

Year 5 Home Learning

Spring 1 Week 6

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 8.30am each day

This week, you will be looking at charity advertisements and persuasive techniques before you create your own charity advertisement including Ayesha's story.

READ: Identify persuasive/ advertising features

- **Think** – *What is the purpose of advertising?*
- **Look** at this [Age UK charity appeal advertisement](#) and **read** the text [here](#).
- **Think** – *How does this advertisement seek to persuade readers to donate?*
- **Read** the text again and **highlight/ write** notes on the different persuasive techniques used.
- **Read** [this resource](#) and **check/ improve** your answers.
- **Look** at [this table](#) which you are going to fill out based on a different charity appeal advertisement.
- **Watch** this [video](#) of a teacher recapping different persuasive/ advertising features or **read** about them [here](#).
- **Read** this [World Wildlife Fund \('WWF'\) charity appeal](#) or **watch** this [video](#) of a teacher reading it.
- **Write** examples of the different persuasive/ advertising features in the [table](#).
- **Read** this [resource](#) and **check/ improve** your work.



Monday Explanation


Tuesday Explanation



READ/ PLAN: Identify persuasive features/ Research a charity

- **Read** [this resource](#) and label the persuasive techniques used in each example. If you need help, **create** a key for this [highlighted version](#).
- **Read** this [resource](#) and **check/ improve** your answers.
- **Look** at this [planning format](#) which you can use to plan this Wednesday's and Friday's writing.
- You will be writing a charity advertisement for Doctors Without Borders but using Ayesha's story as the personal story.
- **Read this resource** about Doctors Without Borders to gather ideas for your plan.
- **Watch** this [video](#) of a teacher modelling how to add information to the planning format using the planning [resource](#).
- **Write** notes (not full sentences) on your planning format.
- **Deepening: Write** further details on your planning format after reading more about Doctors Without Borders [here](#).

<p>Wednesday <u>Explanation</u></p>	<p>READ/ WRITE: Summarise a fictional character's story</p> <ul style="list-style-type: none"> ● Think - <i>Why do you think charity appeals/ advertisements sometimes include individual stories?</i> ● Look at this charity advertisement that uses a personal story to highlight the issue it wants to tackle. ● Think – <i>How does the use of a personal story make you feel? Would it make you more likely to donate to the charity? Why?</i> ● Today, you will be using a summary of Ayesha's story from <i>Oranges in No Man's Land</i> to write the 'personal story' section of your charity appeal. ● Think – Imagine that Doctors Without Borders are using Ayesha's story for a charity appeal/ advertisement. ● Think - <i>What parts of her story would be most relevant/ most likely to persuade a reader to donate to the charity?</i> ● Summarise the main points of Ayesha's story, using bullet points, in your book or on your plan from yesterday. ● Read this resource and check/ improve your summary. ● Watch this video of a teacher modelling how to turn the summary of Ayesha's story into prose for your charity appeal advertisement. ● Read the teacher's example of Ayesha's story here. ● Write about Ayesha's story in the style of a charity appeal.
<p>Thursday <u>Explanation</u></p> 	<p>EXPLORE: Persuasive techniques</p> <ul style="list-style-type: none"> ● Check and improve your work from yesterday using ARMS and CUPS. ● Read this resource about modal verbs or watch this video of a teacher discussing it. ● Write <u>2-3 sentences</u> with modal verbs in the third column (persuasive words, phrases and techniques) of your plan. ● Read this resource about sentence types or watch this video of a teacher discussing it. ● Write <u>at least one example</u> of each sentence type in the third column (persuasive words, phrases and techniques) of your plan. ● Deepening: Write examples of other persuasive techniques we have looked at this week (e.g. emotive language/ tripling) on your plan.
<p>Friday <u>Explanation</u></p> 	<p>WRITE: A charity appeal advertisement</p> <ul style="list-style-type: none"> ● Re-read your written work from this week, including your plan. ● Watch this video of a teacher modelling how to turn a section of your plan into a paragraph of your charity appeal advertisement. ● Think – <i>What order will you write your paragraphs in to give you the best chance of persuading your reader to make a donation?</i> ● Deepening: Use powerful emotive language, both positive and negative, for the problem/ solution sections of your advertisement. ● Write your charity appeal advertisement, using this week's written work to help you with structure and content. ● Check and improve your work using ARMS and CUPS. [10 min.]

