

Weekly Home Learning Timetable  
Year 5 Week Beginning 01.06.20

Remember that you can send an email to your class teacher to ask them questions about your learning, or to send them a picture of some of the work that you have completed. It might even be uploaded to the school website!

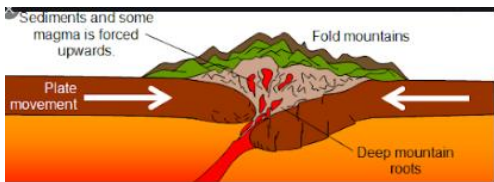
Monday

**English**

**Explanation text**

**New topic: MOUNTAINS**

Today, you are going to find out how mountains are formed and begin to plan an Explanation text. Specifically, you are going to find out how FOLD and/or VOLCANIC mountains are formed. Please use the links to the slideshow, clips and information below to help you plan and explain how a Fold/Volcanic



mountain is formed.

<https://www.twinkl.co.uk/resource/tp2-g-039-planit-geography-year-5-magnificent-mountains-lesson-4-how-mountains-are-made-lesson>

<https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/>

<https://www.youtube.com/watch?v=S9ty-ta1wyl>

Look at the checklist and example of an explanation text below under **English-Monday Resources** or use this link:

<https://www.twinkl.co.uk/resource/t2-e-1231-features-of-an-explanation-text-checklist>

Today is a planning day

**Maths**

**Multiply unit and non-unit fractions by an integer**

<https://www.bbc.co.uk/bitesize/tags/zhqppg8/year-5-and-p6-lessons/1>

Please click on the above link, then click on today's Maths lesson dated 1<sup>st</sup> June and work through the structured lesson and activities. Use your home workbook to complete the activities. Don't forget to apply your times tables knowledge!

Additional reasoning activities under resources

We have set up a ROCKSTARS Times Tables battle for the month of June boys vs girls!!!... Good luck and may the best team, who perseveres the most, win

**New topic - Mountains**  
**Geography**

**Where are the Worlds' major mountain ranges?**

Your task today is to find out about the worlds' major mountains. Using the map in resources below or a blank piece of paper place and label the following mountains on the map. Use the clip/power point below to help you. Try and write one fact about each of these mountains.



1. Mount Olympus
2. Mount Everest
3. Mount Fuji
4. K2
5. The Himalayas
6. The Rockies
7. The Andes
8. Mount Blanc
9. The Alps
10. Ben Nevis
11. Mount Cook

<https://www.bbc.co.uk/bitesize/clips/z27tfq8>

<https://www.twinkl.co.uk/resource/t2-g-144-mountains-powerpoint>

Tuesday

**English**

**Explanation text**

Look at your planning outline from yesterday and begin writing your explanation text. Include appropriate time ordered paragraphs with the correct information in paragraphs underneath and labelled diagrams are really important. Try to include as much factual information as possible, use conjunctions and relative clauses to extend your sentences.

Today is a writing day.

**Maths**

**Multiply mixed numbers by an integer.**

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

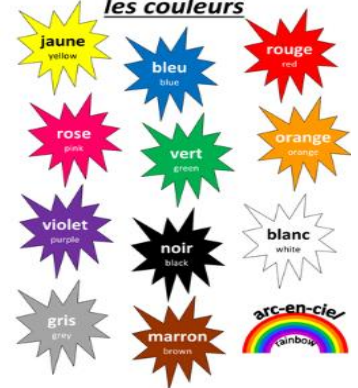
Please click on the above link, then click on today's Maths lesson dated 2<sup>nd</sup> June and work through the structured lesson and activities. Use your home workbook to complete the activities. Don't forget to apply your times tables knowledge!

Additional reasoning activities under resources

**French**

Go in to the website below and learn all about colours in French, play the games too.

*les couleurs*



<https://www.digitaldialects.com/French/Colour.htm>

Wednesday

**English**

**Reading/Comprehension**

Today is 'World Bicycle day'



<https://www.twinkl.co.uk/resource/t2-g-3771-ks2-around-the-world-in-80-days-differentiated-reading-comprehension-activity>

Please read the text and answer the related questions. Scroll down to see if you got the answers correct. Use your home workbook to complete the activities.

**Maths**

**Problem solving with fractions.**

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Please click on the above link, then click on today's maths lesson dated 3<sup>rd</sup> June and work through the structured lesson and activities. Use your home workbook to complete the activities. Don't forget to apply your times tables knowledge!

Additional reasoning activities under resources

**PSHCE/PE**

(Healthy mind, Healthy body)

Today is 'World Bicycle Day'

To celebrate this try one of the following activities if you can:

- Go for a bike ride in your local area with your family or adult. Remember to stay safe and keep your distance.
- Complete these cycling exercise challenges at home (click the link).

