St Margaret's-at-Cliffe CP School

Home Learning Class 6

Welcome back class 6 and a very happy new year to you all! As you are learning from home this week, please do email me in the usual way at c.class6@st-margarets-dover.kent.sch.uk each day to keep in touch and send me any of your learning from that day. Miss Brett

Class 6 w/b 4th Jan 2021	Monday 4th January	Tuesday 5th January	Wednesday 6th January	Thursday 7th January	Friday 8th January
Vocab Ninja	A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format here. You should write the word, write the definition and use the word in your own unique sentence. You can also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others you can find.				
SPAG	This session will be reserved today for welcoming the children back to school and recapping COVID safety rules. We will also be discussing any questions, worries or concerns of the children at this time. If you are at home, can you recap what the school COVID safety rules are?	<u>Spelling</u> <u>WALT: revise the 'ough' letter string.</u> Here is a poem you may have seen in y5. If you are at home, ask a grown-up to dictate to you as you write it down. Try to spell each 'ough' letter string correctly: 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. Check your spellings now – how many different	<u>Spelling</u> <u>WALT: revise the 'ough' letter string.</u> Using the sets of 'ough' word cards (see below), can you make pairs? In this case, it will be pairs of words, which use the same sound for the 'ough' letter string. E.g. rough and tough. But not rough and cough. You could match the pairs yourself or consider playing a game of 'snap' with someone at home.	<u>Spelling</u> <u>WALT: revise the 'ough' letter string.</u> How many different sounds are there for the 'ough' letter string? Can you categorise the words into the appropriate column? Can you come up with a rule for remembering these?	<u>Spelling</u> <u>WALT: revise the 'ough' letter string.</u> Using the word cards from Wednesday, check that you know how to spell these words. Ask a grown up to read the words aloud while you write the spelling: tough bough cough dough hiccough thorough lough through

		phonemes for 'ough' are there?			
English	We will be using Charlotte's Web as a basis for all of our English learning for the next few weeks. If you have left your copy at school or have not yet purchased yours for the whole school read along, you can access the free pdf version here. Alternatively, you can listen along to the chapters being read on YouTube here.				
	<u>WALT: understand why characters feel and act the way they do.</u> Look at the cover of Charlotte's Web. What do you notice? Read the opening paragraph. What kind of story might this be? Who is Fern? Jot down some ideas. Read the rest of chapter 1. What sort of a person is Fern? How do we know? TASK: draw Fern. Add words and phrases to describe her – quote the text. Read chapter 2 before the next lesson.	<u>WALT: develop ideas for writing; drawing on reading and secondary resources</u> Read chapter 3. Go back to the description of the barn at the beginning of the chapter. Picture the barn in your mind. What do you see? Sketch your visualisation of the barn. Go back through the text and add the extra detail provided through the description. Think about: - The inside of the barn - The animals inside - Where Fern was sitting Add annotations to your sketch. Use your sketch to write a setting description of the barn.	<u>WALT: explain and discuss understanding of what we have read, drawing inferences and justifying these with evidence</u> Read chapter 4. Wilbur is lonely. How does he try to resolve this? Which feelings did Wilbur have? Using the line 'Wilbur didn't want food, he wanted love' as a line which can be repeated for effect throughout, write a poem to show Wilbur's feelings that day. Read chapter 5 before the next lesson.	<u>WALT: read age appropriate texts and perform our own compositions</u> Read chapters 6 and 7. Think to the scene where Wilbur learns of the fate waiting for him. If you have family at home who are willing, role-play the following characters in this scene: Wilbur, Charlotte, Templeton, the goose and the sheep. Think about how to physically represent these animals and what they are saying or feeling. If you are unable to role play, draw the scene and give each character a speech bubble to show what they are thinking or saying at this point.	<u>WALT: ask and respond to questions about a text to demonstrate understanding</u> Read the text of 'Lucky Lottery Winners…' (See below) and complete the questions that follow. Answers can also be found below for self-marking.

