


# Year 4 Home Learning Spring 1 Week 3


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	
<p><b>Monday</b> <a href="#">Explanation Video</a></p>	<p><b>LAUNCH / READ: Make predictions and retrieve information</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> - <i>Do you know any explorers? Have you heard of Sir Ernest Shackleton? If so, what do you know about him?</i></li> <li>• <b>Look</b> at <a href="#">the cover</a> of Shackleton's Journey by William Grill.</li> <li>• <b>Predict</b> - <i>What journey do you think Shackleton will be going on?</i></li> <li>• <b>Read</b> this <a href="#">quote</a>.</li> <li>• <b>Predict</b> - <i>Where do you think he is going?</i></li> <li>• <b>Watch</b> a teacher read pages 1 – 8 <a href="#">here</a>.</li> <li>• <b>Check</b> the <a href="#">glossary</a> to help you clarify new vocabulary.</li> <li>• <b>Watch</b> this video from a film called South – Sir Ernest Shackleton's Glorious Epic of the Antarctic, made about Shackleton's expedition <a href="#">here</a> and <a href="#">here</a>.</li> <li>• <b>Watch</b> a teacher read pages 9 – 10 <a href="#">here</a> and click <a href="#">here</a> to <b>read</b> it yourself.</li> <li>• <b>Write</b> answers to the questions in 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>Tuesday</b> <a href="#">Explanation Video</a></p> 	<p><b>EXPLORE / READ: Give/ explain the meaning of words in context</b></p> <ul style="list-style-type: none"> <li>• <b>Summarise</b> - <i>What have you learned about Shackleton's journey already?</i></li> <li>• <b>Look</b> at this <a href="#">picture</a> of Shackleton's crew from 1915.</li> <li>• <b>Predict</b> - <i>What do you think is going to happen?</i></li> <li>• <b>Look</b> at this recruitment advertisement <a href="#">here</a>.</li> <li>• <b>Think</b> - <i>How do you think someone who was selected for the expedition would have felt?</i></li> <li>• <b>Watch</b> a teacher read pages 11-20 <a href="#">here</a> and click <a href="#">here</a> to read it yourself.</li> <li>• <b>Write</b> answers to the questions in this <a href="#">resource</a>.</li> <li>• <b>Read</b> this <a href="#">resource</a> and <b>check/ improve</b> your answers.</li> <li>• <b>Watch</b> part of South <a href="#">here</a>.</li> </ul>
<p><b>Wednesday</b> <a href="#">Explanation Video</a></p>	<p><b>PLAN: Diary entry</b></p> <ul style="list-style-type: none"> <li>• <b>Summarise</b> - <i>What has happened so far on the expedition?</i></li> <li>• <b>Watch</b> this <a href="#">video</a> of Endurance leaving Plymouth.</li> <li>• <b>Think</b> - <i>If you'd been on board Endurance, how would you have felt?</i></li> <li>• This week, you are going to write a diary entry from the point of view of a member of the crew.</li> <li>• <b>Think</b> - Imagine you are on board Endurance.</li> <li>• <b>Write</b> down your feelings about what lies ahead of you. <b>Add</b> reasons for why you feel like this. <b>Circle</b> your top three emotions.</li> <li>• <b>Watch</b> <a href="#">the lesson video</a> and look at this <a href="#">planning format</a>.</li> <li>• <b>Read</b> this example <a href="#">diary entry</a> or listen to a teacher read it to you <a href="#">here</a>.</li> <li>• <b>Plan</b> your own diary entry using the planning format.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Read</b> an introduction <a href="#">here</a> and <b>watch</b> <a href="#">this video</a> of a teacher explaining how to plan an introduction.</li> <li>• <b>Plan</b> your introduction on the planning format you used earlier.</li> </ul>
<p><b>Thursday</b> <a href="#">Explanation Video</a></p>	<p><b>EXPLORE: Main and subordinate clauses/ fronted adverbials</b></p> <ul style="list-style-type: none"> <li>• <b>Think</b> - <i>What is a main clause? What is a subordinate clause?</i></li> <li>• <b>Watch</b> the second video <a href="#">here</a> to help you understand subordinating conjunctions.</li> <li>• <b>Write</b> a list of subordinating conjunctions. <b>Use</b> <a href="#">this</a> resource to help you.</li> <li>• <b>Watch</b> <a href="#">the lesson video</a> about subordinating conjunctions and subordinate clauses.</li> <li>• <b>Write</b> <a href="#">these pairs</a> of sentences as one sentence, using a subordinating conjunction to link them.</li> <li>• <b>Read</b> <a href="#">this resource</a> and <b>check/ improve</b> your answers.</li> <li>• <b>Think</b> - <i>What are fronted adverbials? Where do they go in a sentence? What punctuation do you need to include when you use a fronted adverbial?</i></li> <li>• <b>Look</b> at <a href="#">this table</a> of fronted adverbials. <b>Add</b> two of your own to each column.</li> <li>• <b>Write</b> at least 3 suitable fronted adverbials on your diary entry plan from yesterday in a different colour pen.</li> </ul>
<p><b>Friday</b> <a href="#">Explanation Video</a></p> 	<p><b>WRITE / IMPROVE: Diary entry</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> through your plan out loud, turning the notes into full sentences.</li> <li>• <b>Remember</b> to write your diary entry with these paragraphs: introduction; what you've left behind; what lies ahead; and right now.</li> <li>• <b>Write</b> your diary entry, using your plan to help you with content and structure.</li> <li>• <b>Include</b> fronted adverbials, subordinating conjunctions and feelings. <b>Deepening:</b> Use show not tell to describe your emotions. Use this <a href="#">resource</a> to help you.</li> <li>• <b>Check</b> and <b>improve</b> your work using a different colour pen. The <a href="#">CUPS and ARMS poster</a> shows you what to look out for.</li> </ul>
<p><b>Spelling</b></p>	<ul style="list-style-type: none"> <li>• Watch <a href="#">Spelling video</a>.</li> <li>• Use the <a href="#">word list</a> to complete your independent activity.</li> </ul> <p><u>Words to learn</u> fracture    furniture    future    capture    departure knead    need    leak    leek</p>

