

Week 5.



<https://www.loom.com/share/36725bfeca5543cca77790f26746a350>

Monday 1st February 2021

Christ Jesus, teach us how to be kind and generous, sharing what we have with our friends, family and people all over the world. May we always listen to your word. Amen.



DRESS TO EXPRESS

THIS CHILDREN'S
MENTAL HEALTH WEEK



*Express
yourself*

This week, you are going to have the opportunity to express yourself, to show the real you. Self-expression is about communicating your individuality, showing the world how amazing you are, sharing your talents with other. This can be through words, clothing and hairstyle, or through art forms such as writing, drawing, music and dance.



Express yourself...

You are amazing

MY FAVOURITE
COLOUR IS...

IF I HAD AN
HOUR OF FREE
TIME THEN I
WOULD...

ONE FOOD I
DON'T LIKE IS...

WHEN I AM
OLDER, I
WOULD
LIKE TO...

SOMETHING YOU
MIGHT NOT KNOW
ABOUT ME IS...

Complete these
statements.

Imagine that you are stuck on an island.

WHAT FOOD
WOULD YOU LIKE
TO FIND ON THE
ISLAND?

WHAT MUSIC
WOULD YOU LIKE
TO HEAR PLAYING?

HOW WOULD
YOU SPEND
THE DAY?

IF YOU COULD HAVE ANY
ART MATERIALS WITH YOU,
WHAT WOULD THEY BE AND
WHAT WOULD YOU MAKE?

Draw your name in bubble writing, in the middle of a piece of paper

Decorate and draw inside the letters, you can choose your own unique design. You are unique, you are amazing.

You could write a poem or a rap all about you.



Draw pictures of the things that you like to do

How ever you want to express yourself, you can.

Spellings.

dislike

disobey

discolour

discover

disappear

dishonest

disallow

disbelieve

disapprove

discontinue



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Sound of the week.

Ph

Phillip
Phillipa
Phonics
Sphinx
Christopher
Dolphin
Telephone
Prophet
Phantom
Elephant

Spot the sound.

Dear Steph,

Did you hear that Phyllis took her nephew to Elphin Zoo last week? They picked up a pamphlet in town and her nephew Pharris asked if he could go.

They got there at 8 o'clock and looked at a graph to show them the number of animals they might see. They saw five elephants. One was an orphan but it was looked after by the other elephants.

Then they saw a dolphin show at the pool. Pharris had a blast! Will you go to Elphin Zoo with me soon?

Love from
Phil x

What other words can you find with this sound in?

Monday is **Nounsday**

exhaustion

English Grammar

LO – to explore fronted adverbials.

[https://classroom.thenational.academy/lessons/
to-explore-the-functions-of-fronted-
adverbials-60u68e](https://classroom.thenational.academy/lessons/to-explore-the-functions-of-fronted-adverbials-60u68e)

I wonder if you can write about the snowy weekend, using fronted adverbials.

Maths

01/02/21

I – II – MMXXI

LO – to count money in pence.

RE

LO – to understand some of the teachings in the New Testament letters.



The second reading during Mass, usually comes from the part of the New Testament after the four gospels and is usually a reading from one of the letters of the apostles or the Book of Acts or the Book of Revelation. Explain that in these readings we are taught many important things about following Christ and belonging to his Church.

Look at the New Testament readings provided, 1 Corinthians 13:4-8; 1 Corinthians 11:23-26; Colossians 3:16-17; 1 John 4:7.

What do you think the messages contained in these readings are? What do they teach us?

Your task is to 'Tweet' about the teachings in these readings.



1 Corinthians 13:4-8; Love is patient and kind. Love is not jealous, it does not brag, and it is not proud. Love is not rude, is not selfish, and does not become angry easily. Love does not remember wrongs done against it. Love takes no pleasure in evil, but rejoices over the truth. Love patiently accepts all things. It always trusts, always hopes, and always continues strong. Love

never ends. There are gifts of prophecy, but they will be ended. There are gifts of speaking in different languages, but those gifts will end. There is the gift of knowledge, but it will be ended.

Bible Verses.

You may wish to colour in the pictures.



1 Corinthians 11:23-26; The teaching that I gave you is the same teaching that I received from the Lord: On the night when Jesus was handed over to be killed, he took bread and gave thanks for it. Then he broke the bread and said, "This

is my body; it is for you. Do this to remember me." In the same way, after they ate, Jesus took the cup. He said, "This cup shows the new agreement from God to his people. This new agreement begins with the blood of my death. When you drink this, do it to remember me." Every time you eat this bread and drink this cup, you show others about the Lord's death until he comes.



Colossians 3:16-17: Let the teaching of Christ live in you richly. Use all wisdom to teach and strengthen each other. Sing psalms, hymns, and spiritual songs with thankfulness in your hearts to God. Everything you say and everything you do should all be done for Jesus your Lord. And in all you do, give thanks to God the Father through Jesus.



1 John 4:7: Dear friends, we should love each other, because love comes from God. The person who loves has become God's child and knows God.

You can Tweet as many times as you choose.



LO – to think about the different feelings and emotions that people feel.

Today we are exploring mental health and well-being and think about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good.



Key words

Feeling, emotion, health, body, mind, good, not so good

1

Pupils draw/write about the feelings you have most days and what helps you to feel good every day.

2

What is a feeling?

