




St Margaret's-at-Cliffe CP School


Weekly Timetable Class 5

Week 11 th Jan	Monday 11 th January	Tuesday 12 th January	Wednesday 13 th January	Thursday 14 th January	Friday 15 th January
Vocab Ninja	<p>Ninja Word of the day starting with Shinobi words for year 5 can be found here.</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>				
Let's try a daily fun exercise	<p>Why not join Joe Wicks for a Kid's Workout. Joe is also returning with his Live sessions on Monday, Wednesday and Friday mornings. The Body Coach TV here : 5 Minute Move Kids Workout 1 The Body Coach TV - YouTube</p>				
STORY	<p>We are going to be reading Charlotte's Web as our class reader.</p> <p>You can access the reading book here by using this link : Charlotte's Web (cleveracademy.vn)</p> <p>You can also access the book being read aloud here : Charlotte's Web Chapter 1 Read Aloud - YouTube</p> <p>For those of you who have your own copy you could follow along while the video reads the story to you.</p>				
English	<p><u>WALT: be able to use the correct tense throughout a piece of writing.</u></p> <p>Read the first paragraph of Charlotte's Web, and think about this opening to the story.</p>	<p><u>WALT: be able to describe a character</u></p> <p>Think about chapter one of Charlotte's Web.</p> <p>Who is Fern, and how do you know? How was Fern feeling in chapter 1? Was she right to</p>	<p><u>WALT: be able to identify key vocabulary</u></p> <p>Children will need to have read chapter three of Charlotte's Web in preparation for today's lesson.</p>	<p><u>WALT: be able to recognise spelling patterns</u></p> <p>Read poem below Can you read it so it makes sense? What makes this poem tricky?</p>	<p><u>WALT: be able to improve skimming and scanning skills for comprehension</u></p> <p>Task Read the Marcus Rashford comprehension and</p>

