

# Year 4 Home Learning Spring 1 Week 5

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



## English

Live explanations at 9am each day

**\*Special Guest\*** Sophie Montagne visit at 9:45am on Monday 1<sup>st</sup> February

**Monday**  
[Explanation Video](#)



**READ: Retrieve information and give meaning of words in context**

- **Use** this [glossary](#) to help you with some of the vocabulary in this week's reading.
- **Think** - *What has happened so far in Shackleton's expedition?*
- **Watch** a teacher read *Pack Ice* [here](#) and *Endurance Stuck* [here](#) or read it for yourself [here](#).
- **Watch** the next section of *South* [here](#).
- **Think** - *How do you think Shackleton's crew were feeling at this stage of the expedition?*
- **Write** answers to the questions on this [resource](#).
- **Read** this [resource](#) and **check/ improve** your answers.

**\*SPECIAL GUEST\***  
Monday 9:45am

**Ice Maiden – Sophie Montagne**

At 9:45am on Monday 1<sup>st</sup> February, Year 4 have the opportunity to join a live zoom with Sophie Montagne. She was part of the first female team to ski across Antarctica using muscle power alone! She is going to speak to us about her experience of this expedition, her equipment, her trip in comparison to Shackleton's trip and how she survived the sub-zero temperatures. We really hope that you can come.




**Tuesday**  
[Explanation Video](#)



**PLAN: Diary entry**

- **Watch** a teacher read *Endurance Stuck* [here](#) again or **read** it for yourself [here](#).
- **Look** at [these photos](#) taken by Frank Hurley.
- **Watch** the next section of *South* [here](#).
- **Think** - *What are Shackleton's men doing in this section of the film?*
- **Imagine** you are one of Shackleton's men. You have spent hours working in vain (without success) to open up a path for *Endurance* through the pack ice.
- **Think** - *How do you feel?*
- **Re-read** *Endurance Stuck* [here](#) and write down any words or phrases that describe what the crew did: for example, *attacked the ice furiously*.
- Today, you are going to be planning your next diary entry.
- **Look** at the planning format [here](#).

	<ul style="list-style-type: none"> <li>• <b>Watch</b> this <a href="#">planning video</a>.</li> <li>• <b>Plan</b> your own diary entry using the <a href="#">planning format</a>. <b>Use</b> some of the words and phrases that you wrote down earlier.</li> </ul>
<p><b>Wednesday</b> <a href="#">Explanation Video</a></p>	<p><b>EXPLORE: Writing techniques</b></p> <ul style="list-style-type: none"> <li>• <b>Re-watch</b> <a href="#">this section</a> of <i>South</i> from yesterday.</li> <li>• <b>Think</b> - <i>How can you show in your diary entry how hard the men tried to clear the ice?</i></li> <li>• <b>Read</b> the <a href="#">model diary entry</a> or watch a teacher reading it to you <a href="#">here</a>.</li> <li>• <b>Use</b> the <a href="#">key</a> in the resources to <b>highlight</b> and <b>label</b> the different writing techniques you can find.</li> <li>• <b>Watch</b> <a href="#">this video</a> of a teacher explaining the different writing techniques that you could use for this writing task.</li> <li>• <b>Check</b> your answers <a href="#">here</a>.</li> <li>• <b>Use</b> a green pen to <b>add</b> examples of <a href="#">these writing techniques</a> to your plan.</li> </ul>
<p><b>Thursday</b> <a href="#">Explanation Video</a></p> 	<p><b>WRITE: Diary entry</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> - <i>What is a GSV introduction?</i></li> <li>• <b>Look</b> at the introduction in the <a href="#">model diary entry</a> here.</li> <li>• <b>Think</b> - <i>What is the role of each sentence in this introduction? What do the different colours represent?</i></li> <li>• <b>Watch</b> <a href="#">this video</a> of a teacher planning and writing an introduction.</li> <li>• <b>Plan</b> your own introduction.</li> <li>• <b>Write</b> your diary entry, using your plan to make sure you include all your ideas for the different paragraphs.</li> </ul>
<p><b>Friday</b> <a href="#">Explanation Video</a></p>	<p><b>READ/ EXPLORE: Give and explain the meaning of words</b></p> <ul style="list-style-type: none"> <li>• <b>Watch</b> a teacher read <i>A Change of Plans</i> <a href="#">here</a> and <i>Winter Months, Isolation</i> and <i>Pressure</i> <a href="#">here</a> or read them yourself <a href="#">here</a>.</li> <li>• <b>Think</b> - <i>Why did Shackleton want to wait for spring? What did Shackleton's men do whilst they were waiting for spring?</i></li> <li>• <b>Think</b> - <i>How do the illustrations in <a href="#">Isolation</a> help the reader understand the text better?</i></li> <li>• <b>Watch</b> the next section of <i>South</i> <a href="#">here</a>.</li> <li>• <b>Think</b> - <i>What do you think is going to happen next?</i></li> <li>• <b>Watch</b> the next two sections of <i>South</i> <a href="#">here</a> and <a href="#">here</a>.</li> <li>• <b>Write</b> answers to the questions on this <a href="#">resource</a>.</li> <li>• <b>Read</b> this <a href="#">resource</a> and <b>check/improve</b> your answers.</li> </ul>
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Watch the <a href="#">spelling video</a>.</li> <li>• Complete the activities as you watch.</li> </ul> <p>Words to learn</p> <p>length    library    material</p> <p>minute    naughty    occasional    occasionally</p> <p>no    know    our    are</p>

