

**e.g. I moved to Sheffield in 2011 (when I was six years old).**

still makes sense as:

**I moved to Sheffield in 2011.**

For each of these sentences, add an extra information clause (parenthesis) in the spaces. Remember to mark the start and end of your parenthesis with **brackets, commas** or **dashes**. Vary your punctuation; don't use just one!

e.g. My brother never brushes his hair!

*My brother, who thinks he's really cool, never brushes his hair! OR*

*My brother - Jason - never brushes his hair OR*

*My brother (the scruffiest boy in history) never brushes his hair!*

1. I watched a horror film \_\_\_\_\_  
and it really scared me!
2. Dinosaurs \_\_\_\_\_  
were a type of reptile.
3. We're not allowed peanut butter \_\_\_\_\_  
in school because there's a girl who's allergic to nuts.
4. The bats \_\_\_\_\_  
sleep in our attic during the day.
5. I lost my phone \_\_\_\_\_  
when we went on the Thunder Roller ride.
6. We made popcorn \_\_\_\_\_  
for my birthday party.
7. Simone \_\_\_\_\_  
doesn't speak much English yet.
8. We were helping the caretaker \_\_\_\_\_  
to carry all the chairs into the hall.



# Formal and Informal Conversational Language

I can script a conversation using formal and informal vocabulary.



George and Paul are meeting for the first time. They are speaking in an informal style.

**George:** Oh not much really. Just chilling and watching those lads kicking a ball around.

**Paul:** Where? Oh yeah! They're dead good ain't they? Do you play footie?

**George:** Nah! I used to when I was younger but my old knees aren't up to the job these days I'm afraid.

**Paul:** I know how you feel mate. These hips of mine don't half ache in the evenings. I guess we'll just have to be glad to sit and watch instead.

1. Write another sentence for each character in the same style.

**George:**

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**Paul:**

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2. Now can you re-write the conversation in the space below to make it much more formal?

Think carefully about the vocabulary and grammar that you use.

## TASK

### Using more powerful adverbs

1. Finish off the sentences by adding more detail to these **subordinate clauses**.

a) While the rain poured down, \_\_\_\_\_

b) Before the party had started, \_\_\_\_\_

c) \_\_\_\_\_ before it's too late.

d) \_\_\_\_\_ because I don't know the answer.

# Expanded Noun Phrases

I can add adjectives to nouns to create expanded noun phrases.

Look at each sentence below. The noun phrases are very short. Can you improve the sentences by expanding the noun phrases? The first one has been done for you.

1. The car drove down the road.

The **red sports** car drove down the **long, winding** road.

2. The woman climbed the mountain.

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3. There was a spider climbing up the wall.

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4. The children ate the picnic.

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5. The cat chased the mouse.

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RE

TASK

Write about each thing Jesus said in three ways.

**First:** what does it mean?

**Second:** why is it challenging?

**Third:** what would change if everyone followed this teaching?

**"You're happy if you make peace. You will be a child of God."**

**"Love your enemies and pray for those who persecute you!"**

**"Store up riches for yourselves in heaven. Your heart will always be where your riches are."**

**"Why worry about clothes? Look how the wild flowers grow: they do not work or make clothes for themselves."**

**"Do not judge others, and then God will not judge you."**

**"You are like light for the whole world. Let your light shine so that people see the good things you do and praise your Father in heaven."**

**"When you give something to a needy person, don't make a big show of it. God your Father, who sees what you do in private, will reward you."**

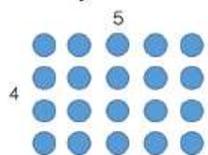
**"You cannot serve both God and money."**

**"Do not worry about tomorrow; it will have enough worries of its own."**

**"Do for others what you want them to do for you: this is the meaning of the whole Law."**

## Varied Fluency

- If you have twenty counters, how many different ways of arranging them can you find?



How many factors of twenty have you found by arranging your counters in different arrays?

- Circle the factors of 60

9, 6, 8, 4, 12, 5, 60, 15, 45

Which factors of 60 are not shown?