4

Read Sammi Clarke's Blog.
Then write your own Blog for the day.

3

Look at the the task sheet, plot the characters feeling throughout the day. Think about moments when the character feels good/not so good.

Read the day-in-a-life story below. Add possible feelings to the timeline. 

7:00am	Ziggy wakes up, gets dressed and ready for the day ahead.	
7:30am	Ziggy eats a healthy breakfast.	
8:45am	Ziggy arrives at school and plays football in the playground.	
9:00am	Lessons begin – maths is first.	
11:15am	It's playtime!	
11:30am	Back to lessons – PSHE.	
12:30pm	Lunchtime.	
1:30pm	Afternoon lessons: science and PE.	
3:30pm	End of the school day.	
3:45pm	Ziggy goes to after-school art-club.	
5:00pm	Ziggy arrives home, has something to eat and watches TV.	
7:00pm	Ziggy reads and gets ready for bed – the end of the day.	

Non-uniform day at school	Favourite song comes on the radio	It's raining
There is an argument in the group	The school bus is late	PE kit is lost
Goal scored!	New trainers are delivered	Someone says something nasty to someone else
The park is closed	No one wants to play today	Pizza for lunch
Find £5 on the pavement	Time for a bike ride	The sun comes out
There is a maths test today	Someone is not included	A hug from a friend
Best friend comes round to play		

Say how you think Ziggy is feeling and think about what you would do.

Get the good feels!

Feeling good every day

Different things happen every day that make us feel good and not so good. For example, I missed the bus this morning and was late, I felt worried about it so that was a not so good feeling. But then I got a star for my art-work and I felt proud, so that was a good feeling.

There are ups and downs all the time. But there are some things we can do to help us have more of the good feels - simple ideas of things you can do every day...

- Go outside! Get some fresh air
- Run around or play – do something active that gets your body moving
- Have you got a hobby that you enjoy? Learn something new!
- Hang out with your family or friends
- Doing something nice for someone else
- Helping others – it feels good for you too!
- Read books you like
- Listen to your favourite music – sing and dance!
- Have a good night's sleep
- Relax...

What to do if something feels not so good

If things happen that make us feel not so good... don't worry! There are things you can do to feel better. Here are some ideas...

- Talk to someone about it
- Take your mind off it – do something else
- Take some deep breaths
- Count to 10!
- Know that this moment will pass
- Choose something from the list above
- If it feels very bad or not right... tell a trusted adult – they can help you!

I hope this blog helps you to get more of the good feels!



Author

Sammi Clarke
Basketballer, Teenage blogger, Big brother,
Lover of fruit milkshakes

feeble

Tuesday 5th February 2021

LO – to plan a quest.

Read Sir Lancelot's quests, from the next slide or the resources.

What are the two quests?

What is a quest?

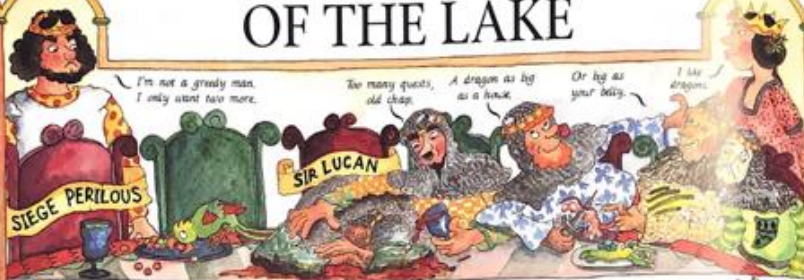
What sort of thing could a quest be? It could be finding something, rescuing someone, or defeating something.

You are going to plan your own quest. You will need a hero and a quest. You may also need a villain.

You may choose to use the planning sheet or your own paper to story map your thoughts.

Lancelot by Marcia Williams

SIR LANCELOT OF THE LAKE



Over the following years many quests were undertaken by King Arthur and the Knights of the Round Table. Once a year, at Whitsun, the Knights would return to Camelot to tell of their adventures and reaffirm their vows. Yet always the two seats remained empty.



One year, on the day before Whitsun, King Arthur was out hunting with a friend.

Before the pair had ridden far they met a wounded knight, carried on a litter. The knight was seeking King Arthur's court, where Merlin predicted that the bravest knight in Britain would heal his wound.



The next day, as each Knight renewed his vow, he laid a hand on the wounded stranger. But none could heal him. Then a trumpet sounded, the great doors opened and in came Merlin, followed by a squire clad in white.



Merlin introduced the young squire as Lancelot of the Lake, so-called because the Lady of the Lake had adopted him. So handsome was this squire that every lady in court lost her heart to him, including the Queen. Queen Guinevere exchanged loving glances with the new knight and Lancelot, looking into her eyes, swore to himself never to serve another lady.



Then Merlin asked King Arthur to make Lancelot a Knight of the Round Table. As Excalibur touched Lancelot's shoulders his name appeared upon the empty, unmarked seat.

Then Merlin placed Sir Lancelot's hand on the wounded knight and miraculously the wound was healed.



GUINEVERE

King Arthur, who had not yet noticed the attention his Queen was paying Sir Lancelot, was delighted to have one more seat filled. The King was charmed by Lancelot who seemed destined to be a brave and loyal Knight of the Round Table.

**Things to think about when planning
your own quest story.**

What will you have as the magical aid? A sword? An owl?