Story Time  
with Ms  
Atherton

Visit the school website from Monday by [CLICKING HERE](#) to listen to a new story 'The Griffin Gate' by Vishti Hardy.



### Reading Group Links – please attend on your child's usual reading day

4G	12.00pm	Links on Parentmail
4H	12.00pm	Links on Parentmail
4E	2.30pm	Links on Parentmail
4Z	12.00pm	Links on Parentmail
4C	2.30pm	Links on Parentmail



### Maths





Live explanations at 10.30am each day

#### For Wednesday Lesson B:

Live explanation at 12pm for 4C and 4E

Live explanation at 2.30pm for 4G, 4H and 4Z

<p><b>Monday</b> <a href="#">Explanation</a> <a href="#">Video</a> </p>	<p><b>Textbook 3B Chapter 11 Lesson 12 – Workbook 3B Chapter 11 Worksheet 12 (p.102)</b> Finding the Simplest Fraction</p>
	<p><b>Video link:</b> If you would like a recap of the method before your independent work, click on the video link below for help. <a href="#">Video</a></p>
	<p><b>Deepening activity:</b> How can you use division to find the simplest fraction of 4 twelfths? Can you use the same method to simplify other fractions?</p>
<p><b>Tuesday</b> <a href="#">Explanation</a> <a href="#">Video</a> </p>	<p><b>Textbook 3B Chapter 11 Lesson 15 – Workbook 3B Chapter 11 Worksheet 15 (p.105-106)</b> Comparing Fractions</p>
	<p><b>Video link:</b> If you would like a recap of the method before your independent work, click on the video link below for help. <a href="#">Video</a></p>