Maths	<u>WALT: continue simple linear number sequences</u> A linear sequence is a number pattern, which increases or decreases by the same amount each time. E.g. 2, 4, 6, 8, 10. Complete either A, B or C from Target page 86 (see below).	<u>WALT: continue simple linear number sequences</u> See if you can work out the next steps in the sequences on the sheet you can find here. You will need to find the step (the increase or decrease each time) and then find the various terms as it requires of you. Challenge: The nth term is the name given to be able to find any given term. E.g. I could ask you to find the 10^{th} term, 87^{th} term or 1034^{th} term. The formula to use will be known as the nth term. Have a look at the second worksheet and see if you can spot how to find the nth term. Answers are included so you can self-mark.	<u>WALT: express generalisations of a linear number sequence in words (and HOT: predict the nth term in a linear sequence)</u> Continue finding the answers to the number sequences. See Target page 87. Can you describe the rule in words) each time? E.g. the rule is add four and subtract 2. HOT: The nth term can be found using a simple formula. Each of the numbers in the sequence are considered 'terms'. e.g. 5, 8, 11, 14, 17 The nth term would be found by using 2n + 3. e.g. 5 is the first term. So to check the formula I would use n as 1 as it is the 1^{st} term. So 2 x 1 = 2. Then add the 3 = 5 which is correct for the first term. This formula should now help me to find any term in the sequence.	<u>WALT: interpret problems using simple formulae.</u> Sometimes when we don't know a value, a letter can represent it e.g. 4y = 20. We do not know the value of y but we know 4 of them make 20. Sometimes we could apply this to shape. E.g. the perimeter of an isosceles triangle could be written as: a + a + b This tells us that the values of a are both the same and b is different. Sometimes we may have a shape which has all identical sides. On an equilateral triangle, this may be written as c + c + c. This tells us all the lengths are the same. We could then notice that c + c + c = 3 lots of c which we would write simply as 3c. We could have a rectangle, which has 2 pairs of equal sides. The longer sides might be called d and the shorter sides e. The perimeter of this shape could then be written as d + d + e + e which we could simply as 2d + 2e.	<u>WALT: find pairs of numbers that satisfy an equation involving two unknowns.</u> We could use x to represent a number and y to represent another number. e.g. x = 4 and y = 2. We could then write this as x + y = 6 because we know 4 + 2 = 6. Sometimes we may not be given the values of the two letters and will have to solve this. e.g. x + y = 11. There are a number of possibilities for x and y here. You need to find two different numbers which add together to make 11. E.g. 5 + 6 = 11 10 + 1 = 11 Can you think of any others? So I would be right by saying x could be 5 and y could be 6, or x = 10 and y = 1 (or any of the other possibilities you have found) Have a go at finding the unknown numbers represented by letters in target page 84. There may

			To find the formula I would firstly work out the step. Here it is +3. Then using this, I would calculate the 0^{th} term. The 1^{st} term is 5 so if I go back to the 0^{th} term (5-3=2) I know the 0^{th} term is 2. From this, I use this information to put the formula together. 0^{th} term = n Step = +/- a number Here it is 2n + 3 See Target C.	Have a go at using and interpreting formulae using Target 82-83.	well be more than one option available – you might need to try and find them all!
Topic AM	<u>Music:</u> <u>WALT: know the history of music – the renaissance period</u> Look through the PowerPoint to find out information about the renaissance period of music. ***I can email this separately if you are learning from home today.*** Can you show me what you have learned? It is up to you how you choose to present it.	<u>RE</u> <u>WALT: be able to discuss and understand our own and others commitments</u> What commitments do you think you have in your life? E.g. I'm committed to cleaning out my rabbit's hutch even though it's smelly. I'm committed to helping my mum with the shopping. Come up with a list of your own commitments or use the examples (see further down). Rank these commitments into the three sections: - Very committed to…	<u>Art</u> <u>WALT: develop sketching techniques.</u> <u>TASK</u>: Pick a character or scene from Charlotte's Web that you have enjoyed so far. Can you create a sketch? You should consider detail in your sketch as well as trying to add shading where appropriate.	<u>Big Life Journal</u> <u>WALT: be unique, be you.</u>  <u>TASK</u>: Work through part 1 of this chapter (see below). You	<u>PSHE</u> <u>WALT: know our own learning strengths and set challenging and realistic goals</u> Look at the strength cards below. Which do you think are your strengths? How does your strength make you feel? How might it help you achieve a dream or goal? Think about a realistic dream or goal for yourself. Why is it important to say these aloud or to write them down?