<p>Spelling <u>Explanation</u></p>	<p>rain reign rein scene seen scent sent cent</p>
<p>Story Time with Ms Atherton</p>	<p>Visit the school website by CLICKING HERE to continue to listen to 'Llama Out Loud' by Annabelle Sami, 'a story of LOLs, llamas, dramas and finding your voice'.</p> <div style="display: flex; align-items: center; justify-content: space-around;">  <div style="text-align: center;"> <p>'would suit readers who like a laugh-out-loud story with a big heart and a spark of magic'</p>  </div> </div>

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

5MW	11.30am
5CW	11.30am
5BL	2.00pm
5F	2.00pm






Maths


Live explanations at 10am each day



For Wednesday Lesson B:

Live explanation at 11.30am for 5BL and 5F

Live explanation at 2pm for 5CW and 5MW

<p>Monday <u>Explanation</u></p> 	<p>Textbook 5B, Chapter 7, Lesson 5: Comparing Decimals To order and compare decimals.</p>																																																																												
	<p>Video link - learn strategy click here</p>																																																																												
	<p>Deepening activity</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; background-color: black; color: white; padding: 2px;">In Focus</p>  <p style="text-align: center;">2.5 kg 2.125 kg 2.15 kg</p> </div> <p style="text-align: right;">2.125 kg must be the heaviest. 2.125 has the most digits.</p>  <p>Explain why 🧑 is wrong.</p>																																																																												
<p>Tuesday <u>Explanation</u></p> 	<p>Textbook 5B, Chapter 7, Lesson 6: Comparing Decimals To compare and order decimals of amounts.</p>																																																																												
	<p>Video link - learn strategy click here</p>																																																																												
	<p>Deepening activity Compare 7 tenths and 70 hundredths. Show in as many different ways as possible.</p>																																																																												
<p>Wednesday <u>Explanation</u></p> <p style="text-align: center;">A</p> 	<p>Textbook 5B, Chapter 7, Lesson 7: Writing Fractions as Decimals To write fractions as decimals.</p>																																																																												
	<p>Video link - learn strategy click here and here</p>																																																																												
	<p>Deepening activity Explain how you turn a fraction wall into a decimal wall</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td colspan="10" style="height: 20px;"></td></tr> <tr><td colspan="5" style="height: 20px;"></td><td colspan="5" style="height: 20px;"></td></tr> <tr><td colspan="3" style="height: 20px;"></td><td colspan="3" style="height: 20px;"></td><td colspan="3" style="height: 20px;"></td><td colspan="3" style="height: 20px;"></td></tr> <tr><td colspan="2" style="height: 20px;"></td><td colspan="2" style="height: 20px;"></td><td colspan="2" style="height: 20px;"></td><td colspan="2" style="height: 20px;"></td><td colspan="2" style="height: 20px;"></td><td colspan="2" style="height: 20px;"></td></tr> <tr><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td></tr> <tr><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td></tr> <tr><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td><td colspan="1" style="height: 20px;"></td></tr> </table> <div style="margin-left: 20px;"> <p>whole</p> <p>halves</p> <p>thirds</p> <p>quarters</p> <p>sixths</p> <p>eighths</p> <p>twelfths</p> </div>																																																																												

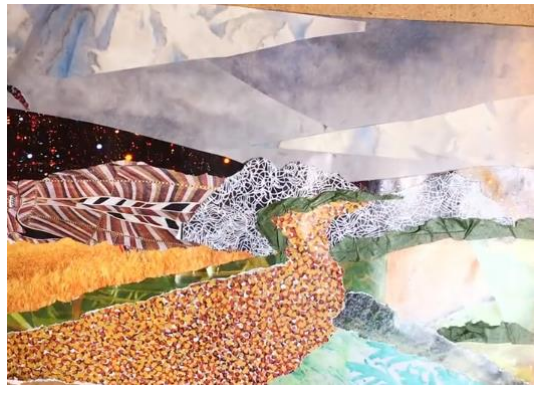
Wednesday B Explanation 	Textbook 5B, Chapter 7, Lesson 8: Adding and Subtracting Decimals To be able to add and subtract amounts in decimals.
	Video link - learn strategy click here
	Deepening activity Deepening Question: Spot, correct and explain the errors: $\begin{array}{r} 0.90 \\ + 0.70 \\ \hline 0.16 \end{array}$ $\begin{array}{r} 0.80 \\ + 0.50 \\ \hline 1.30 \end{array}$ $\begin{array}{r} 1.20 \\ - 0.60 \\ \hline 1.40 \end{array}$ $\begin{array}{r} 2.10 \\ - 0.70 \\ \hline 1.40 \end{array}$
Thursday	Catch up lesson Please use today's maths lesson to finish off any worksheets or deepening activities that you didn't get to finish this half term. Today's live explanation will be consolidation of our multiplication work this half term.
Friday	Catch up lesson Today is the last day of half term. Well done for all your hard work in maths this half term. You should be very proud of yourselves! Please use today's maths lesson to finish off any worksheets or deepening activities that you didn't get to finish this half term. Today's live explanation will be consolidation of our division work this half term.