**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** (will show as 'Curriculum'):

Live explanation at 12pm for 4C and 4E

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

### Textbook 4A Chapter 5 Lesson 4

Drawing and reading line graphs

#### Video Link:

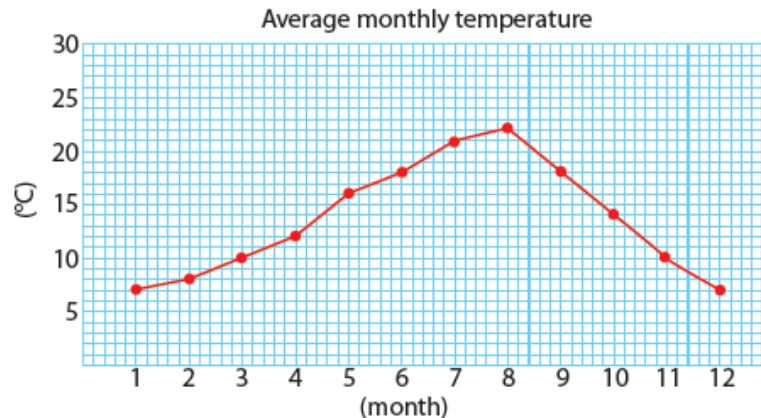
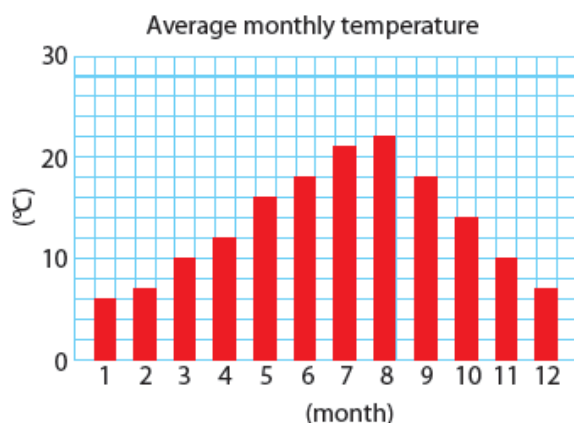
If you would like a recap of the method before your independent work, click on the video link below for help.