- Fill in the missing factors of 24

$$1 \times \underline{\quad} \quad \underline{\quad} \times 12$$

$$3 \times \underline{\quad} \quad \underline{\quad} \times \underline{\quad}$$

What do you notice about the order of the factors?

Use this method to find the factors of 42

81

Here is Annie's method for finding factor pairs of 36

1	36
2	18
3	12
4	9
5	X
6	6

When do you put a cross next to a number?

How many factors does 36 have?

Use Annie's method to find all the factors of 64

## Always, Sometimes, Never

- An even number has an even amount of factors.
- An odd number has an odd amount of factors.

## True or False?

The bigger the number, the more factors it has.

Answers below:

## Factors

### Reasoning and Problem Solving

Here is Annie's method for finding factor pairs of 36

1	36
2	18
3	12
4	9
5	X
6	6

When do you put a cross next to a number?

How many factors does 36 have?

Use Annie's method to find all the factors of 64

If it is not a factor, put a cross.

36 has 9 factors.

Factors of 64:

1	64
2	32
3	X
4	16
5	X
6	X
7	X
8	8

#### Always, Sometimes, Never

- An even number has an even amount of factors.
- An odd number has an odd amount of factors.

#### True or False?

The bigger the number, the more factors it has.

Sometimes, e.g. 6 has four factors but 36 has nine.

Sometimes, e.g. 21 has four factors but 25 has three.

False. For example, 12 has 6 factors but 13 only has 2

Try these Maths problems

When you have finished, you can scroll down to find the answers to mark your own.

# Cube Numbers

## Reasoning and Problem Solving

Lisa says.



$5^3$  is equal to 15

Is she correct?

Here are 3 number cards:



Each number card is a cubed number.  
Use the following information to find each number.

$$A \times A = B$$

$$B + B - 3 = C$$

$$\text{Digit total of } C = A$$

Jenny is thinking of a two-digit number that is both a square and a cubed number.

What number is she thinking of?

Caroline's daughter has an age that is a cubed number.

Next year her age will be a squared number.

How old is she now?

The sum of a cubed number and a square number is 150

What are the two numbers?

# Cube Numbers

## Reasoning and Problem Solving

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Use the following information to find each number.

$$A \times A = B$$

$$B + B - 3 = C$$

$$\text{Digit total of } C = A$$

No- She has multiplied 5 times 3 rather than 5 times 5 times 5

$$A = 8 \quad B = 64 \\ C = 125$$

Jenny is thinking of a two-digit number that is both a square and a cubed number.

What number is she thinking of?

Caroline's daughter has an age that is a cubed number.

Next year her age will be a squared number.

How old is she now?

The sum of a cubed number and a square number is 150

What are the two numbers?

64

8

125 & 25

# Square Numbers

## Reasoning and Problem Solving

Chris says



Factors come in pairs so all whole numbers must have an even number of factors.

Do you agree?

Explain your reasoning.

How many square numbers can you make by adding prime numbers together?

Here's one to get you started:

$$2 + 2 = 4$$

Julian thinks that  $4^2$  is equal to 16  
Do you agree?

Convince me.

He also thinks that  $6^2$  is equal to 12

Do you agree?

Explain what you have noticed.

**Always, Sometimes, Never:**

A square number has an even number of factors.

# Square Numbers

## Reasoning and Problem Solving

Chris says



Factors come in pairs so all whole numbers must have an even number of factors.

Do you agree?

Explain your reasoning.

How many square numbers can you make by adding prime numbers together?

Here's one to get you started:

$$2 + 2 = 4$$

Children will find that some numbers don't have an even number of factors e.g. 25  
Square numbers have an odd number of factors.

Solutions include:

$$2 + 2 = 4$$

$$2 + 7 = 9$$

$$11 + 5 = 16$$

$$23 + 2 = 25$$

$$29 + 7 = 36$$

Julian thinks that  $4^2$  is equal to 16  
Do you agree?

Convince me.