	<p>Write down what kind of story you think this be, and what might happen? Does the front cover of the book give you any other clues that will tell you what this book might be about?</p> <p><u>Task</u> Look at the changing tenses worksheet below. Complete the questions by changing each one to the past tense.</p> <p>Can you find any examples of past tense on page one of Charlotte's Web? List them.</p> <p>Children will need to have read chapter one of Charlotte's Web in preparation for tomorrow's lesson. You can access this by using the links above.</p>	<p>feel this way? Explain about the family, and what each person is like. Reread selected parts of the chapter to locate these key statements and dialogue that show us the character of Fern .e.g. 'this is a matter of life and death' 'this is the most terrible case of injustice I have ever heard' 'Fern was up at daylight, trying to rid the world of injustice' But Fern couldn't eat until her pig had had a drink of milk She just sat and stared out of the window, thinking what a blissful world it was.</p> <p>Can you now draw a picture of Fern and put phrases to describe her around your picture.</p> <p>Now read chapter 3 ready for tomorrow's lesson.</p>	<p>Look closely at chapter 3 Explain what it means when the goose says, 'An hour of freedom is worth a barrel of slops.' Why did Wilbur not think this? Look at the description of the barn from the beginning of the chapter, and focus on the key phrase: 'All the animals trusted her, she was so quiet and friendly.' Can you picture the barn and describe it in a paragraph Remember to include in your description some of the memorable phrases. Now you could draw the interior of the barn itself, the animals inside, and where Fern was sitting.</p> <p>Challenge From your colon work last week can you write three of your own sentences about Fern that use a colon .</p>	<p>Now underline the 'ough' words. How many different sounds does the letter string 'ough' make?</p> <p>Look through the Charlotte's Web text or use your own book to find some examples of the letter string 'ough'. Did you manage to work out which sound they make?</p> <p>Challenge: You could make a table with the 'ough' words and their different sounds.</p>	<p>answer the questions below Remember the answers to the questions are below so check AFTER you have written your answer 😊</p>
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<p>Maths</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 283 x 8 9 squared 81384 subtract 2629 1856 divide by 4 Sum of 9672 and 2849</p> <p>Remember to use TTRockstars to improve your tables skills.</p> <p><u>WALT: Be able to multiply four digits by one digit.</u></p> <p>Follow the video with White Rose to solve the questions https://vimeo.com/486775551 Worksheet: 4 digits by 1 digit for Spicy Chilli level.  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D1-Multiply-4-digits-by-1-digit-2019.pdf 3-digit by 1-digit for mild Chilli level </p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 733 x 8 8 cubed 56162 subtract 23749 1066 divide by 4 Sum of 28310 and 2849</p> <p>Remember to use TTRockstars to improve your tables skills.</p> <p><u>WALT: Be able to multiply four digits by 2 digits</u></p> <p>Follow the video with White Rose to solve the questions Video: https://vimeo.com/488075946 https://vimeo.com/488076765 Worksheets: https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D2-Multiply-2-digits-area-model-2019.pdf - Sheet 1 https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D7-Divide-with-remainders-2019.pdf</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 922 x 9 7 cubed 2894 subtract 1935 587 divide by 5 Sum of 29190 and 6749</p> <p>Remember to use TTRockstars to improve your tables skills.</p> <p><u>WALT: be able to multiply 4 digit by 2 digits</u></p> <p>Follow the video with White Rose to solve the questions Videos: https://vimeo.com/488553863 3-digit by 2-digit for Mild chilli level https://vimeo.com/488555095 4-digit by 2-digit for Spicy chilli level https://vimeo.com/488668598 Worksheets 2-digit by 2-digit: Mild chilli level </p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 837 x 7 6 cubed 72309 subtract 9729 A half of 3109 (Hint: divide by 2) Sum of 84920 and 4913</p> <p>Remember to use TTRockstars to improve your tables skills.</p> <p><u>WALT: Be able to divide 3 digit by 1 digit</u></p> <p>Follow the video with White Rose to solve the questions Videos: 2-digit divide 1-digit: https://vimeo.com/488870720 3-digit divide by 1-digit: https://vimeo.com/492054040 4-digit divide by 1-digit: https://vimeo.com/492054136 Worksheets: 2-digit divide 1-digit: Mild chilli level </p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. 967 x 6 4² add 5² (the² means it is squared) 73109 subtract 9729 3859 divide by 4 Sum of 7820 and 879</p> <p>Remember to use TTRockstars to improve your tables skills.</p> <p><u>WALT: Be able to divide with remainders</u></p> <p>Follow the video with White Rose to solve the questions Video: https://vimeo.com/492054148 Worksheets: https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D7-Divide-with-remainders-2019.pdf</p>
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	https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-1-D7-Multiply-3-digits-by-1-digit-2019.pdf	content/uploads/2019/12/Y5-Spring-Block-1-D2-Multiply-2-digits-area-model-2019.pdf - Sheet 2	https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D3-Multiply-2-digits-by-2-digits.pdf 3-digit by 2-digit: Spicy chilli level  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D4-Multiply-3-digits-by-2-digits-2019.pdf 4-digit by 2-digit: Hot chilli level  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D5-Multiply-4-digits-by-2-digits-2019.pdf	https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-1-D8-Divide-2-digits-by-1-digit-1-2019.pdf 3-digit divide by 1-digit: Spicy chilli level  https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Y4-Spring-Block-1-D10-Divide-3-digits-by-1-digit-2019.pdf 4-digit divide by 1-digit: Hot chilli level  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-D6-Divide-4-digits-by-1-digit-2019.pdf	
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Topic	<p>Science <u>WALT: be able to identify the effects of air resistance that act between moving surfaces.</u> How does the surface area of a piece of paper affect how quickly it falls? First watch this video clip found here: http://www.bbc.co.uk/learningzone/clips/gravity-and-its-effects-on-a-stunt-artist/1598.html The video above illustrates the effects of gravity on a stunt woman when she jumps off a tower from different heights.</p> <p>If a sheet of paper represents the stunt woman. The paper could be crunched up as a ball, left as a sheet and even folded in half. Would this make a difference?</p>	<p>PE Gymnastics <u>WALT: be able to hold body in different gymnastic shapes and balances</u> Task Try these exercises at home. Remember to warm your body up with some star jumps and stretches before you begin.</p> <p>Straight - Body tall and thin, legs together and arms stretched beside ears</p> <p>Tuck - Curl knees into chest, hold onto shins with legs together</p> <p>Star - Arms and legs stretched out wide and as far away from each other</p> <p>Straddle - Sitting tall, with legs out wide and straight, arms stretched out above legs</p> <p>Pike - Sitting tall, with legs together and straight, arms stretched out above legs</p>	<p>RE <u>If God is everywhere, why go to a place of worship?</u> <u>WALT: Be able to explain some differences between branches of Christianity.</u></p> <p>TASK Read the information below and then design a poster to explain those differences.</p>	<p>Geography <u>WALT: be able to identify features of a mountain</u> Task First label the mountain range below using the information to help you. Next read through the information about the three mountain zones of North America and draw and label your own map of these mountain ranges.</p>	<p>French <u>WALT: be able to read the time in French.</u></p> <p>Can you read the time in French? Quelle heure est-il? What time is it? First locate the French tasks at the very end of this document.</p> <p>Use the French descriptive phrases to help you answer the questions in French.</p> 
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	<p>Ensure your test is going to be fair.</p> <p>Once you have had a little testing with pieces of paper. You could explain what you have discovered in your experiment.</p> <p>Now you could either record your results in a table or use drawings to explain your results.</p> <p>Remember to use the words 'gravity' and 'up - thrust' and use arrows to show the direction of the forces.</p> <p>Gravity and Up-thrust (forces pulling down and the force pushing up.)</p>				
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English