[Video 1](#)

#### Deepening activity:

These two graphs represent the same data.

What's the same? What's different?



Which graph is better?

Explain your reasoning.

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



### Textbook 4A Chapter 5 Lesson 5

Drawing and reading line graphs

#### Video link:

If you would like a recap of the method before your independent work, click on the video link below for help.





[Video 1](#)

#### Deepening activity:

Explain why it is helpful to show company A and B on the same graph on page 155 of your workbook.




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



<b>Wednesday</b> <b>A</b> <a href="#">Explanation</a> <a href="#">Video</a> 	<b>Textbook 3B Chapter 11 Lesson 1</b> Counting in tenths
	<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>
	<b>Deepening activity:</b> If 20 boxes in your books represent one whole, how many would you colour in to show 4 tenths?
<b>Wednesday</b> <b>B</b> <a href="#">Explanation</a> <a href="#">Video</a> 	<b>Textbook 3B Chapter 11 Lesson 2</b> Making number pairs
	<b>Video link:</b> If you would like a recap of the method before your independent work, click on the video links below for help. <a href="#">Video 1</a> <a href="#">Video 2</a>
	<b>Deepening activity:</b> I have a whole bar of chocolate. I eat five ninths of the chocolate bar. How much do I have left? Use diagrams to explain your answer. Now write your own word problem involving making number pairs.
<b>Thursday</b> <a href="#">Explanation</a> <a href="#">Video</a> 	<b>Textbook 3B Chapter 11 Lesson 3</b> Adding fractions
	<b>Video link:</b> If you would like a recap of the method before your independent work, click on the video links below for help. <a href="#">Video 1</a> <a href="#">Video 2</a>
	<b>Deepening activity:</b> $\frac{2}{5} + \frac{2}{5} = \frac{4}{5}$ Why does the denominator not change? Explain using diagrams and written explanations. Challenge yourself to show your working in a new way.
<b>Friday</b> <a href="#">Explanation</a> <a href="#">Video</a> 	<b>Textbook 3B Chapter 11 Lesson 5:</b> Subtracting fractions
	<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>
	<b>Deepening activity:</b> $1 - \frac{3}{9} - \frac{4}{9} = ?$ Explain how you know using: - Diagrams - Equations - Written explanations

## Curriculum

Live explanations at 12pm for 4C and 4E  
Live explanations at 2.30pm for 4G, 4H and 4Z

<b>Science</b> Monday <a href="#">Explanation</a> <a href="#">Video</a> 	<p><b>What makes a circuit work?</b></p> <p>Today, you will learn how to build an electrical circuit. We will look at all the different components of an electrical circuit and learn the rules for building them. You will need a piece of paper, a pencil and a ruler for this lesson.</p> <ul style="list-style-type: none"> <li>• Follow the link <a href="#">here</a> for the lesson on electrical circuits.</li> <li>• Complete the activities as you watch.</li> </ul>
<b>Science</b> Tuesday <a href="#">Explanation</a> <a href="#">Video</a> 	<p><b>What are circuit diagrams?</b></p> <p>In this lesson, you will be learning how electrical circuits are represented as diagrams. You will learn the symbol for each component and draw your own circuit diagrams. You will need a pencil, a piece of paper and a ruler.</p> <ul style="list-style-type: none"> <li>• Follow the link <a href="#">here</a> for the lesson on circuit diagrams.</li> <li>• Complete the activities as you watch.</li> </ul>
<b>Geography</b> Thursday <a href="#">Explanation</a> <a href="#">Video</a> 	<p><b>What is life in Greenland like?</b></p> <ul style="list-style-type: none"> <li>• What do you think life is like for people living in the Arctic? Why do you think this? Write down your ideas and your reasons.</li> <li>• Watch <a href="#">this video</a> and make notes about what you notice about life in Greenland.</li> <li>• Create a table comparing life in Greenland and England (London). See the <a href="#">table</a> below for an example.</li> </ul>