		- Not sure if I am… - I'm not at all… This term we will be studying the commitments of people of 3 different religions. **ISLAM**: Muslims are committed being part of '*Ummah*', which is the worldwide Muslim family, and to their God, Allah. **CHRISTIANITY**: Christians are committed to believing in God's *grace* or generosity. **HINDUISM**: Hindus are committed to '*Ahimsa*' (harmlessness). They try to live life without killing or harming anything that lives.		can find the story and the activities to help.	TASK: Think about two goals you could set for yourself. (see 'goal cards' below) One should be for school learning and one should be for something non-school related. Next week we will be looking at strategies to help you achieve these.
Topic PM	Christmas party As we had to finish so abruptly last term, we will be celebrating a late Christmas together this afternoon with some music and party games. If you are at home, are there any games you can play with your family this afternoon?	PE with Mr Castle WALT: use bodies and a variety of equipment with greater control and co-ordination As in all Gymnastic activities children think about how to achieve the greatest possible balance, rolling and travelling. - Children to choose a balance that can be performed comfortably.	ICT WALT: design and write a more complex program TASK: Log in to purple mash and open Free Code Gorilla. Can you remember how to add objects (characters) in design mode? Do you remember using the spider catcher game from last year? Have a look to refresh your memory.	French WALT: know neighbouring countries of France Today you will be finding out which countries neighbour France and how to write this into French. TASK: Look at the map on the sheet below. Translate the English sentences into French. e.g. France is a neighbour of Spain would be:	PE WALT: use bodies and a variety of equipment with greater control and co-ordination Can you attempt to: - Choose a balance that can be performed comfortably? - Think about ways you can travel? E.g. 'step into' and 'run out of a cat leap' - Choose movements that flow together

		- Travel may be a combination of actions e.g. 'step into' & 'out of 'a cat leap - Assess children on their ability to choose movements that flow together - Think about quality of movement - Partners may mix their sequences, assess managing emotions	The aim of this lesson is to design a game that includes timing and scoring. Can you think of any examples of games that you could use and enhance? This is called abstraction. Complete the planning on your 2Dos to help you plan your game. See below for the guide on how to add a timer and a scorepad.	La France est un voisin de l'Espagne. Have a look at sheet 2 which requires you to use an atlas or the internet to write sentences about the neighbouring countries given. – in French of course!	- Think about the quality of your movement You could watch these videos here and attempt some of the balances. You could also try some of the travelling moves seen here.

NUMBER SEQUENCES 1

TARGET To generate and describe number sequences.

A

Pattern 1

Pattern 2

Pattern 3

1. Draw the next two diagrams in the above pattern.
2. Copy and complete the table.

Pattern	Matches
1	4
2	
3	
4	
5	

3. Copy and complete this sentence.

The rule for the number of matches is ____ times the pattern number.

4. How many matches would there be in:
   a) the 7th pattern
   b) the 10th pattern
   c) the 30th pattern
   d) the 50th pattern?

B

Pattern 1

Pattern 2

Pattern 3

1. Draw the next two diagrams in the above pattern.
2. Copy and complete the table.

Pattern	Dots
1	5
2	
3	
4	
5	

3. Copy and complete.

The rule for the number of dots is ____ times the pattern number plus ____.

4. How many dots would there be in:
   a) the 10th pattern
   b) the 15th pattern
   c) the 43rd pattern?
5. Which pattern has:
   a) 23 dots
   b) 38 dots
   c) 56 dots?

C

Pattern 1

Pattern 2

Pattern 3

1. How many matches would there be in:
   a) the 9th pattern
   b) the 17th pattern
   c) the 28th pattern?
2. Which pattern has
   a) 40 matches
   b) 67 matches
   c) 100 matches?
3. Pattern 1

Pattern 2

Pattern 3

Copy and complete.

The rule for the number of dots is ____ times the pattern number minus ____.

4. How many dots would there be in the 25th pattern?
5. Which pattern has:
   a) 60 dots
   b) 92 dots?

NUMBER SEQUENCES 2

TARGET **To generate and describe number sequences.**

Examples

To find the rule that links the numbers study the gaps.

					The rule is:	The *n*th term is:
1	3	5	7		add 2	$2n - 1$
3	0	−3	−6		subtract 3	$6 - 3n$
$\frac{4}{9}$	$\frac{8}{9}$	$1\frac{3}{9}$	$1\frac{7}{9}$		add $\frac{4}{9}$.	$\frac{4n}{9}$

A

Write the first six numbers in each sequence.