Location – where will your story be set?

How will your character feel as they head off on the quest?

The danger - What will go wrong?

What will be lurking in the shadows? Will it be a friend or an enemy?

Who are your characters?
In the King Arthur story, the characters are Arthur, the hero; Sir Kay; Sir Ector; Archimedes.

What choices will your main character have to make?

Who will be the wise leader?
You have learned about Merlin in the King Arthur stories.



Here is an example of the plan.

Quest story planning template: example based on Sir Lancelot's First Quest



	Key events	Illustration
The Quest	<i>Who set it? Who is the hero going on the quest? What is the mission?</i> <i>Sir Lancelot asked by townsfolk to rescue Princess Elaine.</i>	<i>Lancelot talking to the townsfolk.</i>
Journey/obstacle 1	<i>Climb the tower surrounded by hot water.</i>	<i>Lancelot climbing the tower looking hot.</i>
Journey/obstacle 2	<i>Get Princess Elaine out and across the hot water.</i>	<i>Lancelot helping Princess Elaine over the water.</i>
The resolution (how the quest is achieved)	<i>Princess Elaine is returned to the town.</i>	<i>Princess Elaine and Lancelot back in the town.</i>
The ending	<i>Sir Lancelot is asked to stay and rest.</i>	<i>Lancelot resting.</i>

Now it's your turn.

Quest story planning template



	Key events	Illustration
The Quest	<i>Who set it? Who is the hero going on the quest? What is the mission?</i>	
Journey/obstacle 1		
Journey/obstacle 2		
The resolution (how the quest is achieved)		
The ending		

Maths

02/02/21

II.II.MMXXI

LO – to count money using pounds.



History

Law
and
Power

Prior Learning: Have you ever heard of a man called Simon de Montfort?
In Year 1, you learned about him in the 'Kings, Queens and Leaders' unit.
What is a parliament?

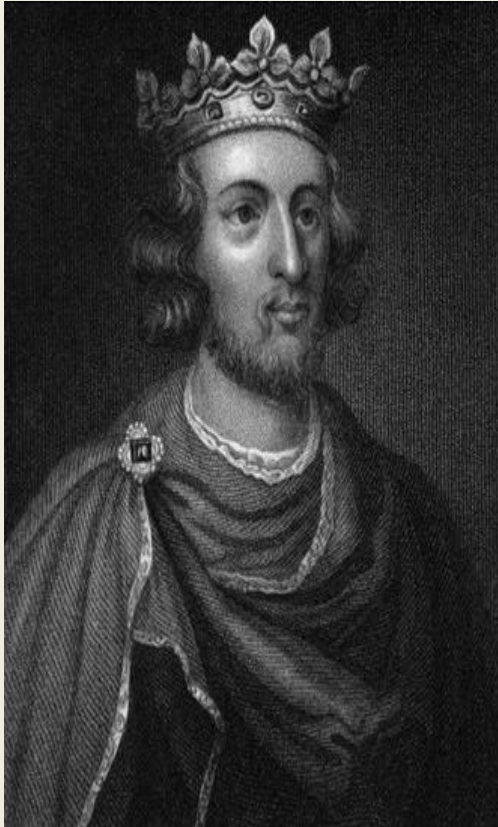


LO- to understand the origin of the English Parliament.

Key Vocabulary - Parliament; elect; democracy; county; commoner; Burgh

<https://learning.parliament.uk/en/resources/simon-de-montfort-video/>

Read



Henry III

A year after the Magna Carta, King John died whilst fighting his barons.

His son, Henry III, also made the same mistakes and fell out with the barons. He would take money from them to fight wars in Europe, and they thought he favoured his family and friends in France over the English barons.

The barons decided to rebel. So in 1264 a 'Second Barons War' broke out.

It was led by one of the barons who was a very successful knight - Simon de Montfort. He was Henry's brother in law but he was fed up with the way he was ruling too.

The rebellion became known as the Battle of Lewes.



Simon de
Montfort

At the Battle of Lewes, de Montfort defeated and imprisoned king Henry III.

To decide what to do with Henry, he asked two knights and two commoners from every county and town in England to attend a great meeting.

This meeting was called a 'Parliament', from the French word 'parler'. It is the origin of the political system we still use today.



It was the first time in English history that the people in charge were 'elected'.

Elected means that they were chosen by others, rather than being born into power like a king and queen.

This democratic government was new for Britain, just as democracy was a new way of governing ancient Athens.

Today all adults can elect members of parliament, which means that everyone has a small say in how the country is run, rather than having a king or queen decide.

De Montfort's parliament was the first time something like this had happened in Britain.

Task

Write a blog, discussing these key events leading up to the first parliament -

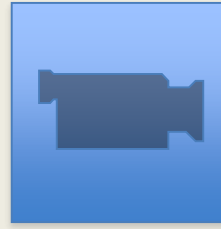
- * Simon becoming angry with Henry III behaviour- what was Henry doing that made Simon angry?
- * The battle of Lewes and the capture of Henry III
- * The first meeting (Parliament) what happened? Who was invited? What do you think they may have discussed?

Step for depth - How has St Thomas More Catholic Primary School developed its own Parliament?

What roles do we have in our Parliament? Who are our Year 3 representatives? How were they elected?

Wednesday is **Adverbday**

frantically



<https://www.loom.com/share/736e7ccf8b6740cea49ecec72fbac915>

Wednesday 6th February 2021.