## Curriculum

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

<b>RE</b> <a href="#">Explanation</a> <a href="#">Video</a>	<p><b><u>Pilgrimages to Jerusalem</u></b></p> <ul style="list-style-type: none"> <li>• List the Seven Wonders of the World from the last lesson.</li> <li>• Watch this <a href="#">video</a> and this <a href="#">video</a> about the importance of Jerusalem to the Jewish and Christian religions.</li> <li>• Create a <a href="#">Venn diagram</a> to show reasons why Christians and Jews might want to make a pilgrimage to Jerusalem.</li> </ul>
<b>PSCHE</b>	<p><b><u>How is being sad sometimes different to being sad all of the time?</u></b></p> <ul style="list-style-type: none"> <li>• Think about the story <i>Ruby's Worry</i> that you read last week. Sometimes worries can become so big that they can make you very sad. This sadness is a big feeling which stays for a long time.</li> <li>• There is a difference between feeling sad sometimes and feeling sad all of the time. What different words do you know for sadness that lasts a long time?</li> <li>• Look at the book <i>Meh</i>. There aren't any words in this book. What do you think the story is telling you?</li> <li>• Now watch a teacher reading it <a href="#">here</a>.</li> <li>• Answer these questions:             <ul style="list-style-type: none"> <li>- What happened to the boy when he got sucked into the darkness?</li> <li>- Who helped him out of the darkness?</li> <li>- What makes you feel sad or low?</li> <li>- Who can you talk to about things that are worrying you (someone who could help you 'out')?</li> <li>- What makes you feel happy or feel good?</li> </ul> </li> </ul>
<b>Art</b>	<p><b><u>'Say Something' – express yourself through art</u></b></p> <p><b>Watch</b> this <a href="#">video</a> to see Ms Green and listen to Peter H. Reynolds (author and illustrator of 'The Dot and 'Ish') read his new book 'Say Something'. Think about what is important to you and that you want to say to the world.</p> <p><b>Make</b> an artwork to say something because your voice matters. Ms Green will show you some of her ideas</p>



<p><b>Music</b></p>	<p><b>Instrumental Lessons</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" data-bbox="347 224 1551 472"> <thead> <tr> <th data-bbox="347 224 751 331"> <b>String instruments</b>  <i>Viola, Cello, Violin</i> </th> <th data-bbox="756 224 1160 331"> <b>Brass instruments</b>  <i>Trumpet, Baritone, French Horn, Trombone</i> </th> <th data-bbox="1165 224 1551 331"> <b>Woodwind instruments</b>  <i>Saxophone, Flute, Clarinet</i> </th> </tr> </thead> <tbody> <tr> <td data-bbox="347 331 751 394">Links on Parentmail</td> <td data-bbox="756 331 1160 394">Links on Parentmail</td> <td data-bbox="1165 331 1551 394">Links on Parentmail</td> </tr> <tr> <td data-bbox="347 394 751 472">Links on Parentmail</td> <td data-bbox="756 394 1160 472">Links on Parentmail</td> <td data-bbox="1165 394 1551 472">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.          Links on Parentmail.</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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	Links on Parentmail	Links on Parentmail	Links on Parentmail									
Links on Parentmail	Links on Parentmail	Links on Parentmail										
<p><b>French</b></p>	<p>Open <a href="#">the video 1</a> about “décrire les personnes” from Madame Lambert</p> <p><b>Complete</b> the activities <a href="#">below</a>.</p> <ol style="list-style-type: none"> <li>1- Copy the French phrases in order to practice the French spelling.</li> <li>2- Answer the questions 1 and 2 then write a description of yourself in French by using the vocabulary list.</li> </ol>											
<p><b>PE</b></p>	<p><b>Warm up:</b> Sitting Yoga</p> <ul style="list-style-type: none"> <li>• Have you ever completed yoga in a chair? Let's give it a go! All you need is a chair and some space in front of you. Click <a href="#">here</a> to watch the video.</li> <li>• This is a great way to start your day before sitting down for classes or to do at the end of the day to stretch and relax. Have fun!</li> </ul> <p><b>Physical Activity:</b> Strength</p> <ul style="list-style-type: none"> <li>• Let's give you some more exercises. This time can you do the following exercises 20 times: squat jacks, lunges, opposite elbow to knee hop, downward dog with leg lift and cross jacks. Follow the video <a href="#">here</a> to see the exercises.</li> <li>• Can you remember all the exercises? If not, watch the first exercise, <u>pause the video</u>, complete 20, then play the second exercise, pausing each time. Try the video again another day, is it easier to do?</li> </ul> <p><b>Dance:</b></p> <p>We're in the boxing ring so get ready to pack some punches and watch the video <a href="#">here</a></p> <p>You have 4 key movements to perform;</p> <ul style="list-style-type: none"> <li>• Punches</li> <li>• Jumps</li> <li>• Sumo</li> <li>• Knee crunches</li> </ul> <p>Remember to perform the movements with lots of energy. Which movement is the jerkiest?          How could you make the punches sharper? (Make sure you fully extend/straighten the arms).          Which movements were easiest/hardest to fit with the beat/rhythm?</p> <p><b>Cool Down:</b> Click <a href="#">here</a> for the video.          Try it again and don't forget to cool down and have a drink of water.</p>											