Curriculum	
Live explanation at 11.30am for 5BL and 5F Live explanation at 2pm for 5CW and 5MW	
Science Monday Explanation	How can we investigate the chemical reaction of vinegar? <ul style="list-style-type: none"> ● Watch this lesson about testing chemical reactions. ● Deepening: Which combination of factors would release the greatest amount of carbon dioxide? How could you find out?
Science Tuesday Explanation 	Review of key learning <ul style="list-style-type: none"> ● Record your learning about changing materials and separating materials from this term. You can also use the example in the session resources to help you. ● You can choose how you present your learning using a combination of diagrams, examples, definitions and explanations. ● Use as much of the following vocabulary as you can: State, particle, energy, solid, liquid, gas, Physical change, Chemical change. Reversible change, Irreversible change Thermal conductivity – thermal conductor, thermal insulator Electrical conductivity – electrical conductor, electrical insulator Dissolving – Solvent, solution, solute, soluble, insoluble, suspension Separating materials – sieve, filter, evaporate, condense
Geography Thursday Explanation 	Which biome is the most important? <ul style="list-style-type: none"> ● Re-read what you thought at the start of this unit. ● Watch a video on biomes here. ● Think about which biome you think is the most important in the world and give three reasons why. ● Create a poster by drawing your chosen biome and what you could find in this biome (e.g. an animal) and what needs to be done to protect it. ● Add the answers to the questions in the support section below onto your poster.
Curriculum	
You can complete these independently over the week e.g. when you are not reading with your teacher	
RE Explanation	Review My friend Holly said, “Life is too complicated! How can I lead a happy and simple life?” <ul style="list-style-type: none"> ● Watch this video and explore the whole page ● Come up with 5 lessons from Buddhism that might help Holly ● Write an advice letter to Holly on how she could live a simple and happy life, inspired by the lessons of Buddha.
PSCHE Explanation	Online safety <ul style="list-style-type: none"> ● Watch the video on this website ● Think - What do you like to do online? How do you choose to represent yourself when you are online? This might be through the profile pictures you choose, usernames you use, or the characters or avatars you like to use in games and how you choose what these look like. ● Complete the Online Identity Wheel in the Resources.

- Miss Walker's friend says that when you are online, it's not you so it doesn't matter if you do or say whatever you like. What should Miss Walker do? **Write** some advice for her.
- **Watch** this [video](#) and write down apps and games that are safe for children online.

Art

Views of the Landscape



- **Watch** Ms Green's video [CLICK HERE](#) to see how different artists view the landscape and see how artist Helen Wells responds to her natural surroundings.
- **Create** a landscape artwork making choices about materials and processes to make a personal response to landscape and the environment. Ms Green made the examples above.
- **Deepening:** Take a look at David Hockney's exhibition at the RA to learn more about him. [David Hockney at the Royal Academy](#)

Music

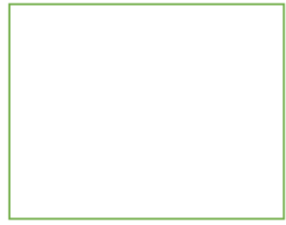
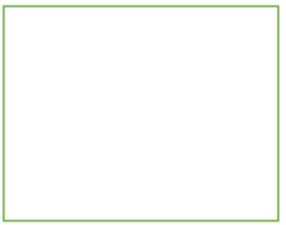
Form & Structure

- Follow the instruction video from Ms Hughes [Click Here](#)
- Activity 1: decide on a form and structure based on the instructional video using the resource below

Binary Form:



Tenary Form



- [Garage Band tutorial](#) - For activity 2b

French

Watch [the video](#) about Hobbies from Madame Lambert.

Make your French book ☺

You can draw, use ICT or cut and glue pictures...

Be creative! See ideas [here](#).

PE

Warm up: Stretching

- Remember our warm up in week 2?
- Click [here](#) to watch a video.

Physical Activity: HIT session

- Do you remember the 10 strength exercises we did this half term? Watch the video [here](#) to begin the workout. Make sure you do the stretching before.
- Grab a partner to workout with
- Are you in a safe space? Grab your water bottle and let's go.

Warm down:

- After that workout, it's time to stretch and cool down.
- Watch the video [here](#).

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.

5MW	2.00pm
5CW	2.00pm
5BL	11.30am
5F	11.30am

English Resource 1.1: Age UK Advertisement





No one to share
a smile with.
No one to listen
to his stories.
No one to talk to.

**Will you send a text and help show a lonely
older person like Roy that someone cares?**

No one should have no one – and yet there are
one million older people in the UK who will go
more than a month without speaking to a single
friend, family member or neighbour.

Just £3 from you today could help pay for
a weekly call from an Age UK befriender –
providing an older person with the support
and companionship they need.

 **TEXT FRIEND to 70111 to send £3**
and help give an older person someone to talk to.

Click [here](#) to return to Lesson 1.

English Resource 1.2: Age UK Advertisement Text

What persuasive/ advertising features can you identify in this charity appeal advertisement?

What is each section/ paragraph of this text about?

age UK
Love later life

No one to share
a smile with.
No one to listen
to his stories.
No one to talk to.

Will you send a text and help show a lonely older person like Roy that someone cares?

No one should have no one – and yet there are one million older people in the UK who will go more than a month without speaking to a single friend, family member or neighbour.

Just £3 from you today could help pay for a weekly call from an Age UK befriender – providing an older person with the support and companionship they need.

TEXT FRIEND to XXXXX to send £3
and help give an older person someone to talk to.