LO – to write an introduction and main part to a quest.

Use your planning sheet or story map, from yesterday to start writing your quest, this could be the next chapter in the story of King Arthur.

Write your story onto the [Writing Template of your choice](#), this has sections to help up. Each 'strip' in the template is a small section of story just like the comic strip boxes in Marica William's book.

Try to include some knightly/legend language as well as powerful language and punctuated speech. Continue your story to point at which the quest is about to be realised.

You will find a list or legendary language in the resources section of the Home Learning.

Here is my example of an opening and main part to a quest.

Many centuries ago, a mighty king, **whose name was Arthur**, ruled the land. To help him govern Britain and keep peace throughout the land, King Arthur appointed brave, noble men. These men became part of the legendary 'Knights of the Round Table.' The knights were strong and courageous, battling evil men and monsters, helping countrymen and travelling to enchanted lands.

Sir Edmund of Sheldon was one such knight. Tall, strong and loyal, he had been an aid to King Arthur since rescuing him from a terrifying ogre, deep in the forest of Camelot. He used his skills as a swordsman, learnt from ancient Asian warriors, to pierce the one eye of the vicious ogre. From that day forward, Arthur was forever thankful to his devoted friend.

One crisp, autumn morning in the castle of Camelot, Sir Edmund greeted his king as he did everyday. They feasted on bread and jam and then took a walk around the spectacular grounds of the castle.

"Edmund, my good friend," said King Arthur; I have an important job for you. I have heard that the Celts are hiding a special object that holds great powers."

Sir Edmund nodded. "Yes Sire. What is the object?"

"The 'Mystical Pearls of the Ancient Mariner.' The king said in a hushed voice.

Sir Edmund gulped hard. "But Sire, I have heard that no knight or fellow countryman has ever retrieved the pearls. When trying they are attacked by a magical, mysterious being. They seem to just disappear."

"Edmund I need you to retrieve them. The pearls hold a great power that should not be in evil hands, I fear that with them the Celts will revolt and threaten my kingdom," King Arthur said gravely.

"Of course my King. I will seek them and bring them to you. Whatever evils I face, I will do so bravely. Have no fear," said Sir Edmund as he shook Arthur's hand.

Early next morning, Sir Edmund set off, his heart full of bravery but his stomach tied in knots and a lump of fear in his throat. He galloped away from Camelot towards the misty forest. As Sir Edmund reached the edge, the mist began to tickle his noble steed's feet. Its ears pricked up and it let out a scared shudder.

"Easy boy," whispered Sir Edmund as he stroked his neck, "It'll be alright."

The pair trotted on, entering the darkness, approaching the thickening trees with eyes wide. Edmund patted his trusty sword for reassurance as they ventured further. The air around them became colder. He could feel goose bumps appear on his body and his face tensed. He wasn't comfortable in the dark. It made him nervous.

As Sir Edmund and his horse neared a clearing in the towering forest, they heard a rustle. They both stopped still, dead in their tracks. Edmund's heart beat hard and pounded in his ears. The horse's nostrils flared and his eyes grew wide. "Must move on," Edmund told himself as he edged forward nervously. As they travelled nearer to the home of the pearls, Edmund couldn't shake the feeling that he was being watched. The necks on the back of his neck bristled as if someone was looking over his shoulder. He slowly pulled out his shiny handcrafted sword and held it by his side. He immediately felt calmer. In all his battles, the sword had never let him down.

Suddenly it came into view.

[illegible]

[illegible]

Maths

03.02.21

III.II.MMXX1

LO – to use pounds and pence.

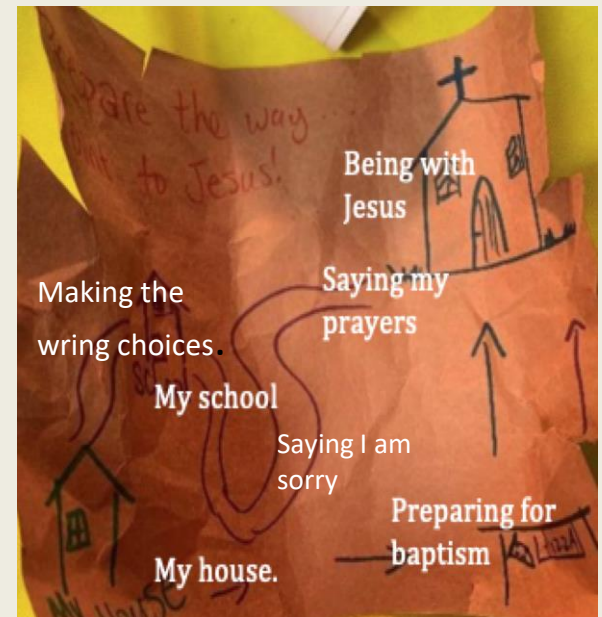
LO – to know the story of the Baptism of Jesus.



Mark 1:1-12.

Create images to show the Baptism of Jesus, sequencing the events. Or you could draw a map showing people the way to Jesus.

Think about a Baptism that you may have been to, or if you have been baptised, ask your adults about your Baptism. How was Jesus' Baptism different?



The Baptism of Jesus.

Mark 1:1-8

The beginning of the gospel of Jesus Christ, the Son of God.