## **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	<a href="#">Links on Parentmail</a>
4H	2.30pm	<a href="#">Links on Parentmail</a>
4E	12.00pm	<a href="#">Links on Parentmail</a>
4Z	2.30pm	<a href="#">Links on Parentmail</a>
4C	12.00pm	<a href="#">Links on Parentmail</a>

## ENGLISH

### Lesson 1: Shackleton's Quote

"I felt strangely drawn to the mysterious south. I vowed to myself that some day I would go to the region of ice and snow, and go on and on 'til I came to one of the poles of the Earth, the end of the axis on which this great round ball turns."

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### Lesson 1: Glossary

Word	Definition
biologist	scientist who studies all living things (animals, insects, sea creatures)
boatswain	ship's officer in charge of equipment and crew
candidates	people who want a certain position/ role (e.g. on the expedition)
cross-breeding	when two different species (types) of dog are mixed together (e.g. cocker spaniel and poodle = cockapoo)
expeditions	journeys for a particular purpose (e.g. scientific research) or groups of people travelling for exploration or adventure
Endurance	the name of Shackleton's ship (it is also a noun meaning perseverance through difficult situations)
epic	heroic or grand in scale
fascination	state of being very interested or delighted by something
geologist	scientist who studies the surface of the earth and what it is made from (e.g. different types of rock)
meteorologist	scientist who studies the atmosphere and can understand/ predict the world's weather
meticulous	very careful and precise
mongrel	a cross-bred dog (see cross-breeding above)
peril	danger
recruitment	process of getting people to join you
second-in-command	person who is most important after the captain
sponsors	people who give their money towards the expedition
stowaway	someone who sneaks onto the boat even though they aren't meant to be there
surgeon	doctor whose job it is to perform operations on the sick/ injured
temperament	a person's character as it affects their behaviour
vessel	ship or boat

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## Lesson 1: Comprehension

The following questions are based on [this](#) section of the book.

1. Why did Adrien de Gerlache and Lars Christensen sell *Endurance* at a fraction of the original cost (p9)?
2. Look at page 10.  
What types of wood was *Endurance* made from?

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## Lesson 1: Comprehension (Answers)

The following questions are based on [this](#) section of the book.

1. Why did Adrien de Gerlache and Lars Christensen sell *Endurance* at a fraction of the original cost (p9)?

They were in financial straits (difficulties).

2. Look at page 10.

What types of wood was *Endurance* made from?

Norwegian fir, oak and greenheart

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## Lesson 2: Picture of Shackleton's Crew



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## Lesson 2: Newspaper Advertisement



Although this advertisement is almost certainly fake, it summarises what faced those who were part of Shackleton's crew.

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## Lesson 2: Comprehension

1. **Find** and **copy** a group of words from page 9 that suggests Shackleton paid a good price for *Endurance*.
2. ....Shackleton would need to carry a whole **array** of exploration equipment and supplies... (p11)

Suggest an alternative word to *array* that keeps the meaning of the sentence.

3. Look at the paragraph beginning: *The journey from Plymouth...* (p15)

**Find** and **copy** the word closest in meaning to *refusal to obey orders*.

4. ...as did a **plucky** 19-year-old stowaway, Percy Blackborrow... (p15)

What does the word *plucky* suggest about Blackborrow?