SUPPORT

See if you can find the following features:

Repetition

Modal verbs

Direct address of reader

Rhetorical question

Tripling

Imperative verb (command)

Click [here](#) to return to Lesson 1.

English Resource 1.3: Age UK Advertisement Text (Persuasive/ Advertising Features with Key)

What persuasive/ advertising features can you identify in this charity appeal advertisement?

age UK
Love later life

No one to share
a smile with.

No one to listen
to his stories.

No one to talk to.

Will you send a text and help show a lonely
older person like Roy that someone cares?

No one should have no one – and yet there are
one million older people in the UK who will go
more than a month without speaking to a single
friend, family member or neighbour.

Just £3 from you today could help pay for a
weekly call from an Age UK befriender –
providing an older person with the support
and companionship they need.

TEXT FRIEND to XXXXX to send £3
and **help** given an older person someone to talk to.

Repetition

Modal verbs

Direct address of reader

Rhetorical questions

Tripling

Imperative verbs (command)

Click [here](#) to return to Lesson 1.

English Resource 1.5: Persuasive Techniques Used in Advertising

- **Emotive language** (negative to explain problem/ positive to address impact of the charity and its donations);
- **Rhetorical questions** (prompt reader to think/ statement disguised as a question);
- **Opinion presented as fact** (shows confidence);
- **Modal verbs of certainty** (e.g. will/ can);
- **Direct address of reader** (relevance/ engagement);
- **Tripling** (e.g. three points to support an argument);
- **Repetition** (to emphasise message/ to make points easier to remember);
- **Command sentences** (telling reader to do something);
- **Statistics; and**
- **Language suggesting need/ urgency** (e.g. need/ emergency/ crisis/ urgent/ now).

Click [here](#) to return to Lesson 1.



ADOPT AN ORANGUTAN

Orangutans have declined by around 50% in the last 60 years.

There are three species of orangutan – the Sumatran, Tapanuli and Bornean. Orangutans used to roam as far north as southern China, and as far south as the Indonesian island of Java. Today they're only found on two islands – Sumatra and Borneo.



YOUR ADOPTION REALLY HELPS

Animal adoptions like yours give a huge boost to our work. They not only help fund projects to monitor orangutans in Borneo and help create protected areas of rainforest but also fund our other vital work around the world. You can adopt an orangutan for yourself or as a gift for a loved one this Christmas.



Orangutans spend a lot of time alone but have loose relationships with other orangutans in their community. They spend most of their lives in trees, where their long, strong arms help them swing through the forest canopy and hang from branches as they eat their favorite food – fruit.

THREATS



HABITAT LOSS

Conversion of forests to palm oil plantations is the biggest cause of habitat loss for orangutans. Road development, illegal logging and mining also impact it.



PALM OIL

Peat swamp forests that are home to high densities of orangutans are often targeted for oil palm plantations. Palm oil is found in around 50% of products in your supermarket.



HUMAN ORANGUTAN CONFLICT

On average 2,200 Bornean orangutans are thought to be killed each year due to hunting, conflict in agricultural areas and the illegal pet trade.



ILLEGAL PET TRADE

Young orangutans up to the age of seven are sought after for the illegal pet trade.

HOW WE CAN HELP

We're working to identify and restore wildlife corridors between protected areas. This will reconnect previously fragmented orangutan habitat so there will be large blocks of interconnected forests.

We're also promoting the production and use of sustainable palm oil. We helped set up the Roundtable on Sustainable Palm Oil (RSPO) which is working to transform markets and make sustainable palm oil the norm.

Your adoption and support will help us:

- ✓ create and extend protected areas of rainforest
- ✓ promote the buying and use of sustainable palm oil to manufacturers and consumers
- ✓ promote sustainable use of natural resources
- ✓ support local communities in managing protected areas
- ✓ fund our other essential work around the world



An orangutan's arms are longer than its legs, reaching its ankles when it stands.

Click [here](#) to return to Lesson 1.

English Resource 1.7: Table for Recording Persuasive/ Advertising Features

Emotive language	
Repetition	
Modal verbs of certainty	
Direct address of reader	
Tripling	
Statistics	
Vision (how things will be if reader donates)	
Language suggesting urgency	
Other	

Click [here](#) to return to Lesson 1.

English Resource 1.7: Example answers of Persuasive/ Advertising Features based on the WWF advertisement

Emotive language	<p><i>Positive emotive language: 'protected areas' / 'huge boost' 'essential'</i></p> <p><i>Negative emotive language: 'Young orangutans up to the age of seven are sought after for the illegal pet trade' / 'only found on two islands' / 2,200 orangutans killed per year</i></p>
Repetition	<p>The shocking statistics are repeated in bubbles to emphasise the tragedy:</p> <ul style="list-style-type: none"> -Declined by 50% in 60 years -2,200 orangutans killed per year
Modal verbs of certainty	<p>'will help us'</p> <p>'You can adopt...'</p>
Direct address of reader	<p>'Your adoption really helps'</p> <p>'like yours'</p>
Tripling	<p>3 negative things are listed that harm the orangutans:</p> <ul style="list-style-type: none"> -Road development, illegal logging and mining -Hunting, conflict in agricultural areas and illegal pet trade
Statistics	<ul style="list-style-type: none"> -Declined by 50% in 60 years -2,200 orangutans killed per year
Vision (how things will be if reader donates)	<p>The reader is given a clear vision of rainforests that are protected, sustainable palm oil that can be promoted to help save their habitats, and of local communities who will be supported if they donate.</p>
Language suggesting urgency	<p>Essential, vital work</p>
Other	

Click [here](#) to return to Lesson 1.