	Start at	Rule
1	4	+10
2	38	−2
3	7	+3
4	29	−4
5	0·5	+1
6	65	−7
7	15	+20
8	110	−11
9	21	+2
10	948	−101
11	26	+9
12	30	−3
13	$\frac{1}{2}$	$+\frac{1}{2}$
14	80	−5
15	25	+25

B

Complete these sequences by filling in the boxes. Write the rule each time.

1. 44 47 50 53 ☐ ☐ ☐
2. 89 85 81 77 ☐ ☐ ☐
3. 115 140 165 190 ☐ ☐ ☐
4. 0·5 0·6 0·7 0·8 ☐ ☐ ☐
5. −2 −4 −6 ☐ ☐ ☐ −14
6. 119 114 ☐ ☐ ☐ 94 89
7. −9 −6 ☐ ☐ ☐ 6 9
8. $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ ☐ ☐ ☐
9. 5 3 1 ☐ ☐ ☐ −7
10. 37 ☐ 55 ☐ 73 ☐ 91
11. 366 316 ☐ 216 ☐ ☐ 66
12. ☐ −15 −10 ☐ ☐ 5 10
13. $1\frac{6}{7}$ ☐ $1\frac{2}{7}$ 1 ☐ ☐ $\frac{1}{7}$
14. ☐ ☐ 4·5 5 ☐ 6 6·5
15. ☐ 182 ☐ 380 ☐ 578 677
16. 10 6 ☐ ☐ ☐ −10 −14

C

Copy these sequences and write the next three numbers. What is the rule for each sequence?
Can you write the rule for the *n*th term?

1. 84 72 60 48
2. 64 71 78 85
3. 1·1 1·07 1·04 1·01
4. 4 $3\frac{5}{8}$ $3\frac{2}{8}$ $2\frac{7}{8}$
5. 165 146 127 108
6. −9 −7 −5 −3
7. 75 67 59 51
8. 0·02 0·04 0·06 0·08
9. 15 11 7 3
10. 43 55 67 79
11. −20 −14 −8 −2
12. 5 4·5 4 3·5
13. 135 156 177 198
14. 36 28 20 12
15. 50 175 300 425
16. 1·25 1·5 1·75 2
17. 10 $8\frac{3}{4}$ $7\frac{1}{2}$ $6\frac{1}{4}$
18. −11 −8 −5 −2

USING A FORMULA

TARGET **To use formulae expressed in words and algebraically.**

FORMULAE

A formula shows us how to work something out. Formulae can be expressed in words or algebraically.

Example

A formula for working out the number of wheels (w) required for c cars.

In words: The number of wheels required is four times the number of cars.

Algebra: $w = 4c$

The advantage of expressing a formula algebraically is obvious.

Some formulae are familiar.

Example

The area (a) of a rectangle is the length times the width.

$a = lw$ (lw = length times width)

WRITING A FORMULA

Example

Write a formula for the perimeter (p) of this triangle.

Answer $p = 2y + x$

USING A FORMULA

A formula for the number of faces (f) in a prism is half the number of vertices (v) plus two.

$$f = \frac{v}{2} + 2 \quad \left(\frac{v}{2} \text{ means } v \div 2\right)$$

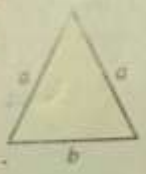
How many faces are there in a prism with 12 vertices?

$v = 12$

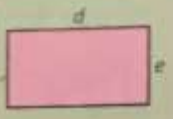
$$f = \frac{12}{2} + 2$$
$$= 6 + 2$$
$$= 8$$

Answer 8 faces.

1 Write a formula for the perimeter (p) of each shape

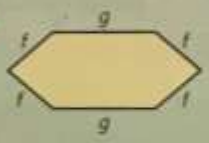


2



3

4



Write a formula for the number of:

5 skis s for p people

6 centimetres c in k kilometres

7 days d in w weeks

8 horseshoes s needed for h horses

9 grams g in k kilograms

10 hours h in d days.