	<p><b>Deepening activity:</b> Mrs Hill says she would rather have <math>\frac{1}{8}</math> of a pizza than <math>\frac{1}{6}</math> because 8 is bigger than 6. Do you agree with her? Explain your method using examples and diagrams.</p>
<p><b>Wednesday</b> <b>A</b> <a href="#">Explanation</a> <a href="#">Video</a> </p>	<p><b>Textbook 3B Chapter 11 Lesson 16 – Workbook 3B Chapter 11 Worksheet 16 (p.107-108)</b> Comparing Fractions</p>
	<p><b>Video link:</b> If you would like a recap of the method before your independent work, click on the video link below for help. <a href="#">Video</a></p> <p><b>Deepening activity:</b> In the squares, use <math>&lt;</math> <math>&gt;</math> to show which is the greater fraction. Explain your reasoning.</p> $\frac{5}{8} \quad \square \quad \frac{1}{8}$ $\frac{3}{7} \quad \square \quad \frac{2}{7}$ $\frac{4}{12} \quad \square \quad \frac{7}{12}$
<p><b>Wednesday</b> <b>B</b> <a href="#">Explanation</a> <a href="#">Video</a> </p>	<p><b>Textbook 3B Chapter 11 Lesson 18 – Workbook 3B Chapter 11 Worksheet 18 (p.111)</b> Adding Fractions</p>
	<p><b>Video link:</b> If you would like a recap of the method before your independent work, click on the video link below for help. <a href="#">Video</a></p> <p><b>Deepening activity:</b> My friend says '<math>\frac{1}{2} + \frac{1}{4} = \frac{3}{4}</math>' Can this be true? Explain your answer.</p>
<p><b>Thursday</b> <a href="#">Explanation</a> <a href="#">Video</a> </p>	<p><b>Textbook 3B Chapter 11 Lesson 19 – Workbook 3B Chapter 11 Worksheet 19 (p.112)</b> Subtracting Fractions</p>
	<p><b>Video link:</b> If you would like a recap of the method before your independent work, click on the video link below for help. <a href="#">Video 1</a> <a href="#">Video 2</a></p> <p><b>Deepening activity:</b></p> <p><math>\frac{3}{4} - \frac{1}{4} = 2</math></p> <ol style="list-style-type: none"> <li>1. What mistake has been made here?</li> <li>2. Explain your answer using the words part, whole, fraction, numerator, denominator</li> </ol>
<p><b>Friday</b> <a href="#">Explanation</a> <a href="#">Video</a> </p>	<p><b>Textbook 4A Chapter 6 Lesson 1- Workbook 4A Chapter 6 Worksheet 1 (p.159)</b> Counting in Hundredths</p>
	<p><b>Video link:</b> If you would like a recap of the method before your independent work, click on the video link below for help. <a href="#">Video</a></p> <p><b>Deepening activity:</b></p>

1. Continue these number patterns 3 steps in each direction – forwards and backwards.

i.  $\square$ ,  $\square$ ,  $\square$ ,  $\frac{54}{100}$ ,  $\frac{60}{100}$ ,  $\frac{66}{100}$ ,  $\square$ ,  $\square$ ,  $\square$

ii.  $\square$ ,  $\square$ ,  $\square$ ,  $\frac{54}{100}$ ,  $\frac{69}{100}$ ,  $\frac{84}{100}$ ,  $\square$ ,  $\square$ ,  $\square$

## Curriculum

Live explanations at 12pm for 4C and 4E

Live explanations at 2.30pm for 4G, 4H and 4Z

### Science

Monday

[Explanation](#)

[Video](#)



#### How would the world we live in be different without electricity?

Today, you are going to use the internet as a research tool to answer the question above.

You could research the answer to some of these questions to help you:

- What products do we rely on that use electricity? How would people's daily lives be affected if we couldn't use these products?
- What generates the electrical energy that we use?
- What sources of non-electrical energy did people use before we discovered how to control electrical energy (for example, fire, water, steam)?

You can choose whether to present this as a poster or an extended piece of writing, focusing on each of the smaller sub-questions or the overall question.

Always remember to stay safe online.

### Science

Tuesday

[Explanation](#)

[Video](#)

#### How has our understanding and use of electricity developed?

In this lesson, we will look at the major discoveries in the field of electricity and some important electrical inventions.

Follow the link [here](#) for the lesson on how our understanding of electricity has developed.

- Create a timeline of key events.
- Choose one scientist who has been important in our understanding of electricity and create a fact file for them.

### Geography

Thursday

[Explanation](#)

[Video](#)



#### How and why are polar regions changing?

- Watch [this video](#) to observe how the volume of ice in the polar regions has changed over time.
- Use these websites to answer the question: How and why are polar regions changing?

[Website 1](#)

[Website 2](#)

[Website 3](#)


[Website 4](#)

[Website 5](#)

- Decide on the **three greatest risks/threats** to the polar regions due to Climate Change.
- Create your own project in the form of a poster, presentation or video.