Monday

WALT be able to use the correct tense throughout a piece of writing.

Changing Tense

Change these sentences to **past** tense:

1. There **are** two birds on the fence.

Yesterday there _____ two birds on the fence.

2. I **am bringing** some orange juice to the party.

I _____ some orange juice to the party.

3. Tomorrow, Billy **is going** to see the dentist.

Yesterday, Billy _____ to see the dentist.

4. Sarah **jumps** over the fence.

An hour ago, Sarah _____ over the fence.

5. Mohammed **is catching** an aeroplane to Spain.

Last year, Mohammed _____ an aeroplane to Spain.

6. My sister **likes** her ice cream.

My sister _____ ice cream.

7. There **is** a cat in the garden sitting on the path.

There _____ a cat in the garden sitting on the path.

8. Tomorrow, I **am going to eat** really healthily.

Yesterday, I _____ really healthily.

Thursday

English

'OUGH' poem

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you,
On hiccough, thorough, lough and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: it's said like bed, not bead -
For goodness sake don't call it deed!
Watch out for meat and great and threat

bough	cough	dough
enough	bought	plough
though	drought	sought
thought	tough	thorough
rough	although	brought

(They rhyme with suite and straight and debt).

A moth is not a moth in mother,

Nor both in bother, broth in broth- er,

And here is not a match for there

Nor dear and fear for bear and pear,

And then there's dose and rose and lose -

Just look them up - and goose and choose,

And cork and work and card and ward,

And font and front and word and sword,

And do and go and thwart and cart -

Come, come, I've hardly made a start!

A dreadful language? Man alive!

I'd mastered it when I was five!

Friday

English Comprehension

Marcus Rashford



Marcus Rashford is a professional footballer who plays for Manchester United. Alongside being famous for his ability to score goals, Marcus is also well known for his charity work and for speaking openly about matters that he feels passionate about. In June 2020, Marcus wrote a letter to UK MPs that asked them to rethink a decision that he believed would leave many children hungry.

Early Life and Football Career

Marcus Rashford was born on the 31st October 1997 in Manchester, UK. He joined his first football team aged five. When he was seven, he joined the Manchester United academy system. Marcus speaks openly about how his family would often struggle to have enough to eat. As a result, when he was 11 years old, Marcus's mum asked if he could start a programme that meant that he would be able to live closer to Manchester United's training area. Usually, the programme is only available to children over the age of 12 but Marcus was allowed in a year early. When talking about his childhood, Marcus mentions the difficult decisions that his mum had to make so that he could have the best chance at success.

In February 2016, Marcus played his first match for the Manchester United first team. During the match, he scored two goals. Just three days later, he played in his first match in the Premier League where he also scored twice. In May 2016, Marcus played for the England. During his first match for the national football team, he scored a goal in the third minute of the game. This made him the youngest ever player to score a goal for England in their first match.

Charity Work

When the UK went into lockdown (to help to slow the spread of COVID-19), Marcus wanted to do something to help. As a result, he partnered with a charity called FareShare. They collect food that is no longer needed and help to distribute it to charities who turn it into meals for people who are in need.

Marcus partnered with FareShare to help to raise awareness of the amazing work that they do. To begin with, he hoped to help families in Manchester but later announced that they were able to feed three million people in one week across the UK.

An Open Letter to MPs

On the 15th June 2020, Marcus Rashford wrote an open letter: a letter which is written to a specific person or group of people but is published for anyone to see. Marcus wrote his letter for all members of parliament and posted it on his social media platform.