He also thinks that  $6^2$  is equal to 12

Do you agree?

Explain what you have noticed.

**Always, Sometimes, Never:**

A square number has an even number of factors.

Children may use concrete materials or draw pictures of to prove it.

Children should spot that 6 has been multiplied by 2

They may create the array to prove that  $6^2 = 36$  and  $6 \times 2 = 12$

**Never.** Square numbers have an odd number of factors.



**TARGET** To use and understand square and cube numbers.

**Examples**

A square number is a number multiplied by itself. They make square patterns.



$$3^2 = 3 \times 3 = 9$$

$$3 \text{ squared} = 9$$

A cube number is a number multiplied by itself and multiplied by itself again.



$$2^3 = 2 \times 2 \times 2 = 8$$

$$2 \text{ cubed} = 8$$

**A**

Copy and complete.

- 1  $2^2 = \square$
- 2  $10^2 = \square$
- 3  $7^2 = \square$
- 4  $5^2 = \square$
- 5  $12^2 = \square$
- 6  $\square^2 = 81$
- 7  $\square^2 = 1$
- 8  $\square^2 = 36$
- 9  $\square^2 = 121$
- 10  $\square^2 = 64$

11 Copy and complete, continuing the pattern for the first six rows.

$$1^2 = 1$$

$$2^2 = 1 + 3 = \square$$

$$3^2 = 1 + 3 + 5 = \square$$

$$4^2 = 1 + 3 + 5 + 7 = \square$$

**B**

Copy and complete.

- 1  $\square^2 = 1600$
- 2  $\square^2 = 3600$
- 3  $\square^2 = 900$
- 4  $\square^2 = 400$
- 5  $\square^2 = 8100$
- 6  $\square^3 = 125$
- 7  $7^3 = \square$
- 8  $\square^3 = 27$
- 9  $12^3 = \square$
- 10  $\square^3 = 1000$

11 Copy and complete this table for all cube numbers to  $12^3$ .

Cube	Calculation	Answer
$1^3$	$= 1 \times 1 \times 1 =$	1
$2^3$	$= 2 \times 2 \times 2 =$	8
$3^3$	$= 3 \times 3 \times 3 =$	27
$\vdots$	$\vdots$	$\vdots$

**C**

Copy and complete.

- 1  $\square^2 = 250\,000$
- 2  $\square^2 = 4900$
- 3  $\square^2 = 40\,000$
- 4  $\square^2 = 1\,000\,000$
- 5  $\square^2 = 12\,100$
- 6  $20^3 = \square$
- 7  $60^3 = \square$
- 8  $100^3 = \square$
- 9  $70^3 = \square$
- 10  $15^3 = \square$

11 Copy and complete this pattern for all square numbers to  $20^2$ .

$$0^2 = 0$$

$$1^2 = 0 + 1 = 1$$

$$2^2 = 1 + 3 = 4$$

$$3^2 = 4 + 5 = 9$$

$$4^2 = 9 + 7 = 16$$

Add each successive odd number to the previous square number to find the next.

**TARGET** To use a formal written method for division.

Examples  $74 \div 7 = 10 \text{ r } 4$   
 $7 \overline{) 751} 8$

$94 \text{ r } 2$  (94 remainder 2)  
 $5 \overline{) 472}$

**A**

Work out

- 1  $33 \div 2$
- 2  $87 \div 7$
- 3  $55 \div 3$
- 4  $84 \div 6$
- 5  $138 \div 9$
- 6  $87 \div 5$
- 7  $96 \div 8$
- 8  $79 \div 4$
- 9  $164 \div 10$
- 10  $111 \div 6$
- 11  $80 \div 3$
- 12  $109 \div 7$
- 13  $136 \div 4$
- 14  $119 \div 9$
- 15  $215 \div 10$
- 16  $100 \div 6$
- 17  $94 \div 2$
- 18  $114 \div 8$
- 19  $129 \div 5$
- 20  $134 \div 7$