5. ...Animal life was **abundant** here... (p20)

What does the word *abundant* mean?

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## Lesson 2: Comprehension (Suggested Answers)

1. **Find** and **copy** a group of words from [page 9](#) that suggests Shackleton paid a good price for *Endurance*.

**a fraction of the original cost**

2. ....Shackleton would need to carry a whole **array** of exploration equipment and supplies... (p11)

Suggest an alternative word to *array* that keeps the meaning of the sentence.

**lot**

3. Look at the paragraph beginning: *The journey from Plymouth...* (p15)

**Find** and **copy** the word closest in meaning to *refusal to obey orders*.

**insubordination**

4. ...as did a **plucky** 19-year-old stowaway, Percy Blackborrow... (p15)

What does the word *plucky* suggest about Blackborrow?

**It suggests he was bold/ brave/ courageous.**

5. ...Animal life was **abundant** here... (p20)

What does the word *abundant* mean?

**It means there were large amounts of animals.**

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## Lesson 3: Planning Format for a Diary Entry

Intro	G	
	S	
	V	
	→ First, <b>What you're leaving behind</b>	
	Detail	
	Detail	
	Detail <b>FEELING</b>	
	→ Then, <b>What lies ahead of you</b>	
	Detail	
	Detail	
	Detail <b>FEELING</b>	
	→ Finally, <b>Right now</b>	
	Detail	
	Detail	
	Detail <b>FEELING</b>	

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## Lesson 3: Example Diary Entry - Setting Sail from Plymouth

Saturday, 8th August 1914

Dear Diary,

Our voyage has begun. After months of anticipation, we finally set sail from Plymouth. Before today, I have never felt such a strange blend of exhilaration and anxiety.

What are we leaving behind? Our homes. Our families. Soon, our country will be at war. As we left Plymouth, huge crowds looked on and waved us off. At the dockside, crowds cheered, men threw bowler hats in the air and a brass band played. My heart raced. Then, it struck me. No-one has ever done what we are trying to achieve. Crossing the Antarctic is a colossal challenge.

What lies ahead of us? The prize is great. Shackleton's crew and *Endurance* have the chance to make history. If we are successful, we will be heroes. If we fail, we will never see England again. Shackleton does not accept negative thoughts about the expedition. He is confident, inspiring and meticulous. Right now, he is back in England raising further money for the expedition. Until we reach Buenos Aires, Frank Worsley is in command.

Right now, I am below deck on *Endurance*. On this great journey, I must trust in her and trust in Shackleton. King George V has given Shackleton a Union flag and asked us to bring it back safely. We must do all we can to make that so.

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## Lesson 3: Introduction Example

Saturday, 8th August 1914

Dear Diary,

Our voyage has begun. After months of waiting, we finally set sail from Plymouth. Before today, I have never felt such a strange blend of exhilaration and anxiety.

**General:** Summarises main event

**Specific:** More detail about the day

**Viewpoint:** How member of crew feels about the day

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## Lesson 4: Subordinating Conjunctions

### Subordinating Conjunctions

Here are 10 of the most common subordinating conjunctions. They are used at the beginning of a subordinating clause which is a clause that doesn't make sense on its own.



twinkl visit [twinkl.com](https://www.twinkl.com)

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## Lesson 4: Subordinating Conjunctions Activity

Write these pairs of single-clause sentences as one sentence, using a **subordinating conjunction** to link them.

1. We arrive in Buenos Aires.  
Sir Ernest Shackleton will lead the expedition.  
**[when/ once]**
2. Sir Ernest Shackleton has vast experience.  
I trust Sir Ernest Shackleton.  
**[because/ as]**

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## Lesson 4: Table of Fronted Adverbials

Adverbials of time (when)	Adverbials of place (where)	Adverbials of manner (how)
At noon, For the next few months, For many weeks, Yesterday evening, • •	At the dockside, On the shore, In the crowd, Aboard the ship, Next to the gang plank, Beside the <i>Endurance</i> , • •	Courageously, Nervously, With trembling knees, Tearfully, Timidly, Full of wonder, • •

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## Lesson 4: Subordinating Conjunctions Activity (Answers)