In the letter, Marcus spoke about his childhood. He explained that his family often relied on school meals or the kindness of others to keep them fed; he also wrote about how his mother worked hard to make sure that his family wouldn't go hungry. He explained that this wasn't easy and is something that he believes many families still find difficult today.

As a result, Marcus asked MPs to come together to help to solve the problem. When he was writing the letter, there were plans in place to stop a scheme (that helped to provide meals to school children) when the summer holidays started. Marcus asked for this decision to be reversed, saying that he felt as though he needed to use his voice to help others.

The letter was shared multiple times and was praised by people across the country. One day after the letter was published, the decision was made to continue the scheme over the summer holidays. The Queen awarded Marcus with an MBE (also known as a knighthood) for his help with this.



Questions

1. In which year did Marcus write an open letter? Tick one.

- ☐ 1997
☐ 2012
☐ 2016
☐ 2020

2. Number the events from 1-4 to show the order that they happened in.

- ☐ Marcus played his first match in the Premier League.
☐ Marcus joined his first football team.
☐ Marcus played his first match for Manchester United.
☐ Marcus played his first match for England.

3. Fill in the missing words.

When he was _____, he joined the Manchester United _____ system.

4. ...for speaking openly about matters that he feels passionate about.

How else could the author have written this phrase?

5. Look at the section called **An Open Letter to MPs**

Find and copy one word which means the same as 'numerous'.

6. Look at the section called **Early Life and Football Career**

Explain why Marcus's mum's decision might have been difficult.

7. 'Marcus has a great reputation for scoring goals.'

Using evidence from the text, explain why someone might think this.

8. How do you know that the author supports the work of FareShare?

Use evidence from the text to support your answer.

9. Summarise how Marcus's impact during 2020 has been greater than he expected.

Answers

1. In which year did Marcus write an open letter? Tick one.

☐ 1997
☐ 2012
☐ 2016
☒ 2020

2. Number the events from 1-4 to show the order that they happened in.

Marcus played his first match in the Premier League.
 Marcus joined his first football team.
 Marcus played his first match for Manchester United.
 Marcus played his first match for England.

3. Fill in the missing words.

When he was seven, he joined the Manchester United academy system.

4. ...for speaking openly about matters that he feels passionate about.

How else could the author have written this phrase?

Any reasonable rewording which maintains the same meaning, such as: for talking about things that matter to him.

5. Look at the section called An Open Letter to MPs

Find and copy one word which means the same as 'numerous'.

multiple

6. Look at the section called Early Life and Football Career

Explain why Marcus's mum's decision might have been difficult.

Pupils' own responses, such as: Marcus's mum's decision might have been difficult because it says that he would have to live closer to the training area and that means he had to move away from living with her. She must have missed him a lot.

7. 'Marcus has a great reputation for scoring goals.'

Using evidence from the text, explain why someone might think this.

Pupils' own responses, such as: Someone might think that Marcus has a great reputation for scoring goals because he has scored at least one goal in all the first matches he has played for each team.

8. How do you know that the author supports the work of FareShare?

Use evidence from the text to support your answer.

Pupils' own responses, such as: I know that the author supports the work of FareShare because they have said that they do 'amazing work'. This is how you would describe something that you feel positively about.

9. Summarise how Marcus's impact during 2020 has been greater than he expected.

Pupils' own responses, such as: Marcus's impact during 2020 has been greater than he expected because he only thought that he would help families in Manchester but he has ended up helping families all over England.

Maths ANSWERS can be found here:

Monday

4-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS1-Multiply-4-digits-by-1-digit-2019.pdf>

3-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y4-Spring-Block-1-ANS7-Multipl-3-digits-by-1-digit-2019.pdf>

Tuesday

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-ANS2-Multiply-2-digits-area-model-2019.pdf> Sheet 1

<https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-1-ANS2-Multiply-2-digits-area-model-2019.pdf> Sheet 2

Wednesday

2-digit by 2-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS3-Multiply-2-digits-by-2-digits-2019.pdf>

3-digit by 2-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS4-Multiply-3-digits-by-2-digits-2019.pdf>

4-digit by 2-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS5-Multiply-4-digits-by-2-digits-2019.pdf>

Thursday

2-digit divide 1-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-1-ANS8-Divide-2-digits-by-1-digit-1-2019.pdf>

3-digit divide by 1-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Y4-Spring-Block-1-ANS10-Divide-3-digits-by-1-digit-2019.pdf>