**B**

Work out

- 1  $237 \div 5$
- 2  $216 \div 6$
- 3  $339 \div 4$
- 4  $232 \div 8$
- 5  $410 \div 7$
- 6  $242 \div 3$
- 7  $423 \div 9$
- 8  $613 \div 12$
- 9  $299 \div 8$
- 10  $277 \div 4$
- 11  $322 \div 7$
- 12  $772 \div 9$
- 13  $471 \div 6$
- 14  $518 \div 8$
- 15  $533 \div 9$
- 16  $804 \div 11$
- 17 Five bottles hold 375 ml of perfume altogether. What is the capacity of one bottle?
- 18 T-shirts are sold in packs of three. How many packs are needed for 162 shirts?
- 19 Books of stamps have 6 stamps on each page. How many pages can be made from 516 stamps?
- 20 There are nine cereal bars in a packet. The total weight of the bars is 567 g. What does each bar weigh?
- 21 Jana is 750 months old. How old is this in years and months?

**C**

Work out

- 1  $2484 \div 9$
- 2  $2982 \div 5$
- 3  $4513 \div 8$
- 4  $3812 \div 12$
- 5  $1698 \div 6$
- 6  $5431 \div 4$
- 7  $3217 \div 7$
- 8  $5813 \div 11$
- 9  $1947 \div 3$
- 10  $6344 \div 8$
- 11  $3571 \div 2$
- 12  $5085 \div 6$
- 13  $4114 \div 11$
- 14  $1882 \div 7$
- 15  $6352 \div 12$
- 16  $8588 \div 9$
- 17 A cross-country race is four laps of a circuit. The race is 3740 m long. How long is the circuit?
- 18 There are seven pills in each strip. How many strips can be made from 1106 pills?
- 19 Eight friends rent a villa for a fortnight's holiday. The rental fee is £3896. How much should they each pay?



**MATHS: be able to recognise and translate Roman Numerals**

Complete the Roman Numerals questions.

ROMAN NUMERALS							
1	I	11	XI	30	XXX	500	D
2	II	12	XII	40	XL	600	DC
3	III	13	XIII	50	L	700	DCC
4	IV	14	XIV	60	LX	800	DCCC
5	V	15	XV	70	LXX	900	CM
6	VI	16	XVI	80	LXXX	1,000	M
7	VII	17	XVII	90	XC	2,000	MM
8	VIII	18	XVIII	100	C	3,000	MMM
9	IX	19	XIX	200	CC	4,000	M $\bar{V}$
10	X	20	XX	300	CCC	5,000	$\bar{V}$
				400	CD	10,000	$\bar{X}$

Arrange these numbers in size order (smallest to largest).

XXXV, XL, XXX, LX, LV, L, XLV, LXV

\_\_\_\_\_

Arrange these numbers in size order (smallest to largest).

CL, CCC, CCL, C, CD, CC, L, CCCL

\_\_\_\_\_

Count in hundreds from one hundred.

C, CC, \_\_\_\_\_, \_\_\_\_\_, D, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Count in five hundreds from five hundred.

D, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, MMD, \_\_\_\_\_, \_\_\_\_\_