1. We arrive in Buenos Aires.  
Sir Ernest Shackleton will lead the expedition.  
**[when/ once]**

**When/ Once we arrive in Buenos Aires, Sir Ernest Shackleton will lead the expedition.**

Or

**Sir Ernest Shackleton will lead the expedition when/ once we arrive in Buenos Aires.**

2. Sir Ernest Shackleton has vast experience.  
I trust Sir Ernest Shackleton.  
**[because/ as]**

**Because/ As Sir Ernest Shackleton has vast experience, I trust him.**

Or

**I trust Sir Ernest Shackleton because/ as he has vast experience.**

**Key:**

**main clause**

**subordinate clause**

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## Lesson 5: 'Show Not Tell' Support

Showing Emotions & Feelings... <small>NOT TELLING</small>		
<p><b>AFRAID</b></p> <p>hands shaking knees like rubber covering mouth with hand heavy, fast breathing heart pounding whimpering</p>	<p><b>NERVOUS</b></p> <p>tapping hands or feet biting bottom lip butterflies in stomach stuttering lump in your throat playing with hair</p>	<p><b>EMBARRASSED</b></p> <p>blushing/tum red hanging head low holding back tears rolling eyes stomach flips hiding face</p>
<p><b>ANGRY</b></p> <p>red in the face hands on hips jaw/hands clenched veins popping dark squinted eyes punching hand into fist</p>	<p><b>HOT</b></p> <p>bright red face sweat on face/back fanning self with hand moving slowly panting for breath drenched hair line</p>	<p><b>HAPPY</b></p> <p>Smiling face eyes wide open corners of mouth rising jumping up and down laughing, giggling on cloud nine</p>
<p><b>SHOCKED</b></p> <p>mouth wide open eyes popping open hands covering mouth jumping/stepping back gasping for air heart beating fast</p>	<p><b>TIRED</b></p> <p>droopy red eyes yawning trying to keep eyes open slouching in chair leaning hands on head rubbing eyes</p>	<p><b>COLD</b></p> <p>shivering rubbing hands together hugging self blowing on hands seeing breath in the air eyes watering/tears freezing</p>
<p><b>SHY</b></p> <p>blushing looking down speaking softly arms crossed standing away from others hiding behind things</p>	<p><b>SAD</b></p> <p>tears in eyes trembling lips hanging head low dragging feet corners of lips fall towards floor shaky, quiet voice</p>	<p><b>EXCITED</b></p> <p>mouth wide open heart pounding jumping up and down clapping or clasping hands eyes wide open huge smile across face</p>

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## Lesson 5: CUPS and ARMS Poster