## Curriculum

You can complete these independently over the week e.g. when you are not reading with your teacher

<p><b>RE</b> <a href="#">Explanation Video</a> </p>	<p><b><u>Sacred places</u></b></p> <ul style="list-style-type: none"> <li>• Tell someone in your household about the pilgrimages you have learned about so far and why people decide to make them.</li> <li>• These are some pilgrimage destinations: Santiago de Compostella, Lourdes, The Western Wall, Taize, Glastonbury, Stonehenge, Amritsar, Bodhgala, Temple Mount, Badrinath, Kumbh Mela, Rameswaram.</li> <li>• Choose 3 to research. For each destination, write down:             <ol style="list-style-type: none"> <li>1) What religion is associated with this destination?</li> <li>2) Why is it an important destination for this religion?</li> </ol> </li> <li>• Use <a href="#">this table</a> to help you</li> </ul>									
<p><b>PSCHE</b> <a href="#">Explanation Video</a></p>	<p><b>How can we be upstanders when we see online bullying?</b> Cyber bullying could include:</p> <ul style="list-style-type: none"> <li>• Someone making fun of or pressuring someone else repeatedly</li> <li>• Unkind comments, memes, private messages, or chatting</li> <li>• The person being bullied not knowing everyone who's doing the bullying (as people can hide their identity online)</li> <li>• A group of people ganging up on someone</li> </ul> <ol style="list-style-type: none"> <li>1. <b>Think</b> of your <u>favourite hero</u> from a film or book. Write <u>down why they are a hero to you</u> and read this back to yourself or share with someone in your house.</li> <li>2. <b>Watch</b> <a href="#">this video</a> and think about the question, "What does a super digital citizen do?" (A super digital citizen is someone who uses technology responsibly to learn, create and participate.)</li> <li>3. <b>Think</b> <u>of three things</u> you could do to be a super digital hero if you witnessed someone being bullied online. Present these as a poster, video or piece of writing.</li> </ol> <ul style="list-style-type: none"> <li>• Use these <a href="#">NSPCC</a> and <a href="#">Childline</a> websites if you need extra information.</li> </ul>									
<p><b>Art</b></p>	<p><b>Yayoi Kusama, Princess of Polka Dots.</b> <b>Watch</b> Ms Green on <a href="#">this video</a> to learn about Japanese artist, Yayoi Kusama. <b>Make</b> an artwork inspired by Yayoi Kusama. Deepening: Learn more about Kusama at <a href="https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama">https://www.tate.org.uk/kids/explore/who-is/who-yayoi-kusama</a></p>									
<p><b>Music</b></p>	<p><b><u>Instrumental Lessons</u></b> You will be having your small group (2 – 5 children) orchestral instrument lessons with your tutors over Zoom. Please click on the link at your lesson time.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;"><b>String instruments</b> <i>Viola, Cello, Violin</i></th> <th style="padding: 5px;"><b>Brass instruments</b> <i>Trumpet, Baritone, French Horn, Trombone</i></th> <th style="padding: 5px;"><b>Woodwind instruments</b> <i>Saxophone, Flute, Clarinet</i></th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> </tr> <tr> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> <td style="padding: 5px;">Links on Parentmail</td> </tr> </tbody> </table> <p>In this file, you will find copies of the music that you need as well as videos that show how to tune and look after your instrument. <a href="http://www.tinyurl.com/wmwecetschoolresources">www.tinyurl.com/wmwecetschoolresources</a></p>	<b>String instruments</b> <i>Viola, Cello, Violin</i>	<b>Brass instruments</b> <i>Trumpet, Baritone, French Horn, Trombone</i>	<b>Woodwind instruments</b> <i>Saxophone, Flute, Clarinet</i>	Links on Parentmail	Links on Parentmail	Links on Parentmail	Links on Parentmail	Links on Parentmail	Links on Parentmail
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<b>French</b>	<p>Watch <a href="#">the video</a> about 'Describing people' from Madame Lambert.</p> <p><b>Complete</b> the exercises <a href="#">below</a>.</p> <p>Activity 1: Complete the cross word. Activity 2: Design your wanted poster.</p>
<b>PE</b>	<p><b>Warm up:</b> Stretch and Fancy Footwork</p> <ul style="list-style-type: none"> <li>• Get 3 objects you can use as markers for our footwork exercises.</li> <li>• Let's start with some stretches, get the muscles warm. Then onto our footwork. Get the feet moving fast! Watch the video <a href="#">here</a>.</li> </ul> <p><b>Dance:</b> Jungle Adventure. What kind of Jungle adventure are you going on? Will you encounter wild animals, waterfalls, sinking sand or even find treasure? Click <a href="#">here</a> for the video.</p> <ul style="list-style-type: none"> <li>• Let's get going with the following moves – Climb a tree, push the leaves away, jump over a stream, swing like Tarzan, hide behind a rock, slide under a fallen tree, get stuck in sinking sand, jump on stepping stones and run away from a wild animal!</li> <li>• Now try out your own ideas and choose 6 of the best to make a phrase. Don't forget to experiment with different levels, directions and speeds. Practice it 3 times before showing it to a grown up. Good luck dancers!</li> </ul> <p><b>Throwing:</b> Climb the Ladder</p> <ul style="list-style-type: none"> <li>• You need something to throw: rolled up socks or small ball and 3 objects to use as your targets: stuffed animals, pillows, shoes.</li> <li>• Follow the instructions <a href="#">below</a> to play the game. Remember- start with the closest target, once you hit it, "climb the ladder" to the next target.</li> <li>• Ask someone to play against you and get the same things for them.</li> </ul>

### Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week. Click on your class link in blue below.

4G	2.30pm	Links on Parentmail
4H	2.30pm	Links on Parentmail
4E	12.00pm	Links on Parentmail
4Z	2.30pm	Links on Parentmail
4C	12.00pm	Links on Parentmail

# Resources

## English Lesson 1

### Comprehension

1. **Read** the following paragraph:

Initial contact with the pack ice was exciting, but it soon became something of a concern as the ice became thicker and tighter. Endurance had to work harder and harder to break through.

**Find** and **copy** the word closest in meaning to **worry**.

2. **Read** the following extract:

## ENDURANCE STUCK



Finally, after battling bravely through over 700 miles of pack ice, Endurance was overcome. As far as the eye could see, she was surrounded.

After waiting ten days, Shackleton ordered the fires to be put out in order to conserve fuel. Before attempting to break free, he waited for conditions to improve. During this time, there was an opportunity to test the motor sled, and the men had time to relax.

What benefit was there for Shackleton's men when their ship became stuck in ice?



3. **Read** the following extract:

...*Endurance* **creaked and groaned** as she tried to free herself...

On 14 February, Shackleton ordered a good head of steam, and *Endurance* creaked and groaned as she tried to free herself from the cruel grip of the ice. For over 48 hours, the whole crew attacked the ice furiously with ice-chisels, picks and saws. The little ship eventually moved, although it was soon beset again – 400 yards of heavy ice lay between her and open water.

What do the words *creaked and groaned* suggest about *Endurance*?

**Click** [here](#) to return to lesson.

## Comprehension (Answers)

1. **Read** the following paragraph:

Initial contact with the pack ice was exciting, but it soon became something of a concern as the ice became thicker and tighter. Endurance had to work harder and harder to break through.

**Find** and **copy** the word closest in meaning to **worry**.

**Answer:** concern

2. **Read** the following extract:

### ENDURANCE STUCK



Finally, after battling bravely through over 700 miles of pack ice, Endurance was overcome. As far as the eye could see, she was surrounded.

After waiting ten days, Shackleton ordered the fires to be put out in order to conserve fuel. Before attempting to break free, he waited for conditions to improve. During this time, there was an opportunity to test the motor sled, and the men had time to relax.

What benefit was there for Shackleton's men when their ship became stuck in ice?

**Answer:** Shackleton and his men were able to relax.

3. **Read** the following extract:

...Endurance **creaked and groaned** as she tried to free herself...

On 14 February, Shackleton ordered a good head of steam, and Endurance creaked and groaned as she tried to free herself from the cruel grip of the ice. For over 48 hours, the whole crew attacked the ice furiously with ice-chisels, picks and saws. The little ship eventually moved, although it was soon beset again – 400 yards of heavy ice lay between her and open water.

What do the words *creaked and groaned* suggest about *Endurance*?

**Answer:** These words suggest that Endurance was struggling/ working hard [to break free of the ice].

Click [here](#) to return to lesson.