English Resource 2.1: Identifying Persuasive Techniques/ Features (Activity)

The following are all extracts from charity appeals/ advertisements.

Write the persuasive techniques used in each one, or highlight using the key below.

Modal verbs of certainty

Direct address of reader

Rhetorical question

Tripling

Imperative verbs (command)

Your kindness will change lives. **(Red Cross)** _____

By making a donation today, you could help us give older people the support, companionship and care they deserve, in winter and all year round. **(Age UK)**

One child waking up homeless on Christmas morning is a tragedy. 80,000 of them is a disgrace. **(Shelter)** _____

Rising sea levels, more extreme weather events, loss of biodiversity. Our climate is breaking down and destructive industries continue to threaten our forests, oceans and air. But together we can overcome these challenges. Learn more about what Greenpeace is doing to protect our natural world for future generations. **(Greenpeace)** _____

Will you help us continue to be here for every child? **(NSPCC)** _____

Now look him in the eye and tell him you can't afford it. **(Sightsavers)**

With your help, we can be there for everyone who needs us. **(Mind)**

Donate to protect human rights around the world. **(Amnesty International)**

Your gift could provide emergency food, support food producers and help families overcome poverty. **(Oxfam)** _____

Our planet is in trouble, and we need to act. **(WWF)** _____

We never know when a chance to protect wildlife will turn up. But with your help, we can be ready when it does. **(Natural History Museum)** _____

Will you help save their sight? **(Sightsavers)** _____

We are Oxfam. Let's beat poverty together. **(Oxfam)** _____

Make a donation to WWF today. **(WWF)** _____

Just £5 will save his sight. You can help stop the suffering. **(Sightsavers)**

Click [here](#) to return to Lesson 2.

English Resource 2.2: Identifying Persuasive Techniques/ Features (Highlighted for Support)

The following are all extracts from charity appeals/ advertisements.

Write the persuasive techniques used in each one.

Your kindness **will** change lives. **(Red Cross)**

By making a donation today, **you could** help us give older people the support, companionship and care they **deserve**, in winter and all year round. **(Age UK)**

One child waking up homeless on Christmas morning is a **tragedy**. 80,000 of them is a **disgrace**. **(Shelter)**

Rising sea levels, more extreme weather events, loss of biodiversity. **Our** climate is breaking down and **destructive industries continue to threaten our forests, oceans and air**. But **together we can** overcome these challenges. **Learn** more about what Greenpeace is doing to protect our natural world for future generations. **(Greenpeace)**

Will you help us continue to be here for every child? **(NSPCC)**

Now **look** him in the eye and tell him **you can't** afford it. **(Sightsavers)**

With **your help**, we **can** be there for everyone who needs us. **(Mind)**

Donate to protect human rights around the world. **(Amnesty International)**

Your gift **could** provide emergency food, support food producers and help families overcome poverty. **(Oxfam)**

Our planet is **in trouble**, and we need to act. **(WWF)**

We never know when a chance to protect wildlife **will** turn up. But with **your help**, we **can** be ready when it does. **(Natural History Museum)**

Will you help save their sight? **(Sightsavers)**

We are Oxfam. **Let's** beat poverty **together**. **(Oxfam)**

Make a donation to WWF today. **(WWF)**

Just £5 **will** save his sight. **You can** help stop the **suffering**. **(Sightsavers)**

Click [here](#) to return to Lesson 2.

English Resource 2.3: Identifying Persuasive Techniques/ Features (Key)

Modal verbs of certainty

Direct address of reader

Rhetorical questions

Tripling

Imperative verbs (command)

Emotive language

Click [here](#) to return to Lesson 2.

English Resource 2.4: Charity Appeal Planning Format

(Doctors Without Borders, featuring Ayesha's story)

	Details	Useful words/ phrases/ grammatical devices
Tripling/ Repetition (e.g. No one to share a smile with. No one to listen to his stories. No one to talk to.)		
Who are Doctors Without Borders? What problems do they help with? <u>Who we are MSF UK</u>		
Rhetorical Question (e.g. Will you help show a lonely older person like Roy that someone cares?)		
Examples of work they have done/ personal story		
How donations are used or how you can help		
Any extra ideas		

Click [here](#) to return to Lesson 2.

Resource 2.5: Doctors Without Borders Leaflet

What is Doctors Without Borders?

Doctors Without Borders is also known under its French name, Médecins Sans Frontières

We are an aid organisation and send doctors, nurses and logisticians all over the world to give medical care to people who really need it so they can live longer and healthier lives.