4-digit divide by 1-digit: <https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS6-Divide-4-digits-by-1-digit-2019.pdf>

Friday

<https://resources.whiterosemaths.com/wp-content/uploads/2019/11/Y5-Spring-Block-1-ANS7-Divide-with-remainders-2019.pdf>

Try these Maths problems below

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

Megan worked out the answer to
 $1,432 \times 4$

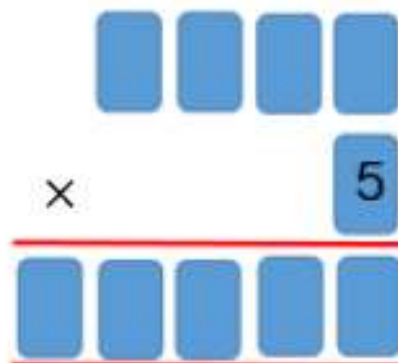
Here is her answer:

TH	H	T	O
1	4	3	2
×			4
<hr/>			
4	16	12	8

$$1,432 \times 4 = 416,128$$

Can you explain what Megan has done wrong?

Can you work out the missing numbers using the clues?



- The 4 digits being multiplied by 6 are consecutive numbers.
- The first 2 digits of the answer are the same.
- The 4th and 5th digits in the answer add to make the 3rd.

Craig says,

It is not possible to make 999 by multiplying 2 two-digit numbers.







Do you agree with him?
Prove it.

Tabby says,
 "If I multiply 23×57 , I can just do these
 calculations, 20×50 and 3×7 and
 then add the totals."

Do you agree? Convince me!

Ryan hasn't finished his calculation. Can
 you complete the missing information
 and record his calculation with an
 answer?

	40	2
40		
6		

Farmer Joe has a field that measures
 53 m long by 25 m wide.

Farmer Sally has a field that measures
 52 m long by 24 m wide.

Max thinks they will have the same area
 because the numbers have only changed
 by one digit each.

Do you agree? Prove it!

Joe has answered 47×36



$$\begin{array}{r}
 47 \\
 \times 36 \\
 \hline
 282 \\
 141 \\
 \hline
 323
 \end{array}$$

Alice says:



The answer
 should be
 1,692, not 323

Who is correct?
 Explain how you know.

Megan worked out the answer to $1,432 \times 4$

Here is her answer:





TH	H	T	O
1	4	3	2
×			4
4	16	12	8

$$1,432 \times 4 = 416,128$$

Can you explain what Megan has done wrong?

Megan has not exchanged when she has got 9 or more in the tens and hundreds columns.

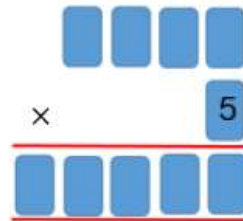
and record his calculation with an answer?

	40	2
40		
6		

Ryan needs 6 more hundreds.
 $40 \times 40 = 1600$
 and he only has 800.

His calculation is
 $42 \times 46 = 1,932$

Can you work out the missing numbers using the clues?



- The 4 digits being multiplied by 6 are consecutive numbers.
- The first 2 digits of the answer are the same.
- The 4th and 5th digits in the answer add to make the 3rd.

Do you agree? Prove it.

$$2345 \times 5 = 11,725$$

Craig says,

It is not possible to make 999 by multiplying 2 two-digit numbers.



Do you agree with him?
 Prove it.

Craig says,

It is not possible to make 999 by multiplying 2 two-digit numbers.



Do you agree with him?
 Prove it.

Children may use a trial and error approach during which they'll further develop their multiplication skills.

They will find that Craig is wrong as $999 = 27 \times 37$

Joe has answered 47×36

$$\begin{array}{r} 47 \\ \times 36 \\ \hline 282 \\ 141 \\ \hline 323 \end{array}$$



Alice says:



The answer should be 1,692, not 323

Who is correct?
 Explain how you know.

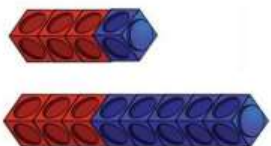
Joe has forgotten to place a zero when he multiplied by ten

It should look like this:

$$\begin{array}{r} 47 \\ \times 36 \\ \hline 282 \\ 1410 \\ \hline 1692 \end{array}$$

Reasoning and Problem Solving

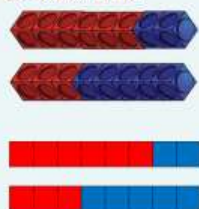
Ron makes $\frac{3}{4}$ and $\frac{3}{8}$ out of cubes.