$m = 60h$

11 Use the above formula to find the number of minutes in:

a) 3 hours **b)** 12 hours

$a = lw$ (cm^2)

12 Use the above formula to find the area of a rectangle with:

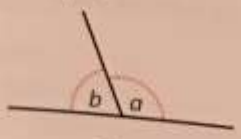
a) length 6 cm, width 8 cm

b) length 12 cm, width 10 cm

B

Write a formula for the size of angle a in each shape.

1



2

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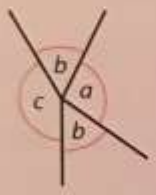

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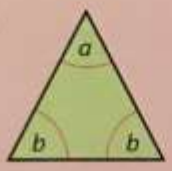


Draw and label a shape whose perimeter is given by each formula.

5 a quadrilateral $p = 2x + y + z$ (cm)

6 a hexagon $p = 6a$ (cm)

7 a pentagon $p = 3k + l + m$ (cm)

8 a triangle $p = 3e$ (cm)

The area of a triangle is half the length of the base times the height.

or $a = \frac{bh}{2}$ (cm^2)

9 Use the above formula to find the area of a triangle with:

a) base 9 cm, height 7 cm

b) base 6 cm, height 2·5 cm

10 1 gallon = 4·5 ℓ

Use the above formula to find the number of litres in:

a) 4 gallons

b) 20 gallons

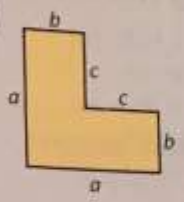
C

For each shape write a formula for:

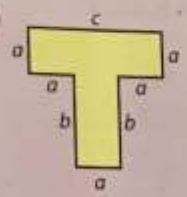
a) the perimeter

b) the area.

1



2



$v = lwh$ (cm^3)

Use the above formula for the volume of a cuboid with dimensions of:

3 length 5 cm, width 4 cm, height 1·5 cm

4 length 40 cm, width 25 cm, height 12 cm

sum of angles = 180(sides − 2)°

Use the above formula to find the sum of the angles of a polygon with:

5 5 sides

6 7 sides

7 An electrician has a call out charge of £25 and he charges a further £50 for every hour worked. Write a formula for how much he would charge (c) for working h hours.

8 A car begins a journey with a full tank of 40 litres of petrol. It uses one litre of petrol for every 10 miles travelled. Write a formula for the amount of petrol (p) in the tank after travelling m miles.

9 There are 50 questions in a test. There are 2 marks for each question. Write a formula for the number of marks (m) scored by someone who:

a) gets r questions right

b) gets w questions wrong.

EQUATIONS WITH 2 UNKNOWN VARIABLES

TARGET To find pairs of numbers that satisfy number sentences involving two unknowns.

Examples

Find both possible solutions.

$4x + 3y = 23$

Possible solutions

$x = 2, y = 5$

$x = 5, y = 1$

$3a + 2b = 11$

Possible solutions

$a = 1, b = 4$

$a = 3, b = 1$

Find two possible solutions.

$6x - y = 9$

Solutions

$x = 2, y = 3$

$x = 3, y = 9$

and so on

$2x - 3y = 7$

Solutions

$x = 5, y = 1$

$x = 8, y = 3$

and so on

A

Copy and complete to find all the possible solutions for the equation.

1. $x + y = 4$

   $x = 1, y = \square$

   $x = \square, y = 2$

   $x = \square, y = \square$

2. $x + 3y = 8$

   $x = 2, y = \square$

   $x = \square, y = \square$

3. $2x + y = 7$

   $x = 3, y = \square$

   $x = \square, y = 5$

   $x = \square, y = \square$

Find all the possible solutions for values of both x and y no greater than 10.

4. $2x - y = 7$

   $x = 6, y = \square$

   $x = \square, y = 1$

   $x = \square, y = 9$

   $x = \square, y = \square$

   $x = \square, y = \square$

B

Find both possible solutions.

1. $2x + y = 5$
2. $5x + y = 13$
3. $3x + 4y = 30$
4. $2x + 3y = 15$
5. $5a + 2b = 26$
6. $4a + 5b = 52$
7. $7s + 2t = 31$
8. $5s + 3t = 34$

Find two possible solutions.