2 As it is written in Isaiah the prophet,

"Behold, I send my messenger before your face,
who will prepare your way,

3 the voice of one crying in the wilderness:

'Prepare the way of the Lord,
make his paths straight.

4 John appeared, baptizing in the wilderness and proclaiming a
baptism of repentance for the forgiveness of sins.

5 And all the country of Judea and all Jerusalem were going
out to him and were being baptized by him in the river Jordan,
confessing their sins.

6 Now John was clothed with camel's hair and wore a leather
belt around his waist and ate locusts and wild honey.

7 And he preached, saying, "After me comes he who is mightier
than I, the strap of whose sandals I am not worthy to stoop
down and untie.

8 I have baptized you with water, but he will baptize you with
the Holy Spirit."



Dear God,
Thank you for your news and messengers
Thank you that you sent us Jesus
Help us to point to Him and prepare for Him
Keep us mindful of the hope of His coming
And share that good news with others
Thank you for your love
We love you, God!
In Jesus name, Amen

Science

LO – to know the difference between vertebrates and invertebrates.

Look at the Vertebrates and Invertebrates images. Think about where the hard parts of their bodies are, and if they have no hard parts in their bodies, why don't they? Look at all of the images. Which class of animal do all of these belong to?

Vertebrates and Invertebrates

Grasshopper



Lizard



Slug



Newt



Hermit Crab



Woodpecker



Slow worm



Sparrow



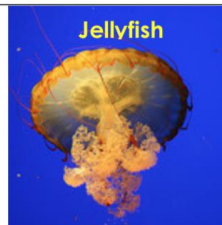
Spider



Otter



Jellyfish



Clown fish



Classify the images and see if there is a pattern to where the hard parts of the body are and the class the animal belongs to.

Amphibian	Bird	Fish	Mammal	Reptile

Vertebrates all have an internal backbone/spine and the name **vertebrate** comes from **vertebra** the Latin word meaning jointed and all animal backbones are made of a lot of little bones jointed together.

Invertebrates do not have internal backbones and the use of the **suffix ‘in’** means without, so invertebrates are without a spine.

		
Crocodile	Butterfly	Ladybird
		
Whale	Earthworm	Parrot
		
Bumble bee	Lion	Toad
		
Bear	Fly	Owl
		
Blackbird	Snail	Crab

Find an open space. Then, think about how different animals move and mime the movement of the creature on the sheet.

I wonder if you have noticed that animals without a skeleton such as worms or jellyfish are able to bend at any point in the body. How does your body move? How is your back bone supporting you?

What would happen if you didn't have a spine?

Now watch this clip.

<https://www.bbc.co.uk/programmes/p025zpk9>

And this

<https://www.youtube.com/watch?v=ID-LNsQkym4>

Think about the way the wings move. How is the movement of birds different from that of flying insects? How are they similar?

Your task is to write a Science Blog, that we can use on our School Website. It will need to be in the style of an information sheet, something that the younger children can learn from

Thursday 8th February 2021.

LO – to write the ending to a quest.

assist

Take a look at these sentences -

*Arthur galloped on his trusty steed. He battled through the wind and rain as he neared Camelot. When he arrived, Arthur was weary from his treacherous journey.
What do you notice?*

The words in red are nouns and green pronouns. I wonder who 'he' is.

These three sentences refer to Arthur by name twice, and use pronouns three times. Remember that we need a balance of nouns and pronouns.

Now look at these sentences -

Arthur's steed was also tired. He collapsed and lay for a moment before turning to look back at him.

Do you think that these are good, clear sentences?

What about these?

Arthur's steed was also tired. He collapsed and lay for a moment before turning to look back at Arthur.)

Is this better? Who is the initial *he*? How does the sentence clarify that the he is not Arthur? Because we mention Arthur as someone who the 'he' looks at, so it can't be Arthur!

Remember, when you are writing, read your sentences back through as you write to ensure that they are using nouns and pronouns in a way that maintains the flow of the writing, but clarifies who or what is being written about.

Modern English	<i>Knightly language</i>
<i>Sword holder</i>	<i>Scabbard</i>
<i>Fighter/soldier</i>	<i>Warrior</i>
<i>Competition</i>	<i>Tournament</i>
<i>Servant/assistant</i>	<i>Squire</i>
<i>Witch</i>	<i>Enchantress</i>
<i>Fortune-teller</i>	<i>Soothsayer</i>
<i>Job</i>	<i>Quest</i>
<i>Enemy</i>	<i>Adversary</i>
<i>Rightful successor</i>	<i>True heir</i>
<i>Beat</i>	<i>Conquered</i>
<i>Killed</i>	<i>Slayed</i>
<i>Run away</i>	<i>Fled</i>
<i>In a hurry</i>	<i>In haste</i>
<i>Helped</i>	<i>Aided</i>
<i>Regretted</i>	<i>Bemoaned</i>
<i>Made</i>	<i>Crafted</i>
<i>Better</i>	<i>Finer</i>
<i>Value</i>	<i>Treasure</i>
<i>Stop</i>	<i>Cease</i>
<i>Prison</i>	<i>Dungeon</i>
<i>Enemy</i>	<i>Foe</i>
<i>Grabbed</i>	<i>Seized</i>
<i>Fought</i>	<i>Crossed swords</i>
<i>Get closer</i>	<i>Draw near</i>
<i>Betrayal</i>	<i>Treachery</i>

You could use these sentences in your story, change the proper nouns, nouns and pronouns as necessary.