He thinks that $\frac{3}{8}$ is equal to $\frac{3}{4}$

Do you agree?
Explain your answer.

Possible answer:
I disagree with Ron because the two wholes are not equal. He could have compared using numerators or converted $\frac{3}{4}$ to $\frac{6}{8}$. If he does this he will see that $\frac{3}{4}$ is greater. Children may use bar models or cubes to show this.



Always, sometimes, never?

If one denominator is a multiple of the other you can simplify the fraction with the larger denominator to make the denominators the same.

Example:

Could $\frac{7}{4}$ and $\frac{7}{12}$ be simplified to $\frac{7}{4}$ and $\frac{7}{4}$?

Prove it.

Sometimes

It does not work for some fractions

e.g. $\frac{8}{15}$ and $\frac{3}{5}$

But does work for others e.g. $\frac{1}{4}$ and $\frac{9}{12}$

Thursday

Geography

Mountain Ranges

Major Mountain Ranges



The three major mountain ranges of the US are the Appalachian Mountains, the Rocky Mountains, and the Sierra Nevada.

Appalachian Mountains

The Appalachian Mountains run for 1,500 miles along the east coast of the United States from northern Alabama to Maine. The highest point of the Appalachians is 6,684 feet at Mount Mitchell in North Carolina. The Appalachians are part of a temperate forest biome and are mostly covered with a variety of trees including pine trees, spruce, birch, and maple trees. Animals that can be found in the Appalachians include squirrels, cottontail rabbits, white-tailed deer, wolves, beavers, black bears, and the red-tailed hawk.

Rocky Mountains

The Rocky Mountains form the longest mountain range in North America and the second longest range in the world. They stretch 3,000 miles north-to-south from New Mexico, across the United States to Montana, and well into Canada. The highest point of the Rockies is Mount Elbert in Colorado which rises 14,440 feet above sea level