9. $x - 2y = 11$
10. $3x - 2y = 2$
11. $4x - 2y = 10$
12. $3x - y = 13$
13. $10p - 3q = 1$
14. $5c - 4d = 4$
15. $4m - 3n = 8$
16. $5v - 3w = 5$

C

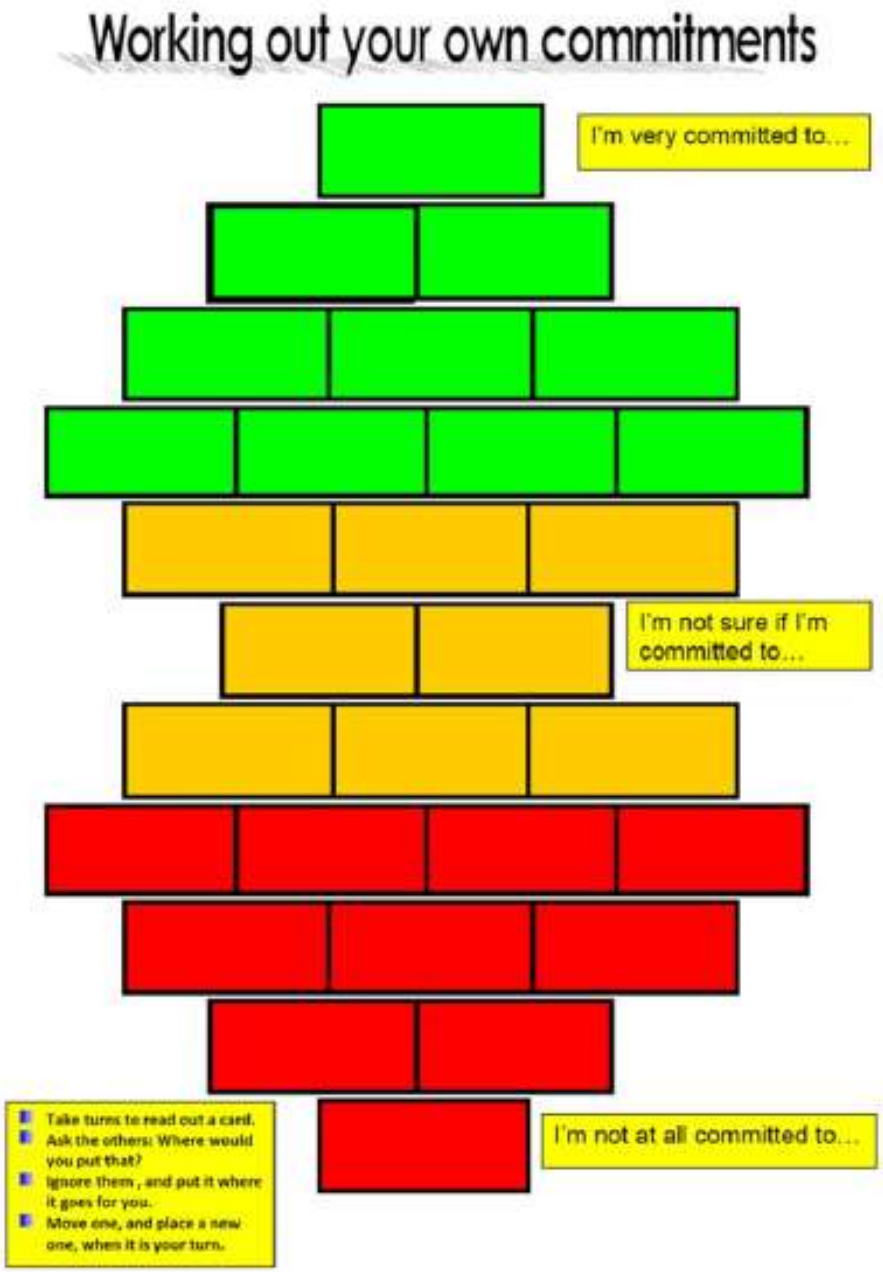
Find all possible solutions.

1. $6x + y = 29$
2. $4x + 3y = 43$
3. $3x + 2y = 28$
4. $7x + 2y = 46$
5. $9e + 4f = 100$
6. $5y + 3z = 57$
7. $10k + 3l = 98$
8. $5g + 4h = 89$

Find three possible solutions.

