MATHS

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
$\frac{1}{5}+\frac{3}{5}=$	$\frac{3}{7}+\frac{4}{7}=$	$\frac{4}{10}+\frac{3}{10}=$	$\frac{3}{5}+\frac{6}{15}=$	$\frac{1}{4}+\frac{1}{7}=$
8528+ 3185 =	42,114 + 45, 939 =	234, 186 + 43,475 =	237.36 + 278.9=	293.97+ 345.3
$\frac{5}{10}-\frac{3}{10}=$	$\frac{5}{9}-\frac{1}{9}=$	$\frac{7}{10}-\frac{1}{5}=$	$\frac{5}{6}-\frac{1}{2}=$	$\frac{4}{10}-\frac{4}{20}=$
7452– 1292 =	43,639 – 5346 =	44,563 – 2,128 =	592.8 – 43.25 =	853.14– 36.1 =
235 x 5 =	9812 x 4 =	8734 x 7 =	863 x 42 =	1234 x 33 =
670 ÷ 5 =	3475 ÷ 6 =	1290 ÷ 7 =	8412 ÷ 8 =	6764 ÷ 9 =

Fractions, decimals and percentages:

Complete the table.

fraction	decimal	*percentage*
$\frac{1}{2}$		
	0.25	
		10%
$\frac{3}{4}$		
	0.9	
$\frac{6}{10}$		

Adding decimals with a different number of decimal places:

0.23 + 1.4 =
0.45 + 2.172 =
0.23 + 1.4 =
0.543 + 1.3 =
0.454 + 2.56 =
0.675 + 9.72 =
0.645 + 8.23 =

ENGLISH - WRITING

Look at the playscript to remind yourself of the features and layout.

Theme 4 Music | Fiction (Playscript)

The Lost Concert Tickets

(Jess is on her way to watch her first live band concert with her Mum. They are presently crawling through a stream of traffic.)

Jess: *How much further to the stadium, Mum?*

Mum: *It's just down this road, let's hope we can find a parking space.*

Jess: *How old were you the first time you saw a live band?*

Mum: *About nine, I think. I came with my mum though we had to catch two buses to get here in those days.*

Jess: *I can't wait! Do you think Robbie will actually turn up to sing with them?*

Mum: *I should hope so, he's sold more tracks than anyone else in the band!*

Jess: *I can see the floodlights! We're nearly there.*

(Mum carefully parks the car and they rush to join the crowd surging towards the stadium.)

Jess: *Can we buy a programme Mum?*

Mum: *Of course we can, everybody should have a programme when they come to a concert for the first time. We'll buy it from the man near the turnstile.*

(They approach the turnstiles where the crowds are magically transforming into orderly queues.)

Jess: *Can I pay for the programme Mum?*

(Mum searches frantically through her pockets.)

Mum: *Where's my purse? It should be in this pocket. I hope it hasn't been stolen!*

(Jess starts to get upset as she thinks through the consequence of what has happened.)

Jess: *You mean we can't buy a programme?*

(Mum also starts to get anxious and upset.)

Mum: *Worse than that Jess, we can't get into the ground unless I can find it. The tickets are in my purse, we'll have to fight our way back to the car and see if it's there.*

(They push their way back through the crowd to the car as quickly as they can. Mum fumbles for the car keys. Finally the door is open.)

Jess: *Is it there, Mum?*

(Mum searches frantically around the car.)

Jess: *Mum?*

Mum: *Thank goodness! Here it is! It was under the seat. It must have slipped out of my pocket when I was concentrating on the traffic.*
Jess: *Phew!*

(Mum quickly locks the car again.)

Mum: *Right! Off we go!*

Jess: *Will we miss the start of the gig?*

Mum: *No, we've got plenty of time. We might even see the warm up band.*

Jess: *And can we still buy a programme?*

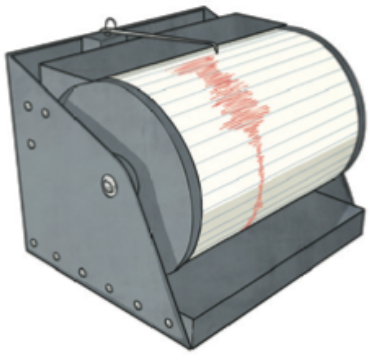
Mum: *We certainly can!*

ENGLISH – READING

Earthquakes

The Earth's Crust

The Earth's crust and the top of the mantle have about twenty tectonic plates, which are like jigsaw pieces covering the Earth. These plates are always moving and bumping into each other. The edges of the plates are called 'plate boundaries', which are made up of faults. These faults are where most of the world's earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it slips and bumps and that causes an earthquake. A bit like when you pull something which gets caught, you pull it some more until it comes free with a big force.



Seismograph

A seismograph (say: size-mo-graf) is a special piece of equipment that records earthquakes. Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument's case moves too. What doesn't move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use seismograms (graphs produced by the seismograph) to measure how big each earthquake is.

Interesting Fact

In 2009, in a place called L'Aquila in Italy, there was an earthquake that killed 309 people. In relation to the earthquake, a case went to court and it was decided that it was the fault of six Italian scientists who should have known it was coming and warned people. They were sent to prison for manslaughter (killing someone without planning or being hateful) but argued their case and won, so they did not have to go to prison after all.