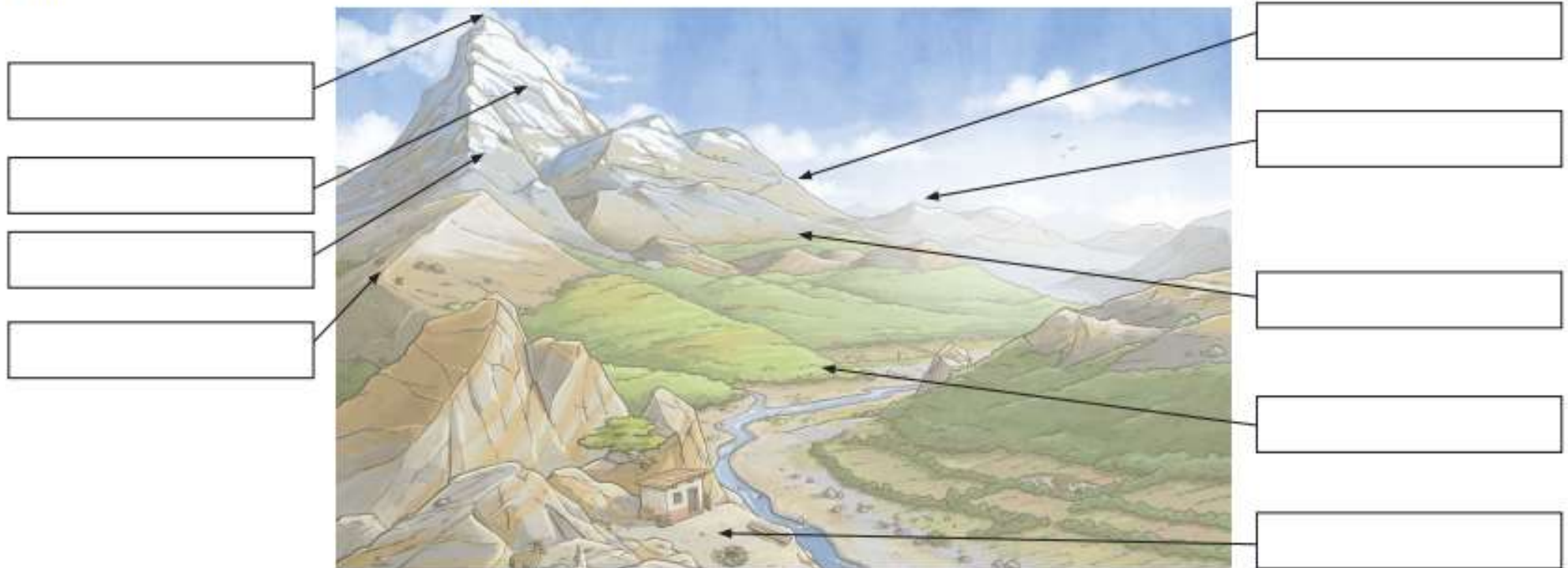
Sierra Nevada

The Sierra Nevada Mountain Range runs north-to-south along the west coast of the United States mostly in the state of California and some in the state of Nevada. It is around 400 miles long and 70 miles wide. The highest point in the Sierra Nevada Mountains is Mount Whitney at 14,505 feet, which is also the tallest mountain in the lower 48 United States.

The largest trees in the world, the giant sequoia trees, live in the Sierra Nevada. They can grow up to 270 feet tall and over 25 feet in diameter. Some of these trees are believed to be over 3,000 years old. The Sierra Nevada is also home to Yosemite National Park and Lake Tahoe.

The Geography of a Mountain

Using the word bank, can you label the mountain's key features?

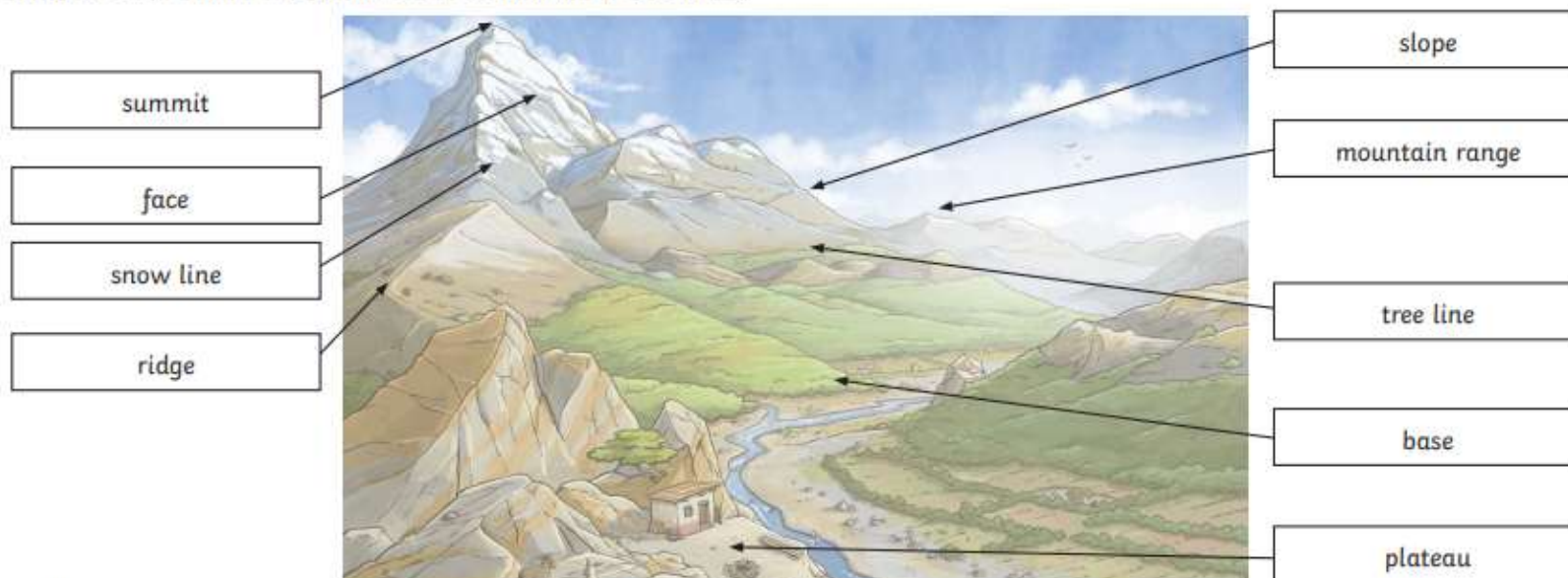


Challenge: Write a definition of each word and add it to the word bank.

base		plateau		face	
mountain range		ridge		tree line	
summit		snow line		slope	

The Geography of a Mountain - Answers

Using the word bank, can you label the mountain's key features?