9. $6p - 5q = 19$
10. $3d - 2e = 23$
11. $4r - 3s = 22$
12. $7g - 4h = 15$
13. $5w - 3x = 38$
14. $10k - 7m = 12$
15. $8t - 3u = 15$
16. $9z - 4a = 26$

RE – TUESDAY



Loving my family	Doing what my mum says	Being kind to my friends
Getting better at football	Being a better dancer	Helping people less fortunate than me
Caring for my animals	My future	Getting a lot of money
My God	Going to bed on time	Doing my homework
Being part of the community	Never being racist	Looking after my brother and / or sister
Getting a brilliant job	My music: so I practice a lot	My art: so I practice a lot
Being a generous person	Being a happy person	Being a good person
Being a friendly person	Playstation, X Box and Wii	Listening to wise advice
Making the world a better place	Worshipping at my holy place	Eating a good diet

WEDNESDAY – SPELLING

Year 6 – Block 3 – Lessons 2 and 3 6.12

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

WEDNESDAY – ICT

Making a timer and scoreboard in 2Code

Adding a timer

1. The following example adds a timer which will count down from 30 to 0. This can be useful in a game with a time limit
2. In design view, add a text object and double click on it to change the text to something sensible like 'Time left (s)'
3. Add a number object and change its name to something descriptive such as 'TimeLeft'

4. Exit design view and create a number variable called 'Timer', set it to 30.

5. Next set the TimeLeft number (on the screen) to the Timer variable to display it on the screen.

6. Now add the code to change the Timer variable each second and display the time left in the TimeLeft number object.

7. Also add code that tells the player the final score when the timer is on 0. This is also where you can report the final score.

Adding a score pad

1. In design view, add a text object and double click on it to change the text to something sensible like 'Score'.
2. Add a number object and change its name to something descriptive such as 'CurrentScore'.
3. Exit design view and create a number variable called 'score' which is set to 0 to store the current score in.
4. You will need to add some code to increase the score by 1 (or whichever score you wish) when the player does something. Then add some code to update the CurrentScore object to the correct score. In the following example, the player gets a point when they click on the object 'Apple'.

THURSDAY - BIG LIFE JOURNA

be UNIQUE, be YOU

PART 1

Imagine if a rainbow had only one colour. Or if everyone walked, talked, and dressed the same. The world would be a pretty boring place, wouldn't it? When you appreciate your uniqueness and that of others, you become more loving toward yourself and the world.

Ask your JOURNAL BUDDY to name one unique thing about them.

NOW IT'S YOUR TURN!

What is one unique thing about you?

Draw yourself below wearing a fun and unique outfit.

L

A World Adventurer

Kira Salak had always known she was different. When she was six years old, she loved spending time in her imaginary world, writing stories by herself.

Kira's parents sent her to boarding school in Wisconsin, USA, where she quickly excelled at sports. To some people, this could have meant a career in professional athletics, but not to Kira. She was good at athletics. However, being an athlete wasn't her dream.

By the time Kira was in her late teens, she knew she wanted to become an explorer and write about her adventures. So instead of continuing her sports training program, she began travelling the world!

Kira travelled to the giant tribal island of Papua New Guinea — a place where 800 different languages are spoken. Despite many dangers, such as tropical snakes and poisonous bugs, Kira managed to cross Papua New Guinea, all by herself. She became the first American woman ever to achieve this feat.

Just like when she was six years old, Kira wrote about her experiences. The book she wrote launched her dream career as a writer, and her appetite for adventure continued to grow.

Kira's most ambitious trip took her back to Africa. This time, she decided to travel by kayak! Her goal was to kayak the entire Niger River — 600 miles, through five different countries, passing through jungles, deserts, and encountering countless deadly animals.

It was such a dangerous journey that no person had ever been recorded doing it before. However, Kira had always lived her life by one important rule: just because something has never been done before doesn't mean it can't be done!

As she kayaked in the searing heat each day, the women from the villages would come to clap and cheer her on. They shouted, "Femme forte!" which in French means "Strong woman!"

But not all journeys are through water, jungles, or deserts. Some journeys take place inside of us. When Kira was 34, tragedy struck, and her brother passed away.

Kira dealt with this in her unique way. She went to her basement and started to write, as she had always done. After one year of tireless writing, Kira emerged with her first novel.

No matter what the world expected from Kira, she would always do things her own way.

Kira's adventurous spirit is what's unique about her. She has travelled the world, learned new languages, and met hundreds of people.

To this day, Kira loves to overcome new challenges and move fearlessly forward!

