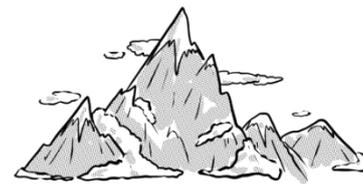




Reading
30 minutes

The Alps

One of the most dominant geographical features of western Europe is the vast mountain range known as the Alps. The Alps extend from the Mediterranean coast of south-western France across to Germany, Austria and Slovenia in the east. Other countries, such as Switzerland, Italy and tiny Liechtenstein also include sections of this rugged landscape. With peaks as high as 4,800m (Mont Blanc), the Alps are high enough to affect the climate of the whole continent.



Formation

The Alps are part of a series of mountain chains, running from the Atlas Mountains in northern Africa right across to the Himalayas north of India, that were formed by the same basic process. The Earth's crust is made up of a number of massive sections called tectonic plates. These are continually moving, slowly but incredibly powerfully. When the African plate to the south started inching northwards, it collided into another plate which covers much of northern Europe. The extraordinary pressures generated by this process caused the land to be pushed up, much like a tablecloth will form ridges if you push it across a table.

The process of raising and shaping the Alps has not finished, however. The area is still prone to powerful earthquakes. Meanwhile, the weather plays a large part in wearing down the rocks. This includes the action of glaciers. These slow-moving rivers of ice help to carve out huge valleys, some of which have been lined with a thick layer of sand and gravel, dumped by the melting glaciers.

Features

The sheer height of these mountains means that moist air gets snagged on the peaks, resulting in heavy snowfalls. Large parts of the Alps remain snow-capped all the year round, although it melts away from the lower slopes during the warmer months. This leads to many of the valleys being flooded to create deep lakes. It also helps to irrigate the surrounding land and contributes to some of the largest rivers in Europe, including the Rhône, the Rhine and the Danube.

Life

The Alps provide a number of different habitats. At lower levels, there are meadows, bogs and woodland. Above the treeline, the conditions are harsher and animals as well as plants have had to adapt to survive.

Possibly the most famous plant is a little flower called the edelweiss. The most common name of this tough little relative of the daisy comes from German words meaning *noble white*. However, it is also known by other names, depending on which country you are in. For example, the French call it *Etoile des Alpes*, which means the star of the Alps.

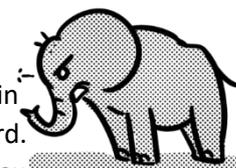
As for the animals, the ibex is probably the most impressive. This member of the goat family lives on the rocky mountainsides above the forests. An expert climber, it shelters from the snows in caves and enjoys the safety of slopes as steep as 45 degrees.

Humans

Despite the harsh conditions, the Alps have a long relationship with humans. Its caves provided ready-made homes for people as long as 10,000 years ago. More recently, it has become a popular destination for holidaymakers, especially the more adventurous ones. They come for the skiing, hiking and

Did you know?

Over 2,000 years ago, the great general Hannibal crossed the Alps in order to catch the Romans off guard. Imagine their surprise when they saw that he had not only marched a huge army over the dangerous mountain passes but that he had brought elephants with him too!



mountaineering as well as to enjoy the spectacular scenery provided by the mountains and lakes.

Vocabulary:

1. *One of the most dominant geographical features ...* What does *dominant* mean in this sentence?

2. *... The extraordinary pressures generated by this process ...* What does *generated* mean? Circle **one**.

created

powered

suffered

related

3. Look at the section headed ***Humans***. Find and copy one word meaning *stunning*.

Retrieval:

4. From which sea do the Alps extend?

5. Where are the Himalayas?

6. What does *edelweiss* mean?

Inference:

7. *...the Alps are high enough to affect the climate of the whole continent.* This suggests that ... Tick **one**.

All of Europe is cold.

The weather across Europe would be different if the Alps were not there.

All of Europe's weather comes from the Alps.

Rainclouds are formed on mountain tops.

8. How do the Alps help farmers in the surrounding areas?

9. What do the Alps have that helped early humans to survive?

Summarise:

10. Look at the section headed **Formation**. Which statement is the best summary of this part of the text? Tick **one**.

- The Alps continue to grow and change.
- The Alps are part of one long mountain range.
- The Alps are a dangerous place to live.
- The Alps have bad weather.