Abdel-haft is six and walked with his family from Somalia to Kenya to escape the war and the drought. On the way he was bitten by a sandfly, which gave him a disease called kala azar. A nurse working for Doctors Without Borders took him to hospital and now he is cured.



What makes Doctors Without Borders special?

When a disaster strikes, Doctors Without Borders is usually the first to help. We can act quickly because we are independent and most of our money is given to us by generous members of the public.



Where does Doctors Without Borders work?



Mirlanda is from Haiti. During an earthquake the ceiling of her house fell down, crushing her leg and trapping her under the rubble.

After three days she was rescued and taken to a Doctors Without Borders hospital. The doctors made her a new prosthetic leg and now she is learning to walk with it. She's looking forward to dancing and playing football again.



What can I do to help?

- You can tell others about Doctors Without Borders.
- You can organise a fundraising event with your friends or at school.
- You can make a donation to Doctors Without Borders, or ask for a donation instead of a birthday present.
- You can ask someone from Doctors Without Borders to visit your school.



Click [here](#) to return to Lesson 2.



Resource 2.7: Financial Times Charity Appeal 2016 (Selected Extracts)

FT Seasonal Appeal: A letter from the editor

In a year of crisis, the work of Médecins Sans Frontières has never been more vital

Lionel Barber

November 24 2016

...

In a year of global crisis, in which conflict and persecution have forced millions of people to flee their homes and countries in desperate circumstances, its work has never been more necessary. MSF was founded in 1971, following the famine in Biafra. It has established missions in nearly 70 countries across the world, and in 1999 was awarded the Nobel Peace Prize for its pioneering humanitarian work.

Wherever it goes, MSF operates within its own strict guidelines. It gives free medical care based solely on need, regardless of politics or religion. It takes no side in any conflict and, to preserve its independence, it rarely accepts any funding from governments or institutions. Ninety per cent of its income comes in small amounts from individual donors.

...

Lionel Barber

Editor

...

The five-year civil war in Syria has generated the biggest refugee crisis since 1945... Millions more are trapped in conflict zones like Yemen.

Yet fewer humanitarian organisations are helping in the places where they are needed most. Many aid groups have become risk averse, limiting the exposure of their staff to conflicts. At the same time, the international community appears less able — or less willing — to stop the violence that ravages not only the victims of war but the organisations trying to help them.

For this year's seasonal appeal, the Financial Times has partnered with MSF, which has projects in nearly 70 countries. The agency sends in funds and supplies but is also one of the few aid organisations to put its own people's lives on the line.

Founded in France by volunteer medics and journalists in 1971, MSF's work is based on the belief that every person has the right to medical care, regardless of their beliefs, ethnicity or background. Those medical needs, it says, are more important than any national border.

...

Click [here](#) to return to **Lesson 2**.

Resource 3.1: Charity Advertisement – Example of Personal Story

SYRIA CRISIS UPDATE:
4 MILLION CHILDREN URGENTLY NEED OUR HELP

THE WAR DIDN'T KILL HER. THE WATER MIGHT.

The violence in Syria destroyed her home.
Without your help, she will face another deadly threat – dirty water.

With funds stretched and millions forced into living in crowded, dirty refugee camps, we are struggling to supply every child with enough clean water to drink.

We urgently need your support to deliver life-saving water, food and medicine. Without it, diseases such as cholera and typhoid could soon start killing vulnerable children.



TEXT 'HOPE' TO
1991 8899
FOR MORE INFORMATION.
(\$0.25/sent msg)

Text in for more info.
Helpline 1300 884 233
To opt-out SMS STOP to
19918899 (\$0.25/sent msg).

Find out more, visit unicef.org.au/syria

unicef
australia

© Australian Committee for UNICEF Limited ABN 35 060 581 437. We may keep you updated by phone and will always give you the chance to opt-out of our communications.

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Resource 3.2: Summary of Ayesha's Story

- Lives in bomb-ravaged city – civil war* - home destroyed.
- Father left country to find work/ mother killed in an explosion
- Living with granny/ two younger brothers – wrecked apartment
- Risked life to run through no man's land/ face armed militiamen – medicine for her granny
- **Think** – *How would Doctors Without Borders help someone like Ayesha?*

*A civil war is a war within a country between different groups or areas.

Click [here](#) to return to Lesson 3.

Resource 3.3: Ayesha's Story

Ayesha's Story- teacher example

Home destroyed. Mother killed. Grandmother sick.

After experiencing all this, 10-year-old Ayesha had to face armed gunmen and travel through a war zone to get the life-saving medicine her grandmother needed.

No one should have to do this.

Will you help us to make sure that medical treatment is available to those who most need it?

Click [here](#) to return to Lesson 3.

Resource 4.1: Modal Verbs

Think – *What are modal verbs?*

Think – *What modal verbs do you know?*

Modal verbs support other verbs and can indicate likelihood/ possibility (*might/ should/ will*), ability (*can/ could*), permission (*can/ may*) or obligation (*must/ have to/ ought*).