## Spelling

mixture	adventure	capture	feature
moisture	nature	picture	vulture

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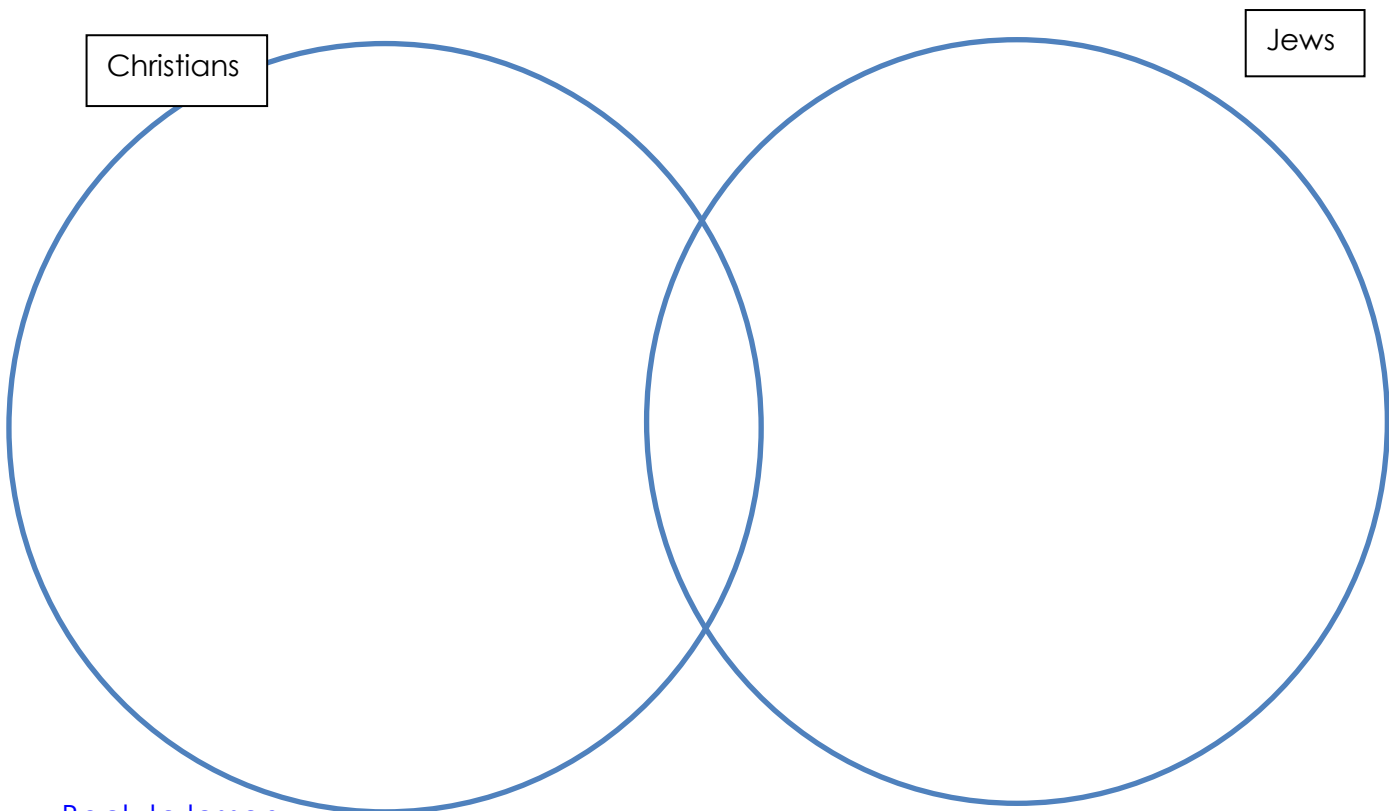
## GEOGRAPHY

	Greenland	England (London)
Population		
Climate		
Physical features		
Jobs		
Wildlife		

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## RE

**Why might Christians and Jews want to make a pilgrimage to Jerusalem?**



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## French

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## **Mots clés/ Key words**

Tu es comment? What are you like?

Je suis = I am

J'ai = I have

les yeux bleus = blue eyes

les yeux verts = green eyes

les yeux marron = brown eyes

les yeux noisette = hazel eyes

les yeux noirs = black eyes

grand / grande<sup>e</sup> = tall

petit / petite<sup>e</sup> = small

de taille moyenne = average height

et = and



Activity 1: Copy the vocabulary in order to practice the French spelling

## Word List: Tu es comment?



English

French

Copy the French phrases...

blue eyes

les yeux bleus

.....

green eyes

les yeux verts

.....

brown eyes

les yeux marron

.....

hazel eyes

les yeux noisette

.....

I'm tall (male)

je suis grand

.....

I'm tall (female)

je suis grande

.....

I'm short (male)

je suis petit

.....

I'm short (female)

je suis petite

.....

What are you like? Tu es comment?

.....

I have...

J'ai...

.....

I'm...

Je suis...

.....



Activity 2: Answer to the questions

## Tu es comment? / What are you like?

**Q1** Look at the pictures and then rewrite the sentences on the lines with the correct spaces, capital letters and punctuation.



j'ailesyeuxnoisette

.....  
.....



jesuisgrand

.....  
.....



jesuispetite

.....  
.....

**Q2** Look at the pictures below and fill in the blanks to finish the French sentence. Use Q1 to help you.



J'ai les \_\_\_\_\_ verts et

je suis \_\_\_\_\_ .

### Now Try These

- Write a description of yourself in French. Say whether you are tall or short and what colour your eyes are.
- Sabine says, "J'ai les yeux bleus. Je suis grande." Draw a picture of Sabine.

.....  
.....  
.....  
.....