Sentence 1

Arthur galloped on his trusty steed. He battled through the wind and rain as he neared Camelot. When he arrived, Arthur was weary from his treacherous journey.

Sentence 2.

Arthur's steed was also tired. He collapsed and lay for a moment before turning to look back at him.

Alternative sentence 2

Arthur's steed was also tired. He collapsed and lay for a moment before turning to look back at Arthur

Use the sentence builder on the next page, to help you with your sentences.
Read the sentences back before writing to make sure they makes sense.

Maths

04.02.21

IV.II.MMXII

LO – to convert pounds and pence.

Lesson 5: The Yantze River

Background information –

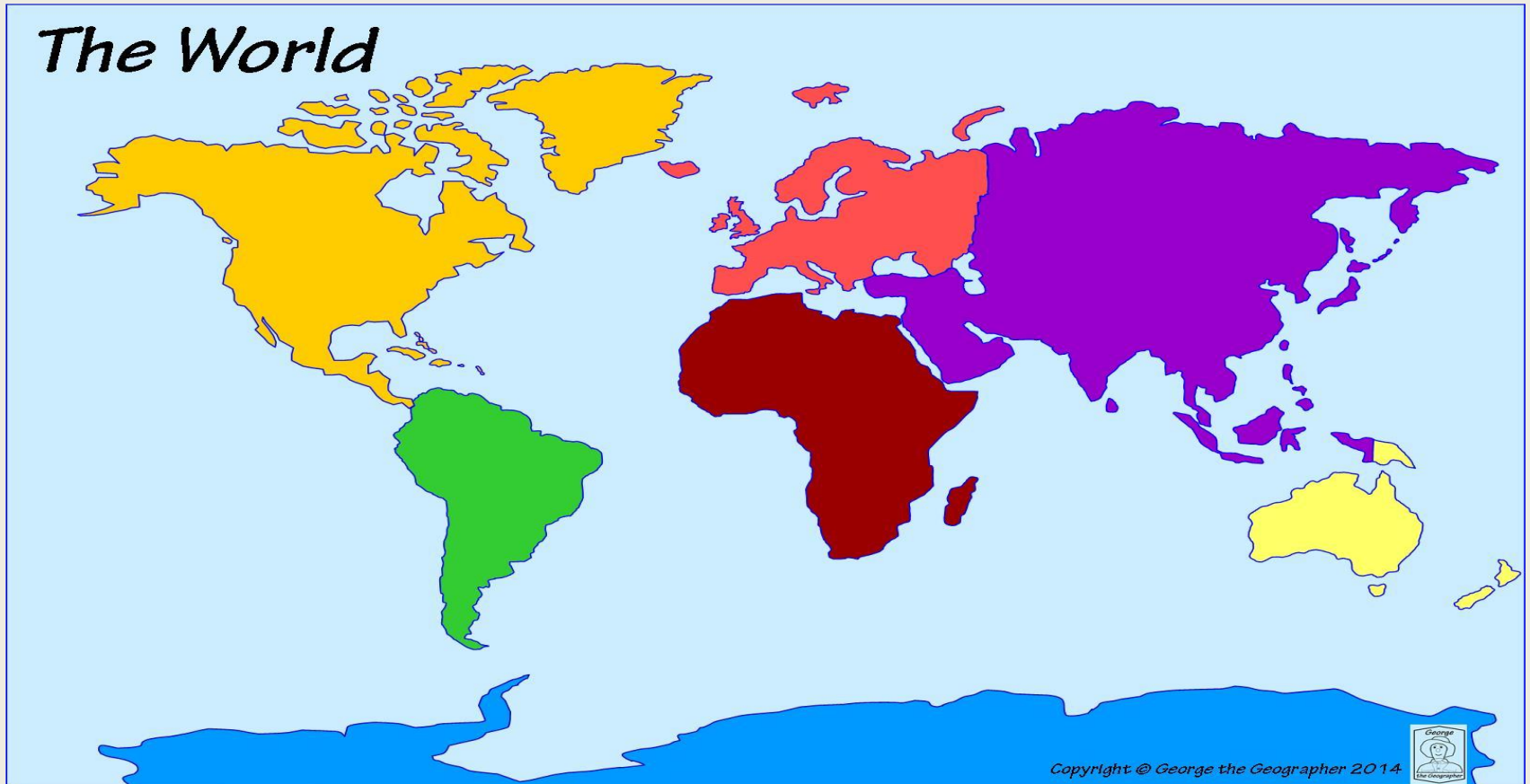
Asia has many rivers flowing through it. Here, five of these rivers are explained; the River Yangtze, River Yellow, River Ob, Indus and the Ganges. The Yangtze River (in China) is the longest river in Asia and is the third longest in the world. It is approximately 3,915 miles long. This river is known as the Chang- Jiang in China and is translated as 'Long River'. The Yellow River (also known as the Huang He) is the second longest river in Asia and is approximately 3,395 miles long. The Ob River is an important river of Asia, is estimated to be 3,362 miles long and flows through both Asia and Russia. In winter the River Ob freezes solid. The Ganges River, although a shorter river in comparison to other rivers in Asia, is still an important waterway that is estimated to be 1,569 miles long. It is also known as the Ganga River. The source of the river is in an icy cave, in the Himalaya Mountains. The great civilisation of ancient India started along the river Indus. This river is estimated to be about 2000 miles long and people grow corn, rice and dates beside the river today. It is heavily polluted by local industry

Prior Learning

Can you locate Asia on the map of the world?