For example, if we are told that we 'must' do something, like complete homework, there is no debate. The homework has to be done.

But if we are told that we 'may' do homework, the modal verb 'may' suggests a degree of choice. Modal verbs are useful for telling us about how necessary, or possible, something is.

In the context of a charity advertisement, which of the following is likely to persuade someone to donate and why?

Your donation **might** help children like Ayesha.

Your donation **will** help children like Ayesha.

Here, the use of **will** in the second sentence suggests certainty that your donation will help children like Ayesha (whereas **might** suggests a possibility that it will not). The use of **will**, therefore, should be more persuasive.

What is the impact of the modal verb in this sentence?

With your donation, we **can** provide medicine, advice and treatment to those affected by war.

Here, the sentence tells the reader (or potential donor) that the charity has the ability to provide certain services if it receives a donation.

Look at the following sentences from earlier in the week:

Just £5 **will** save his sight. You **can** help stop the suffering. [Sightsavers]

With your help, we **can** be there for everyone who needs us. [Mind]

You **can** help change the world [WWF]

Think - *What is the effect of these modal verbs?*

These modal verbs give a confident, positive message about the benefits of donations.

Click [here](#) to return to Lesson 4.

Resource 4.2: Sentence Types

What is a statement?

What is a question?

What is a command?

Statements say something and are usually punctuated with a full stop (.).

Questions ask something and are punctuated with a question mark (?).

Commands tell somebody to do something and are punctuated with an exclamation mark (!) or a full stop.

In what section of your charity appeal might you see each of these types of sentence?

What is the effect/ purpose of each type of sentence?

Statements: these could be used throughout your advertisement to give information about the charity.

e.g. *Animal adoptions like yours give a huge boost to our work. (WWF)*

Questions: rhetorical questions could initially draw the reader in or be used for subheadings (e.g. *What do we do? / How do we spend your money?*)

Will you help us continue to be here for every child? (NSPCC)

“If we don’t treat them, who else will?” (Doctors Without Borders)

Commands: these could initially draw the reader in (e.g. *Don’t look away...*), but are highly likely to be used at the end to tell the reader what to do to help (e.g. *Donate now to...*).

Donate to protect human rights around the world. (Amnesty)

Make a donation to WWF today.

[imperative verbs]

Click [here](#) to return to Lesson 4.

Geography Resource

- 1) What type of biome is it?
- 2) Why is this the most important biome?
- 3) What climate does your biome have?
- 4) What is the landscape like in your biome?
- 5) What plants and animals might you find in your biome?
- 6) Which biome is the most different to your chosen biome?
- 7) What could humans do to protect your chosen biome?

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Reversible and Irreversible Changes Fact Sheet

<p>PHYSICAL CHANGES</p>  <p>solid liquid gas</p> <p>Changing state from solid to liquid to gas and back again is a reversible change.</p>	 <p>When chocolate is melted it can solidify again. The change is reversible.</p>	<p>Any reaction, such as burning, that causes new substances to be formed is called a CHEMICAL CHANGE. These changes are irreversible.</p>
<p>Heating is the process of increasing the temperature. Cooling is the opposite process where temperature is decreased. We use a thermometer to measure temperature.</p> 	<p>Cooking eggs, by frying, boiling, scrambling, poaching etc., is always an irreversible change.</p> 	 <p>fuel oxygen flame</p>  <p>ash smoke heat</p>
 <p>A wind turbine helps to generate electricity from renewable sources.</p>	<p>Dissolving sugar in water is a reversible change. When the water is evaporated it leaves the sugar behind.</p> 	 <p>Coal, gas and oil are all fossil fuels. They non-renewable energy sources.</p>
 <p>When vitamin tablets effervesce (fizz) a gas is produced. This is an irreversible change.</p>		