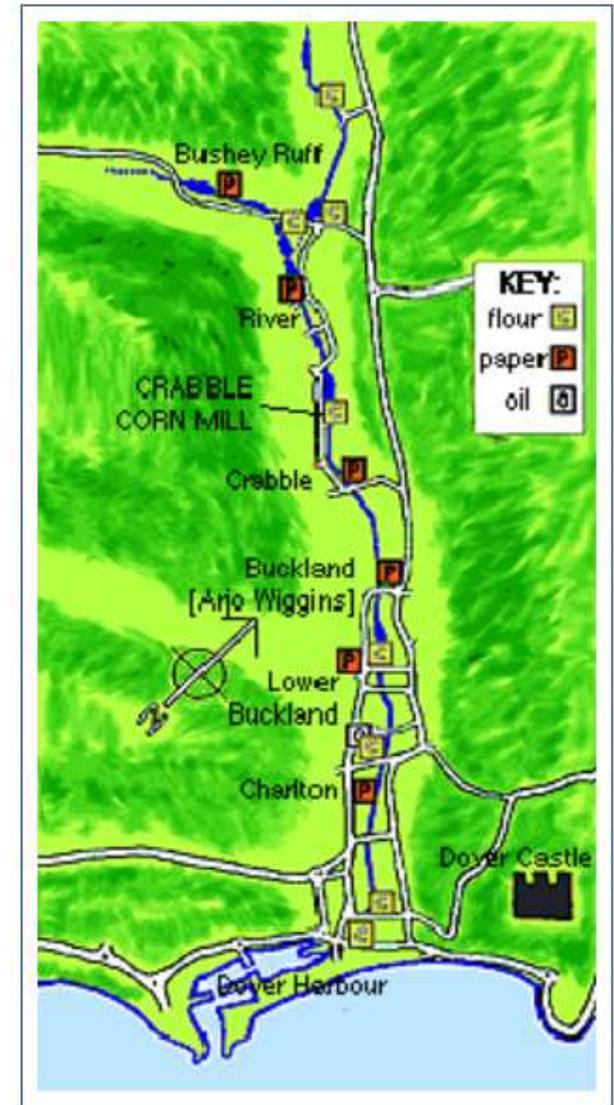
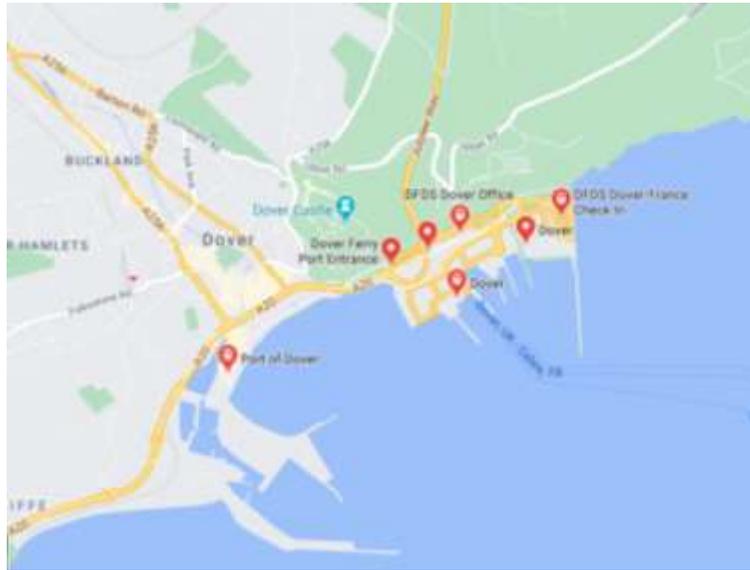
Complete these calculations.

①  $CD + DC =$  \_\_\_\_\_      ④  $XL + LX =$  \_\_\_\_\_

②  $VI + IV =$  \_\_\_\_\_      ⑤  $CM + MC =$  \_\_\_\_\_

③  $XI + IX =$  \_\_\_\_\_      ⑥  $CX + XC =$  \_\_\_\_\_

# GEOGRAPHY RESEARCH



## Top 10 facts about Edward the Confessor

Edward was the son of King Ethelred the Unready and his wife Queen Emma. He had a brother, Alfred, and a sister, Godgifu, and many half-brothers.

In 1013 the Danes invaded England and Edward and his family escaped to Normandy. His mother, Emma, was a Norman and daughter of the Duke of Normandy.

Edward spent almost twenty-five years in Normandy and when he became King many of his closest advisors were Normans.

Although Edward was the King of England, much of the power rested in the hands of three Saxon Earls: Leofric of Mercia, Siward of Northumbria and Godwin of Wessex. Edward's favouritism towards his Norman companions upset the Anglo-Saxon Earls.

Edward disliked the most powerful of the Earls, Earl Godwin, because of the role Godwin had played in the death of Edward's brother Alfred.