# English Lesson 2



Click [here](#) to return to lesson.

# Diary Entry Planning Format

Intro	G	
	S	
	V	
→ First,		
Detail		
Detail		
Detail		
→ Then,		
Detail		
Detail		
Detail		
→ Next,		
Detail		
Detail		
Detail		

Click [here](#) to return to lesson.

# English Lesson 3

## Model Diary Entry

Wednesday, 17<sup>th</sup> February 1915

Dear Diary,

Ice is the cruellest of rivals. After countless hours of battling to clear a way for *Endurance*, we are beaten. With broken body and mind, I struggle to see a way out of this situation.

During this journey, I have learnt to write with frostbitten hands. Right now, my body freezes, yet my muscles burn. This icy wasteland without mercy is once again responsible.

Three days ago, *Endurance* creaked and groaned. She was unable to free herself from her icy prison of pack ice. Shackleton ordered us to attack the ice with everything we had.

For two days, the crew toiled with ice-chisels, picks and saws. For hour after hour, men sawed and sawed and sawed. The ice gave us nothing.

Hours passed. With exhausted bodies, we sawed on. Our will was strong, but the ice was stronger.

Briefly, we created a channel for *Endurance*. She limped a short distance before the ice blocked her once more. Since then, we have waited helplessly.

Never has failure been more exhausting. My muscles ache. At times, they scream at me for the work I have forced upon them. Am I the weak link in the crew or do others feel the same?

As I write, *Endurance* remains under attack from the pack ice closing around her. She remains robust, but in my darkest moments, I wonder. How much more can this captive ship endure?

Click [here](#) to return to lesson.

# Key

Writing Techniques	Colour
<b>Fronted adverbials of time</b> - when something is done (e.g. <i>for many hours/ for countless hours</i> )	Red
<b>Repetition</b>	Yellow
<b>Short sentences/ paragraphs</b>	Green
<b>Figurative language</b> – similes/ metaphors/ personification (e.g. <i>battling with the ice/ the enemy would not relent</i> )	Cyan
<b>Fronted adverbials of manner</b> - how something is done (e.g. <i>with weary arms</i> )	Grey

Click [here](#) to return to lesson.

# Model Diary Entry (Answers)

Wednesday, 17<sup>th</sup> February 1915

Dear Diary,

Ice is the cruellest of rivals. After countless hours of battling to clear a way for Endurance, we are beaten. With broken body and mind, I struggle to see a way out of this situation.

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As I write, Endurance remains under attack from the pack ice closing around her. She remains robust, but in my darkest moments, I wonder. How much more can this captive ship endure?

Click [here](#) to return to lesson.



## Writing Techniques

### Writing Techniques

**Fronted adverbials of time** - when something is done (e.g. *for many hours/ for countless hours*)

### Repetition

### Short sentences/ paragraphs

**Figurative language** – similes/ metaphors/ personification (e.g. *battling with the ice/ the enemy would not relent*)

**Fronted adverbials of manner** - how something is done (e.g. *with weary arms*)

Click [here](#) to return to lesson.