Compare:

11. According to the text, give **one** reason why ...

- a. people might want to spend time in the Alps today.
-
-

- b. people might want to stay away from the Alps.
-
-

Authorial intent:

12. How does the example of the tablecloth help you to understand *how* the Alps rose up?

GPS warm-up
10 minutes

The challenge activities provide opportunities for children to practise some of the more difficult objectives and question types. Where questions require a written answer, children should be reminded to take particular care with spelling and punctuation (e.g. use of capital letters and full stops). Children can write answers in an exercise book.

If you are unsure what the question is asking, use your homework book to find out what it means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.

1. Tick the event that is most likely to happen.

Tick **one**

Emma shall walk to school tomorrow.

1

I can catch the bus later.

2

You should get the next train.

3

They might drive to work.

4

1 mark

CHALLENGE: Rewrite sentence 4 using a modal verb that indicates certainty.

2. Tick **one** box in each row to show whether the **apostrophe** has been used for **omission** or **possession**.

Sentence	Apostrophe used for omission	Apostrophe used for possession
a) I think Mark's going to be a bit late.		
b) The girl's bag fell onto the floor.		
c) As it is raining, Jenny's got to catch a bus home.		

1 mark

CHALLENGE: Write a sentence containing Ben's where the apostrophe is used for omission.

3. Complete the table by writing a suitable **synonym** or **antonym**.

Word	Synonym	Antonym
disappointed	frustrated	
entertained		bored
wander		rush

1 mark

CHALLENGE: Write the root of unhappiness. How many different words can you create by adding prefixes and suffixes to the root?

Writing
30 minutes

Continuing from yesterday.

Activity 2: I opened the magical door and saw ...

This is an idea inspired by Kit Wright's poem 'The Magic Box'.

<https://www.bbc.co.uk/bitesize/clips/zkpmhyc>

In the poem, Kit imagines what may be contained inside a magical box. We can use this idea to connect to what could be behind the magical door.



★ Before you begin, brainstorm a list of ideas for what might be behind the door. Let your imagination run wild as there is no wrong answer. Once you have your list, have a go at writing a poem, using the repeating opener: I opened the magical door and saw ...

Here's an example to help you get going:

I opened the magical door and saw shadows dancing.

I opened the magical door and saw a rainbow leading to another world.

I opened the magical door and saw people crying.

I opened the magical door and saw a magical fairground flooded in lights.

Once you have got your ideas, go back and see if you can add to them.

You could add more description or bring the thing to life through action, e.g.

I opened the magical door and saw a shoal of hungry shadows, tangoing through busy streets.

★ Have fun adding to your ideas and let your imagination run wild. Have a read of this poem some Y6 children created to help you get ideas:



The Magical Door

*I opened the magical door and saw ...
a world turned upside down:
the sea, now a floating ceiling,
the clouds, an inviting carpet.*

*I opened the magical door and saw ...
the reflection of myself:
standing, searching, staring,
questioning how this was possible.*

*I opened the magical door and saw ...
a sweet-treat paradise:
clouds of candy floss,
drifting across a bubble gum sky.*

*I opened the magical door and saw ...
a field of waves:
blue potatoes were leaping,
playing in white foam,
as puzzled farmers watched from sunny shores*

*I opened the magical door and saw ...
The image of a street I used to know,
But as I entered, everything changed;
As I reached out, everything had gone.*

*I opened the magical door and saw ...
A forest of mirrors,
surrounding me in dazzling white light,*

$$\frac{8}{6} - \frac{2}{7} = \frac{44}{42}$$

Multiples of 6: 6 12 18 24 30 36 (42)

Multiples of 7: 7 14 21 28 35 (42)

$$\begin{array}{ccc} \begin{array}{c} \xrightarrow{\times 7} \\ \frac{8}{6} = \frac{56}{42} \\ \xrightarrow{\times 7} \end{array} & & \begin{array}{c} \xrightarrow{\times 6} \\ \frac{2}{7} = \frac{12}{42} \\ \xrightarrow{\times 6} \end{array} \\ \frac{56}{42} - \frac{12}{42} = \frac{44}{42} \end{array}$$

$44/42$ simplified is $22/21 = 1$ whole $1/21$

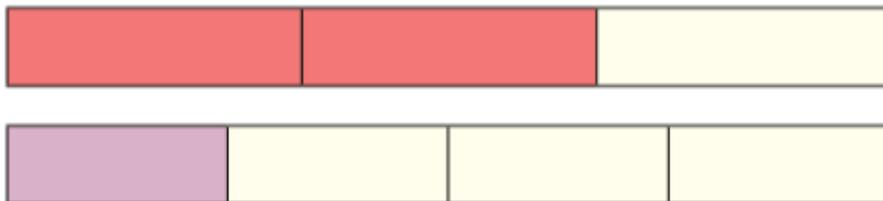
If you need some more support head to:

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z9n4k7h>

Main activity:

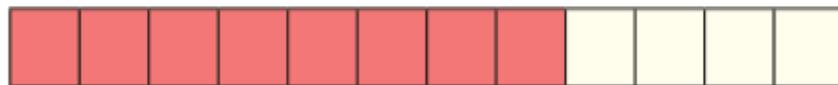
1)

Amir is using fraction strips to work out $\frac{2}{3} + \frac{1}{4}$



Amir says he needs to find a common denominator.

a) Complete Amir's method.



$$\frac{2}{3} = \frac{\square}{12}$$



$$\frac{1}{4} = \frac{\square}{12}$$

$$\frac{2}{3} + \frac{1}{4} = \frac{\square}{12} + \frac{\square}{12} = \frac{\square}{12}$$

b) Show the addition on the fraction strip.



c) Could you have used a different denominator?

2)

What common denominator can you use to add the fractions?

a) $\frac{2}{5} + \frac{1}{2}$ Common denominator =

b) $\frac{2}{3} + \frac{4}{5}$ Common denominator =

c) $\frac{7}{8} - \frac{1}{4}$ Common denominator =

d) $\frac{7}{9} - \frac{1}{6}$ Common denominator =

e) $\frac{11}{15} + \frac{3}{10}$ Common denominator =

3)

Ron and Eva are working out $\frac{1}{4} + \frac{5}{6}$

Ron's method

$$\frac{1}{4} + \frac{5}{6} = \frac{3}{12} + \frac{10}{12} = \frac{13}{12}$$

Eva's method

$$\frac{1}{4} + \frac{5}{6} = \frac{6}{24} + \frac{20}{24} = \frac{26}{24}$$

a) What is the same about Ron's and Eva's methods?

b) What is different about their methods?

c) Which method do you prefer? Why?

4)

Complete the calculations.

a) $\frac{1}{5} + \frac{3}{4} =$

c) $\frac{1}{2} - \frac{1}{7} =$

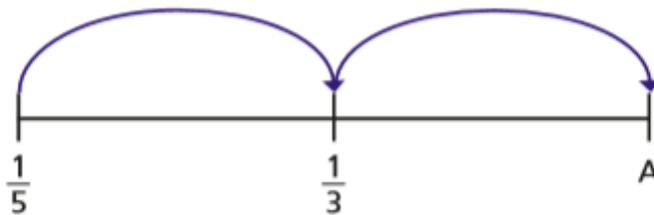
b) $\frac{7}{8} - \frac{1}{3} =$

d) $\frac{11}{18} + \frac{7}{12} =$

5)

Mo is drawing jumps on a number line.

The jumps are the same size.

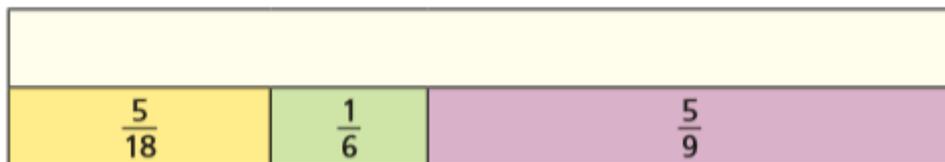


a) What is the size of the jump?

b) What is the value of A?

6)

Complete the bar model.



7)

Complete the additions.

Give your answers as mixed numbers and as improper fractions.

a) $\frac{4}{5} + \frac{5}{4} = \square = \square$ c) $\frac{9}{8} + \frac{8}{9} = \square = \square$

b) $\frac{2}{3} + \frac{3}{2} = \square = \square$ d) $\square = \square = \frac{5}{3} + \frac{3}{5}$

What patterns do you notice?

8)

Look at these additions.

$$\frac{1}{2} + \frac{1}{3} = \square$$

$$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} = \square$$

$$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} = \square$$

a) When does this pattern first give an answer greater than 2?

b) Do you think the pattern will ever give an answer greater than 100?

Enquiry/Project
work
30 minutes

PE

Use play equipment, such as balls, ropes and hoops, to invent a new competitive game.

Devise a set of rules and teach the game to others in your household.

Play a game and keep score.

Who is the winner?