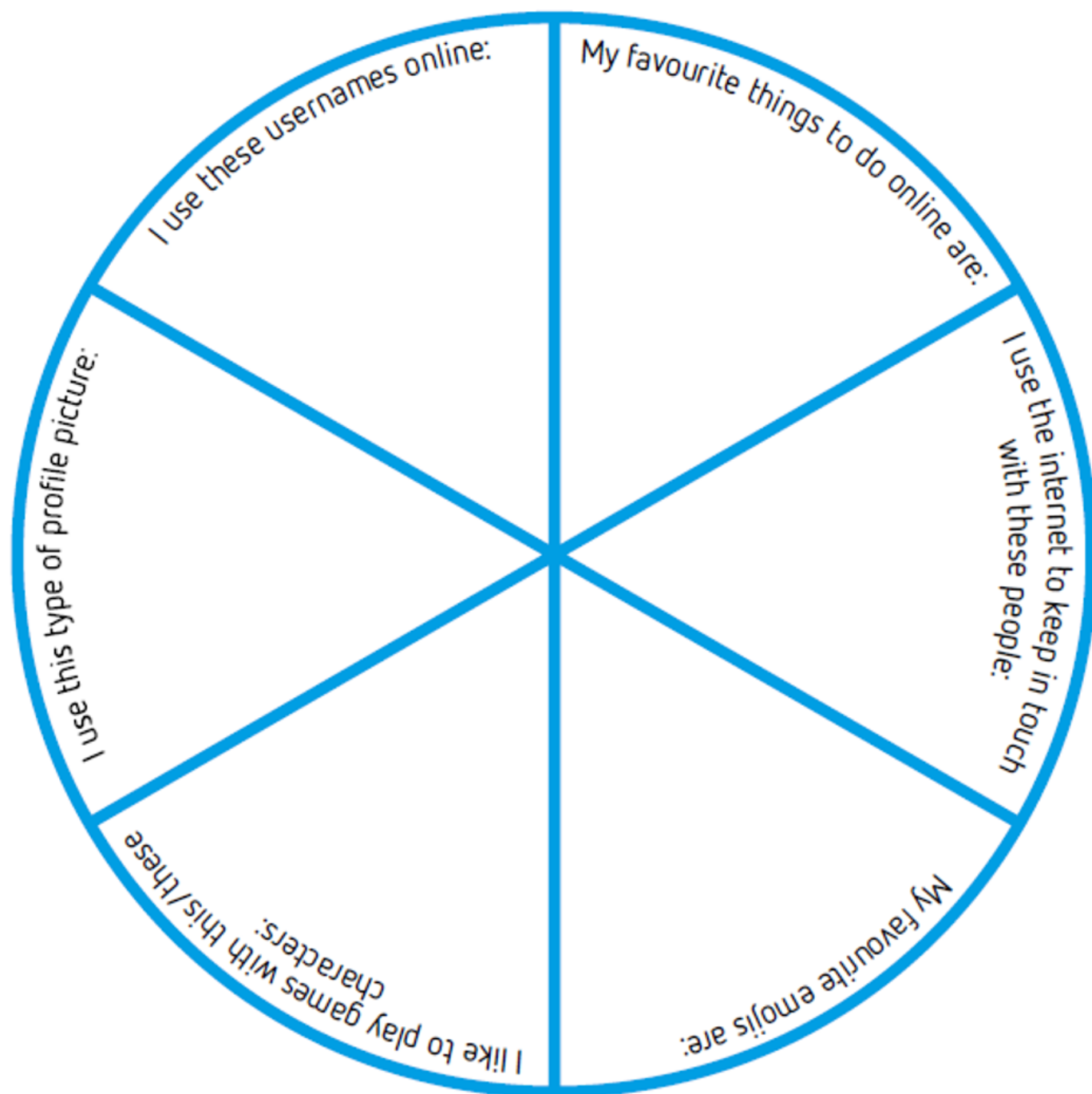
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PSCHE

Online Identity Wheel

Draw and describe your online identity.

You might have more than one answer in each section depending on what you like to do online.



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French

Mots clés/ Key words

le sport = sport

la natation = swimming

la musique = music

le cyclisme = cycling

la lecture = reading

les jeux vidéo = video games

Tu aimes.....? = Do you like.....?

Tu joues d'un instrument de musique? = Do you play a musical instrument?

Tu joues **de la** guitare? = Do you play guitar?

Je joue **du** piano. = I play piano.

Je **ne** joue **pas** d'instrument. =

la batterie = the drums

le piano = the piano

la guitare = the guitar

le saxophone = the saxophone

la clarinette = the clarinet

la trompette = the trumpet

le violon = the violin

la flûte = the flute

la harpe = the harpe

l'accordéon = the accordion

les castagnettes = the castanets

Qu'est-ce que tu fais le weekend? = What do you do at the weekend?

Je regarde la télé. = I watch TV.

Je joue au jeux vidéo. = I play video games.

Je téléphone à mes amis. = I call my friends.

Je vais au parc. = I go to the park.

Je vais au cinéma. = I go to the cinema.

Je fais du trampoline. = I go on the trampoline.

Je surfe sur le net. = I surf the internet.

Je joue aux jeux de société. = I play board games.

Je n'aime pas **regarder** la télé = I don't like to watch TV

J'adore **faire** du trampoline = I love to go on the trampoline.

♥ J'aime = I like

♥♥ J'adore = I love

♥ Je n'aime pas = I don't like

♥♥ Je déteste = I hate



MAKE A BOOK

OUT OF A SINGLE SHEET OF PAPER

1. Start with a sheet of paper.



2. Fold in half shortwise.



3. Fold back one edge to the middle fold.



4. Fold back the other edge to the middle fold.



5. After unfolding the sheet, fold longwise.



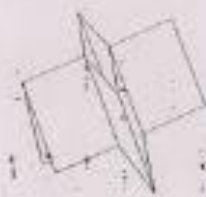
6. Refold shortwise, then use scissors to cut along the line marked here in bold.



7. Refold longwise. Holding each end, push to the middle to open up where you made the cut.



8. Push all the way in.



9. Fold the left edge over to create the cover. Now it is a book!



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