What countries do you know in Asia?

Can you name any rivers in Asia?



Our Knowledge Organiser

Year 3 Rivers and Settlements

Key Vocabulary	
source	The start of the river, usually on high ground.
stream	A narrow river
tributaries	A stream or lots of streams that merge into a river.
estuary	The area where a river meets the sea.
mouth of a river	The end of a river, where the sea begins.
river basin/drainage basin	The area of land from which water has drained into a river.
watershed	The edge of a river basin.
Settlements	A place where people live.
Urban	Urban areas have lots of buildings and roads. A large amount of people live here.
Rural	The countryside.



Urban

Rural



River Nile
Africa



The Yangtze
Asia



The Murray
Australia



The Danube
Europe



River Rea
Birmingham
(UK- Europe)



Mississippi
North America



Amazon
South America



Iguazu
South America

LO – to begin to know about rivers in Asia.

rivers is the River Yangtze, which runs through China.



Key vocabulary –

Source

Mouth

Asia

The Yellow River

The Yangtze River

The Ob River

The Ganges River

The Indus River

Its Chinese name means ‘long river’ which is a good name for the longest river in Asia, measuring 3915 miles (6300km). Its source is in the mountains in western China and it flows into the East China Sea. The river is one of the busiest in the world, filled with cruise ships and ships taking goods in and out of China.

More than 50 bridges cross this huge river and it is home to many different species of animals, including the Chinese alligator and the Chinese paddlefish. However, these species are now endangered because of pollution and all the ships that use it.

Discover.

Can you locate The Yangtze River on the map?
Where is the source? Where is the mouth?



Recap facts -

Yangtze (Chang Jiang)

- Origin: China (southwest)
- Empties Into: East China Sea

Important Facts:

- Longest river in Asia
- Third-longest river in the world
- The river's Three Gorges Dam is world's largest dam and a world leader in hydroelectricity production
- Major route for commerce between east and west China
- Source of 40 percent of China's electrical power
- Drains about 25 percent of China's arable land

- The Yangtze River is a mighty river. Like the River Nile in Egypt, it has supplied people with water for thousands of years. But in history, the Yangtze River has often caused floods.
- Time and again, the raging river has overflowed its banks. Floods have carried away crops, animals, and even people.
- A history of floods is one reason why China has built a great dam on the river.
- Have you ever read about the Great Wall of China? Well, the dam on the Yangtze River is sort of like the Great Wall built in water. It's as wide as twenty-two football fields. In fact, it's the largest dam in the world! It is called the Three Gorges Dam.

Discover -

Three Gorges Dam



How do dams work? They slow and control a river's flow.
The dam blocks much of a river's flowing water. It holds that water in.

Discover.

Other rivers in China.

Look at the map, what other rivers can you find?

Where would you find the Yellow River, or Huang He?

This is another river that brings water to the farmers' fields is what the Chinese call Huang He – the Yellow River .

The Yellow River is the longest river in Asia and the third longest in the world.

This origin of this river is in China and it flow east through China and empties into Bo Hai, an arm of the Yellow Sea.

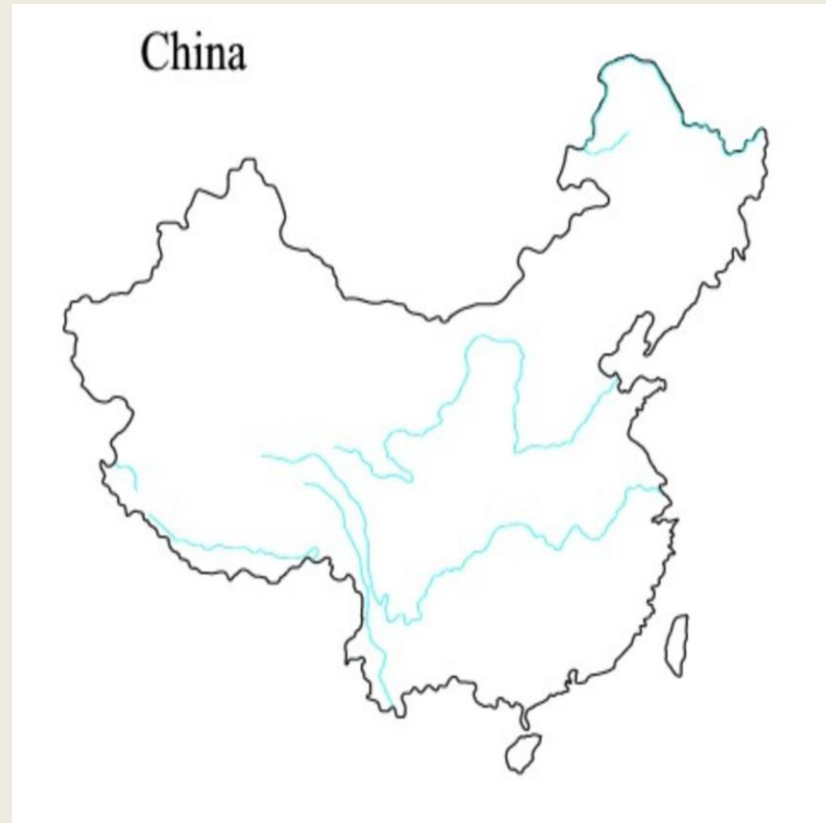
Its name comes from the yellow colour of its water. That colour comes from the tons of silt in the river.