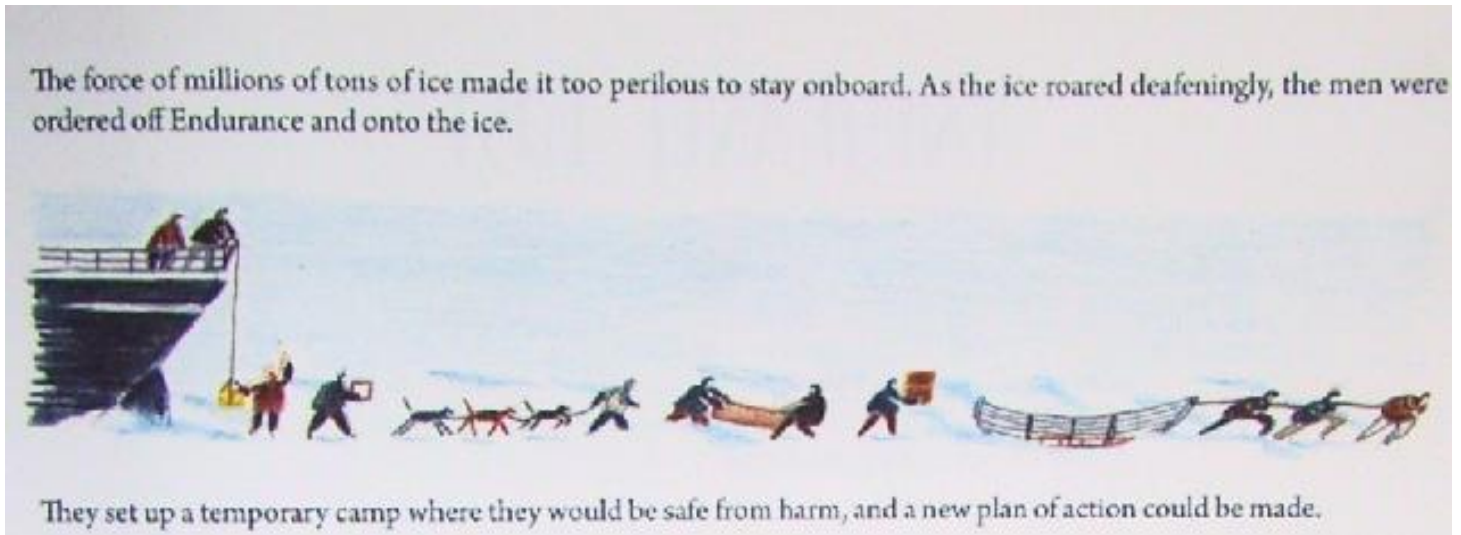
# English Lesson 5

## Comprehension

1. Another **roaring** [blizzard](#) heaved the ice...

What impression does the word *roaring* give of the blizzard?

2. **Read** the following extract:



**Find** and **copy** the word closest in meaning to dangerous.

**Click** [here](#) to return to lesson.

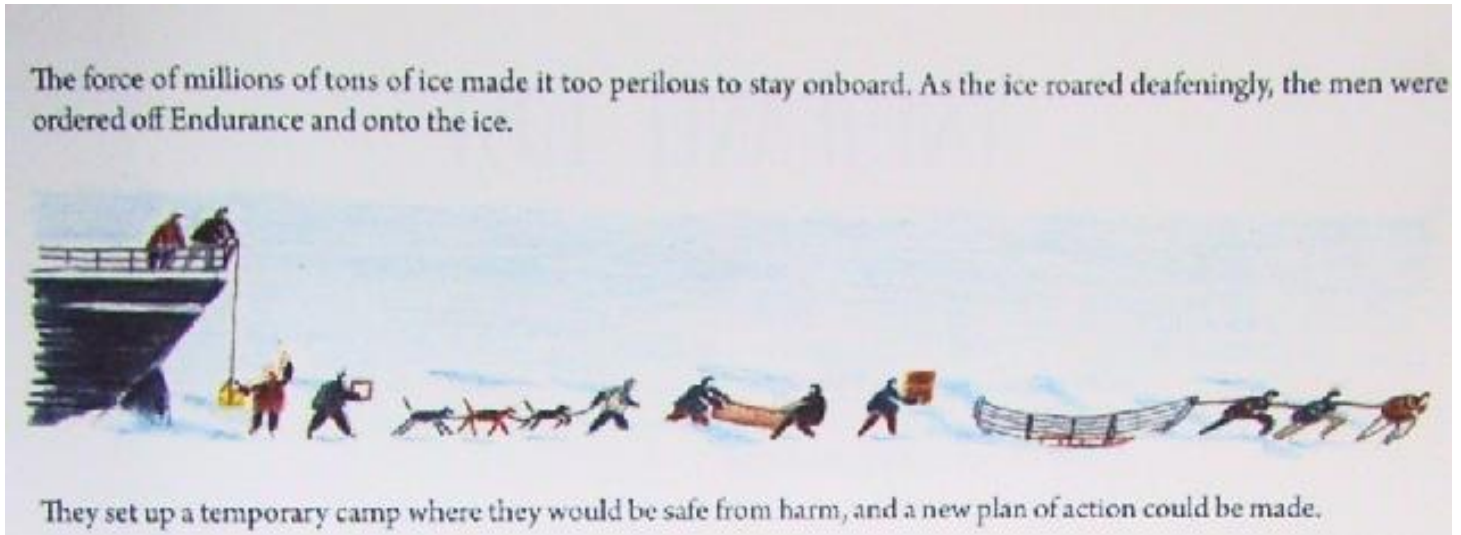
## Comprehension (Answers)

1. Another **roaring** [blizzard](#) heaved the ice...

What impression does the word *roaring* give of the blizzard?