You can be an adventurer too!

Where would you go? It could be a place you've never been or an imaginary place. Describe and draw it below.

THURSDAY – FRENCH

Neighbours

I can write a sentence using the correct form of 'de'.

Countries which need du
le Royaume-Uni
le Luxembourg
Countries which need de la
la Suisse
la Belgique
la France

Countries which need de l'
l'Espagne
l'Andorre
l'Italie
l'Allemagne

Translate these sentences from English into French (the first one is done for you).

1. France is a neighbour of Spain.

   La France est un voisin de l'Espagne.

2. Italy is a neighbour of France.

3. France is a neighbour of the United Kingdom.

4. Belgium is a neighbour of France.

5. France is a neighbour of Luxembourg.

Now write 2 more sentences of your own.

Neighbours

I can write a sentence using the correct form of 'de'.

Use an atlas/dictionary/online translator/the internet to write sentences about neighbours of the countries below. You will need to find out if the country is masculine or feminine to decide whether you need du, de la, or de l'....

There is an example for you to follow.

Example: La Suisse est un voisin de l'Italie.

Here are the countries:

Germany, Mexico, India, Portugal, Brazil, China

FRIDAY – ENGLISH

LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

Mr and Mrs Mills of Smith Lane, Ports Bay, could quite possibly be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

William and Betty Mills - are they the luckiest couple in the country?

The couple scooped a huge £275 000 back in February 2012, having bought their ticket at the very last minute. Once they'd recovered from the initial shock, they donated a large percentage of their winnings to several different charities, as well as making improvements to their home and treating their family and friends to a few special holidays.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, 'The lottery draw was on television and Alisha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. In the next moment, she's screaming and shouting the house down! I thought she was joking.' The couple had five matching numbers, winning them a life-changing amount of £800 000. Mr Mills added, 'We were all jumping around and dancing in the living room. We never believed it could happen again.' Alisha commented on the experience, 'I never knew my grandad could move like that!'

When asked about their secret for choosing winning numbers, Mr Mills explained, 'We've always chosen numbers which mean something to us, like family birthdays or house numbers. Contrary to what many believe, my lucky number is 13.'

The two winners have exclusively revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

Lottery Comprehension Questions

1. How often do William and Betty play the lottery?

2. When did they win £275 000?

3. Why do you think they donated some of their prize to charities?

4. Who checked their lottery numbers?

5. How do the couple choose their numbers?

6. Write down 3 adjectives to describe William and Betty. Give reasons for your choices.

7. How was their second win celebrated?

8. What would you do with £800 000? Explain your reasons.

9. Can you name a local, national or international charity that you would like to give money to. Why?

10. William's lucky number is 13. Research on the Internet why some people believe that 13 is unlucky.

FRIDAY – ENGLISH

Lottery Comprehension **Answers**

1. How often do William and Betty play the lottery?
   William and Betty buy a lottery ticket once every month.

2. When did they win £275 000?
   They won £275 000 in February 2012.

3. Why do you think they donated some of their prize to charities?
   Own answers– may relate to them believing the charities need it more than they do and/or that they don't need money because they have their health and happiness.

4. Who checked their lottery numbers?
   Their granddaughter, Alisha, checked the numbers.

5. How do the couple choose their numbers?
   Mr and Mrs Mills have always chosen numbers that mean something to them, like family birthdays or house numbers.

6. Write down 3 adjectives to describe William and Betty. Give reasons for your choices.
   Own answers with suitable justification, which may include describing them as content, lucky, generous, kind, family-orientated, etc.

7. How did they celebrate their second win?
   They were jumping around and dancing in the living room.

8. What would you do with £800 000? Explain your reasons.
   Own answer with suitable justification.

9. Can you name a local, national or international charity that you would like to give money to. Why?
   Own answers with suitable justification.

10. William's lucky number is 13. Research on the Internet why some people believe that 13 is unlucky.
    Many explanations for the superstition can be found on the Internet relating to the 13th disciple at the Last Supper, 13 steps to a hangman's noose, etc.

FRIDAY – PSHE

Handwriting	Writing stories
Reading	Maths
Science	Listening to others
Being a good friend	Being helpful

Looking after a pet	Looking after a brother or sister
Football	Drawing
Computer games	Netball
Cycling	Running

Dance	Music
Cooking	Other