You could try to find out:

1. How earthquakes are measured.
2. How easy they are to predict.
3. About other cases where prison sentences have been handed out in unusual circumstances.
4. How you go about arguing a decision made by a court.

Questions About Earthquakes

1. How many tectonic plates are there?

There are...

2. What are plate boundaries?

Plate boundaries are...

3. What does it mean when we say 'predicting earthquakes'?

Predicting earthquakes means...

4. Describe what causes earthquakes.

Earthquakes are caused by...

5. What is a seismograph?

A seismograph is...

Questions About Earthquakes

Answers

1. **How many tectonic plates are there?**

   There are twenty tectonic plates.

2. **What are plate boundaries?**

   Plate boundaries are the edges of the Earth's tectonic plates.

3. **What does it mean when we say 'predicting earthquakes'?**

   Any answer that suggests: Predicting earthquakes means using scientific measures to make a good guess when something might happen

4. **Describe what causes earthquakes.**

   Any answer that suggests: Earthquakes are caused by the plates moving, rubbing and bumping together.

5. **What is a seismograph?**

   Any answer that suggests: A seismograph is a special piece of equipment that records earthquakes by drawing them.

The Great Plague

What was the Great Plague?

During the summer of 1665, London was affected by a horrible disease.

This became known as the Great Plague.

People were terrified of the plague, as there was no cure.

It lasted from 1665 until 1666.

Why was there no cure?

At this time, medicine and health care were very different than they are today.

Hygiene was often very poor; towns and villages could be dirty.

People had a different understanding of medicine at this time.

How did the plague spread?

- At first, people were not sure how the plague was spread.
- Some doctors felt that bad air was to blame, and breathing in made people ill.
- Others blamed farm animals for spreading the disease.
- However, the cause of the plague was rats.
- Rats carried bacteria and fleas.
- When the fleas bit people, they infected them.
- When people sneezed and coughed, they spread the disease even more.

What happened if someone caught the plague?

The plague spread very quickly. Within three to four days of catching the disease, people were dying.

Some symptoms included:

- painful swelling of the skin;
- blisters;
- headaches;
- sickness.

If someone from a family got the plague, the whole house was closed up and nobody was allowed to leave, or enter the house.

A red cross was marked on the front door of any these houses, so people knew that they had the plague.

As many as 100 000 people had died in London by the end of 1665.

How was the plague stopped?

Cold weather – Autumn 1666. This killed off many of the rats and the bacteria.

The Great Fire of London – 1666. This destroyed many rat-infested buildings. This meant there were less rats to spread the disease.

Plague Remedies

As there was no cure, people tried different methods to try to prevent them from getting the plague.

- Small bunches of flowers: people thought that holding them to their noses, would stop them from breathing in any bad air or bacteria.
- Lucky charms: people wore them to ward off the plague, one example is wearing a dead toad around the neck!
- Soaking money in vinegar: when paying for goods, money was soaked in vinegar before giving it to someone else.

Questions

1. When did the plague happen?

2. What reasons did people think caused the plague to spread?

3. What actually caused the spread of the plague?

4. How could people tell if a household was affected by the plague?

5. How did people try to prevent themselves from catching the plague?

6. What does prevent mean?

7. How did the cold weather help to stop the spread of the plague?

Answers

1. When did the plague happen?
   The plague happened from 1655 until 1666.

2. What reasons did people think caused the plague to spread?
   Some people felt that the plague was spread by bad air, which made people ill when they breathed it in. Others felt that the plague was spread by farm animals. The Mayor of London felt that dogs and cats spread the disease.

3. What actually caused the spread of the plague?
   Rats were the cause of the plague.

4. How could people tell if a household was affected by the plague?
   If a household was affected by the plague, a red cross was painted on the front door of the house.

5. How did people try to prevent themselves from catching the plague?
   Many tried holding small bunches of flowers to their noses, to stop themselves from breathing in bacteria. Some people wore lucky charms, such as a dead toad around their necks.

6. What does prevent mean?
   Prevent means to stop something from happening, in this case people tried to stop themselves from being infected by the plague.

7. How did the cold weather help to stop the spread of the plague?
   The cold weather killed off rats and bacteria, so the spread of the plague slowed down.

Geography

Layers

Ways animals adapt to the Amazon Rainforest.	What it is and why is it used?	Types of animals that use it.
Camouflage		
Mimicry		
Having a limited diet		
Poison		
Reduction of size and stature		
Changing of habitats		
Nocturnality		

RE

In the beginning God created the sky and the land.
Everything was dark.

So God said, “Let there be light.” And there was light.

God saw that it was good.

God called the light ‘day’ and the darkness ‘night’.

God said, “Let there be water.” And so it was.

God called the dry land ‘earth’ and the water ‘sea’ and God saw that it was good.

God said, “Let the earth be filled with plants and trees.”

And so it was. Plants and trees grew on earth full of fruit and vegetables.

God saw that it was good.

God said, “Let there be two great lights in the sky.

A great light to shine in the day, and a smaller light to shine in the night.”

God made the stars too.

God saw that it was good.

God said, “Let the seas be filled with living creatures and the skies be filled with flying creatures.” And so it was.

Great sea creatures and every kind of winged creature filled the seas and skies. God saw that it was good.

God said, “Let the earth be filled with every kind of living creatures; wild animals and tame, reptiles that crawl on the earth.”

And so it was.
God filled the world with every kind of animal and reptile. God saw that it was good.