**Answer:** It gives the impression that the blizzard is very loud and terrifying.

2. **Read** the following extract:



**Find** and **copy** the word closest in meaning to dangerous.

**Answer:** [perilous](#)

Click [here](#) to return to lesson.

## Glossary

beset	attacked
blizzard	a heavy snowstorm
buckle	to give way
civilisation	a large group of people who share certain ways of living and working
floe	a sheet of floating ice
fortune	good luck or bad luck
gallant	showing courage
hummocks	where forces of nature and weather have heaved ice into a mound
initial	first
isolation	the condition of being alone
laborious	requiring much effort
morale	the state of the mind or feelings of a group or individual (as in relation to enthusiasm, spirit, or hope)
overcome	defeated
perilous	dangerous, involving great risk
pressure ridge	a hump formed in floating ice by crushing pressure
remorseless	having or showing no mercy
rendition	an act or performance
rousing	giving rise to excitement
temporary	lasting for a limited time
twilight	the period or the light from the sky between full night and sunrise/ between sunset and full night

Click [here](#) to return to lesson.

# RE

Pilgrimage destination	What religion is associated with this destination?	Why is it an important destination for this religion?

Click [here](#) to return to lesson.

## French

### Mots clés/ Key Word

j'ai = I have

les cheveux courts = short hair

les cheveux mi- longs = medium long hair

les cheveux longs = long hair

les cheveux frisés = curly hair

les cheveux ondulés = wavy hair

les cheveux raides = straight hair

les cheveux en brosse = spiky **hair**

une moustache = a mustache

une barbe = a beard

J'ai des lunettes. = I have glasses

J'ai des boucles d'oreilles. = I have earring

J'ai un chapeau / une casquette. = I have a hat / a cap

# Hair and Eye Colour - Les yeux et les cheveux

**Activity 1:** Complete the crossword. Note that the adjectives of colour are NOT in plural form (so they don't end with 's').

- | Across |                     |
|--------|---------------------|
| 4.     | she has             |
| 5.     | I have              |
| 6.     | She has short hair. |
| 7.     | hair                |
| 8.     | eyes                |
| 9.     | blue                |
| 10.    | green               |
| 11.    | black               |
| Down   |                     |
| 1.     | He has black hair.  |
| 2.     | I have blue eyes.   |
| 3.     | I have red hair.    |
| 4.     | She has green eyes. |



Activity 2: Design your wanted poster

Prénom:  
Classe:

Vertical dashed lines for writing.



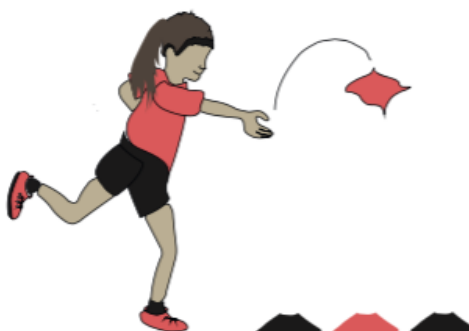
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## Climb the Ladder PE Home Learning

### Time to Learn:

- Place three targets on the floor in a line, one step away from each other.
- Using a small object can you throw the object and hit the first target.
- When you have hit the first target, only then can you move onto the next target.
- How many throws does it take to hit all three targets?
- If you are playing against a partner, the first player to hit all three targets is the winner.



Can you be honest and only try and hit target two once you've hit target one?



Place the target marker closer to you. Only move it further away when you feel confident.



**Playing against someone.**  
You have to hit the targets in reverse order, starting with the target furthest away!



**Have a competition.**  
Create a league table and play against different family members.

### Top Tips

#### Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

### Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?