In 1051 there was a fight between a group of Edward's Norman friends and the people of Dover. Edward asked Earl Godwin to punish the local people. Godwin refused and had to go into exile. Support for the Godwin family was high and when he returned to England a year later there was little Edward could do.

Edward was married to Earl Godwin's daughter Edith but did not wish to have children with her.

The English throne was not hereditary and the power to appoint new kings lay with the witan, a group of royal advisors. Edward had no right to promise the throne to anyone.

Edward is said to have promised Duke William of Normandy the throne but then, on his deathbed, may have signalled that he accepted Harold Godwinson's claim.

Edward was known for his religious faith and people believed that he could cure the sick simply by touching them. This form of healing is called the king's touch. After his death the Catholic Church made Edward a saint.

Edward the Confessor was the last but one of the Anglo-Saxon kings of England, Edward was known for his religious faith (he is known as 'the Confessor' because of his life was characterised by piety and religious belief).

Although England was quiet and relatively prosperous during his reign, his failure to leave an heir led to the Norman invasion of England in 1066.



Choose different cards and make sentences.

J'ai les cheveux longs.

J'ai les cheveux courts et bouclés et les yeux bruns.

J'ai les yeux bleus et les cheveux bouclés.

Can you describe yourself now?

J'ai les cheveux raides.

J'ai les cheveux bouclés et châains et les yeux violets.

J'ai les yeux verts et les cheveux blonds.



J'ai les cheveux blonds et raides et les yeux bruns. ▶

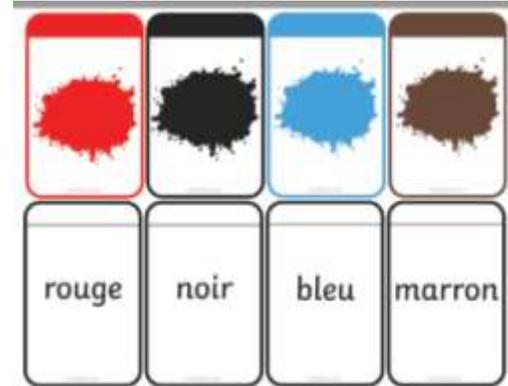
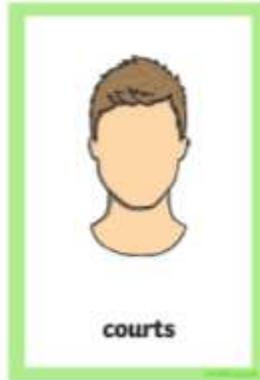
Plural noun

J'ai **les cheveux courts**.



plural

noun adjective

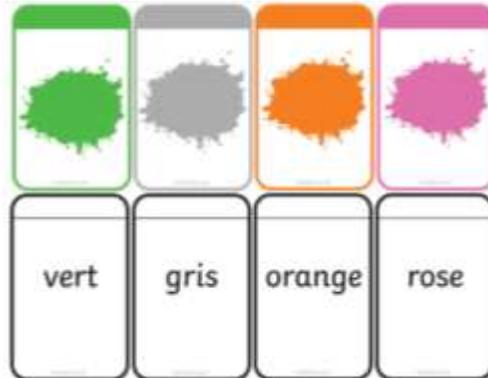


J'ai **les yeux verts** et **les cheveux bouclés**.



plural

noun adjective



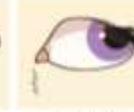
J'ai **les cheveux blonds** et **ondulés** et **les yeux bruns**.



plural

noun adjective

### What Do I Look Like?

			
les cheveux	longs	courts	mi-longs
			
raides	bouclés	ondulés	châtains
			
roux	noirs	les yeux	bleus
			
verts	bruns	gris	violet

# Animal Gestation Periods Table

Animal	Gestation Period
human 	9 months
lizard 	3 – 4 months
salmon 	40 days
snake 	2 – 3 months
parrot 	3 – 4 weeks
frog 	1 week
whale 	12 – 16 months
goldfish 	2 – 7 days
protozoa 	1 – 2 weeks