Challenge: Write a definition of each word and add it to the word bank.

base	the bottom of the mountain where it meets flat ground	plateau	a flat part of land high up the mountain	face	the visible side of a mountain
mountain range	a collection or group of mountains or hills	ridge	long, narrow top connecting mountains	tree line	after this point, trees cannot grow
summit	the highest point of a hill or mountain	snow line	above this line, snow covers the mountain all year	slope	an incline or decline on the side of a mountain

Wednesday

RE

Read this information that explains some of the differences between different branches of Christianity.

Now Choose perhaps three of the branches and design a poster to try to explain their differences and similarities.

Why are there different branches of Christianity?

There are different branches of Christianity because some Christians worship in different ways.

What are the different branches (denominations) of Christians?

There are several denominations of the Christian faith, however all Christians share common beliefs.

Church of England - Anglicanism

The Church of England is the officially established Christian church in England.

Roman Catholic

The Catholic Church is the oldest institution in the western world. It can trace its history back almost 2000 years.

Baptists

For Baptists, the church is not just a particular place or building, but rather a family of believers, committed to Christ, to one another and to the service of God in the world.

Methodist

The calling of the Methodist Church is to respond to the gospel of God's love in Christ and to live out its discipleship in worship and mission.

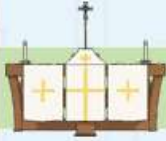
Orthodox

The Orthodox Church shares much with the other Christian churches in the belief that God revealed himself in Jesus Christ, and a belief in the incarnation of Christ, his crucifixion and resurrection.

Seventh-day Adventist

The belief which makes Seventh-day Adventists really stand out, though it is not the most important part of the faith, is the belief that Saturday is the Sabbath (the day of worship)

Things you might find in a church.



Altar: The table at the very front of the church which holds the bread and wine.

Cross: This is the symbol of Christianity because Jesus died on a cross.



Candle: Candles are common in churches as they represent Jesus as the light of the world.

Organ: An instrument played to accompany traditional hymns.



Musical Instruments: Christians can worship God using a wide variety of instruments, from guitars to cellos.

Things you might find in a church.



Font: This is where part of the Baptism service takes place. The font holds Holy water.

Seating Area: The people who come to church services are called the congregation and they sit here. Some churches have long wooden pews or individual chairs.



Lectern: Where the Bible sits. Readings are read from here during a service.

Pulpit: A raised platform from which the church leader can teach from the Bible.



Friday

French

Use the information below to write the answers to these questions.



	Ouvert	Fermé
lundi	7h15	2h00
mardi	6h15	5h00
mercredi	10h45	4h45
jeudi	7h00	5h00
vendredi	7h00	5h00
samedi	7h30	4h30
dimanche	Fermé	

Answer these questions, by writing the times in French:

1. Le mardi, à quelle heure est-ce que le restaurant ouvre ? _____
2. Le samedi, à quelle heure est-ce que le restaurant ferme ? _____
3. Le jeudi, à quelle heure est-ce que le restaurant ferme ? _____
4. Le mercredi, à quelle heure est-ce que le restaurant ouvre ? _____
5. Le lundi, à quelle heure est-ce que le restaurant ouvre ? _____
6. Le mercredi, à quelle heure est-ce que le restaurant ferme ? _____

Word Bank


heures	moins le quart	trois	six	neuf	douze
et demie	un	quatre	sept	dix	treize
et quart	deux	cinq	huit	onze	



What time is it
on these clocks?


Can you tell the
time in French?

What Time is it? Quelle heure est-il ?






Dix heures
et demie



Huit heures




Quatre heures
et demie



Douze
heures



Neuf heures
et demie



Deux heures

Now look at this timetable below. Think about what is the question asking?

Can you answer it? Answer below

Now try asking another question that requires you to use the timetable to answer.

Challenge yourself with writing these questions and answers down.

	<u>Ouvert</u>	<u>Fermé</u>
<u>lundi</u>	6h00	3h00
<u>mardi</u>	7h00	3h00
<u>mercredi</u>	6h30	4h00
<u>jeudi</u>	7h00	2h30
<u>vendredi</u>	7h00	7h00
<u>samedi</u>	7h30	5h30
<u>dimanche</u>	<u>Fermé</u>	



Le samedi, à quelle heure est-ce que **le restaurant** ferme ?

À cinq heures et demie