Silt – tiny pieces of soil or earth carried by the water in a river flow.

The water of the river brings life to the rice fields .

Your task

- Imagine that you have a friend who is travelling to China, they have asked you for a map of the rivers so they can make sure that they visit the areas.
- You will need to draw your map (or use the outlined map here) showing the route of the Yangtze River as it journeys through China.
- Remember to tell your friend where the source of the river is and where the mouth is.
- Use geographical language for direction too.



Art

LO – to create a piece of artwork using symmetry.



What is symmetry?

How is Da Vinci's Last Supper symmetrical?

Key Vocabulary

landscape	brushstroke
seascape	symmetry
method	natural materials
sketch	temporary

What do these words mean?



What has Andy Goldsworthy used to make his artwork?



How has this artist used symmetry?
Is it exactly symmetrical?
What is symmetrical about the painting?

Your task –

Go outside, if possible, and collect natural materials, use these to create your image.

If you can't get outside, then use your toys.

Whatever you use, your design has to SYMMETRICAL.

Andy Goldsworthy is a sculptor, he uses natural materials to make his sculptures. They are only temporary as the wind, animals or water often disrupt or destroy them. He takes photos of all of his work.

Multiple Choice Quiz (Assessment Tool)

Landscape and Symmetry		
1. A landscape is a painting of	A	A person
	B	Objects on a table
	C	A single flower
	D	A large area of the natural world
2. Constable painted a lot of his landscapes:	A	In a church
	B	outside
	C	In the bath
	D	inside
3. In his seascapes Turner often used	A	Smooth brushstrokes
	B	Rough brushstrokes
	C	Small brushstrokes
	D	bananas
4. Rousseau painted his picture <i>Surprised! A Tiger in a Tropical Storm</i>	A	In the sea
	B	In Africa
	C	In India
	D	In France
5. In his painting <i>The Last Supper</i> Leonardo da Vinci:	A	Makes the people symmetrical
	B	Uses bright colours in the background
	C	Puts Jesus on one side of the painting
	D	Uses symmetry in the background
6. Andy Goldsworthy makes sculptures with	A	Cookie dough
	B	Natural materials
	C	Clay
	D	Plaster

inquisitively

Friday

Read the following non-fiction text about castles.

Castles

A castle is a type of building. They were built to protect the people living inside. In the past, they were homes to important people like kings or lords.

Windsor Castle is the biggest castle in England and is home to the Queen. The biggest castle in the world is Prague Castle. Castles are often built on hills. Many have moats around them. A moat is a ditch dug around the castle and filled with water. This makes it more difficult for people to attack the castle.



Now answer the following questions. Write in full sentences.

1. Who lived inside castles in the past?

.....
.....

2. Which is the biggest castle in the world?

.....
.....

3. What is the name of the ditch filled with water?

.....
.....

4. Who lives in Windsor Castle?

.....
.....

Now, find out about castles in England. Where are they? What are they called?
Write a glossary that we could use in a non-fiction fact file about castles.

Week 5 – Consolidate it

Spell all of the words out loud, one after the other, and ask your adult to check your spellings and time you.

If you make a spelling mistake you must go back to the beginning of the word you were spelling. Who can do it in the fastest time?

Monday is **Nounsday**

exhaustion

Tuesday is **Adjectiveday**

feeble

Wednesday is **Adverbday**

frantically

Thursday is **Verbsday**

assist

Friday is **Long-Word-Friday**

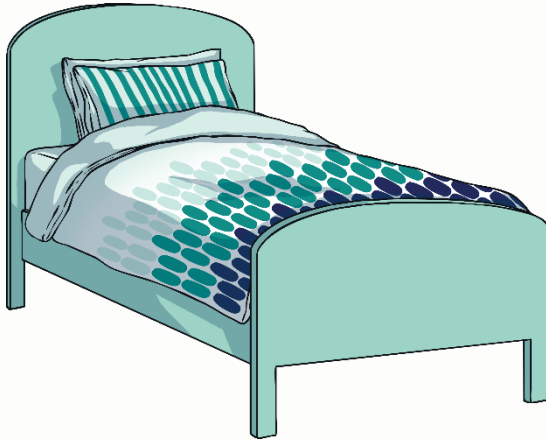
inquisitively

Word of the Day Writing Task

Carter was woken by a very quiet, squeaky voice. He sat up, rubbed his eyes and listened carefully. He could just about make out his name. Slowly, he turned and looked in the direction of the tiny noise. On the floor, waving his tiny arms around, was Carter's dad. Carter jumped out of bed in shock and disbelief.

'Dad, you are the size of a mouse!' Carter shrieked.

Continue the story and try to include as many of the words as possible.



How many points can you score?

Word of the Week	Points
exhaustion	2
feeble	2
frantically	1
assist	2
inquisitively	3

MATHS

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LO - to count money.

God of hope, through your Son Jesus you teach us to love and care for all our brothers and sisters wherever they are in the world. Help us to work together with others to make sure that all children have a chance to go to school and dream of a brighter future. Amen.



Have a peaceful weekend.