<https://www.twinkl.co.uk/resource/t2-pe-283-bicycle-sit-up-circuit-card-pupil-knowledge-sheet>

**Bicycle Sit-Up**

What You Need  
• 1 mat each



Thursday

**English**

**SPaG: Parenthesis**

**SPaG: Brackets, dashes and commas for Parenthesis.**

Watch the clip about parenthesis.

<https://www.youtube.com/watch?v=YZJbRaA3LUI>

Please complete the activities below (resources) in your home workbook.

Play this game to also help with your learning:

<https://www.playfactile.com/parentheses/play>

**Maths**

**Fractions of amounts in contexts.**

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Please click on the above link, then click on today's maths lesson dated 4<sup>th</sup> June and work through the structured lesson and activities. Use your home workbook to complete the activities. Don't forget to apply your times tables knowledge!

Additional reasoning activities under resources.

**Science/Art**

Next Monday is World Ocean Day. You will be doing some work based on this next week.



Please click on the link below and learn all about why living things need water and the role it plays in the life of living things.

[https://www.amnh.org/ology/features/bigideas\\_water/index.php](https://www.amnh.org/ology/features/bigideas_water/index.php)

Read the slides and consider the information. Re-read slide two and consider the polar bear. What do you know about a polar bear? Use the internet to find out about where it lives, how it survives and its appearance.



Use your sketching skills today to plan and then sketch a polar bear. You may also choose to label its features if you wish.

Friday

**English**  
**Reading/Comprehension Lesson**

Today is 'WORLD ENVIRONMENT DAY'



Please read the text about 'Greta Thunberg' and answer the related questions. Scroll down to see if you got the answers correct. Use your home workbook to complete the activities.

<https://www.twinkl.co.uk/resource/ks1-greta-thunberg-differentiated-reading-comprehension-activity-t-e-1000>

**Maths**  
**Challenge**

Friday is challenge day on Bite size Daily!

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Please click on the above link, then click on today's maths lesson dated 5<sup>th</sup> June and work through the challenge activities. Use your home workbook to complete the activities.

How many challenges can you complete?

How many challenges can you complete?

**Science/DT**

**WORLD ENVIRONMENT DAY**

There are 10 activities on the link below based on helping the environment and recycling. If you can, give one a go. We would love to see pictures of your work!

9. Bottle-cap magnets



<http://kiddley.com/2006/05/31/a-button-bouquet/>

Other activities for the week

- Use the following link to practise your times tables <https://trockstars.com> (Don't forget boys vs girls battle!)
- Use <https://whiterosemaths.com/homelearning/year-5/> and <https://www.thenational.academy/online-classroom/year-5/maths#subjects> to help with additional Maths.
- Guided reading - write a book review of a book you have read recently, how many stars would you give it? Who would you recommend it to?
- The Reading Journey App <https://www.thereadingjourney.co.uk/> it's free and has a built in reading diary. It is available on a range of devices including android for KS2.
- The Children's Poetry archive <https://childrens.poetryarchive.org/> it's free!
- Book Trust - Bookfinder: <https://www.booktrust.org.uk/books-and-reading/bookfinder/>
- Explore the galleries of the Natural History Museum at home! <https://www.nhm.ac.uk/visit/virtual-museum.html>
- Try watching Newsround each day [https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround) and maybe try the Newsround quiz at the end of the week.
- Keep up to date with PE and sport ideas on the Garlinge website.
- Visit <https://www.zsl.org/zsl-london-zoo/virtual-london-zoo> for a virtual zoo visit and home learning ideas.





## Resources

### English: Monday- Explanation text checklist

# Explanation Text Features Key

Text Title: \_\_\_\_\_

Here are the features of an explanation text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'time conjunctions' box in red, then use the same colour to underline all the time conjunctions in your text.

	<b>Title</b> shows what the text is about. Often uses "How..." or "Why..."		<b>Technical vocabulary</b> specific to the topic.
	<b>Opening paragraph</b> introduces the process.		<b>Diagrams/illustrations</b> with labels.
	<b>Chronological order</b> with <b>time conjunctions</b> .		<b>Cause and effect conjunctions</b> explain how one event leads to the next.
	<b>Stages</b> of the process clearly broken down.		Final paragraph ( <b>conclusion</b> ) links back to the opening.
	<b>Present tense</b> (unless it's a historical explanation).		<b>Passive voice</b> is often used. (e.g. something <b>is done</b> )
	<b>Impersonal tone</b> .		

## Example of an explanation text

### How to Fly a Hot Air Balloon

A hot air balloon consists of a basket, four big gas tanks, a burner and the balloon or 'envelope'.

First, the pilot puts four nylon poles into sockets on top of the basket. Then she puts the burner on top of the poles. Next, she connects the cables to the burner frame. The cables also go under the basket in order to hold everything together.

After this, she connects the hoses from the full gas tanks to the burner so that she can test it.

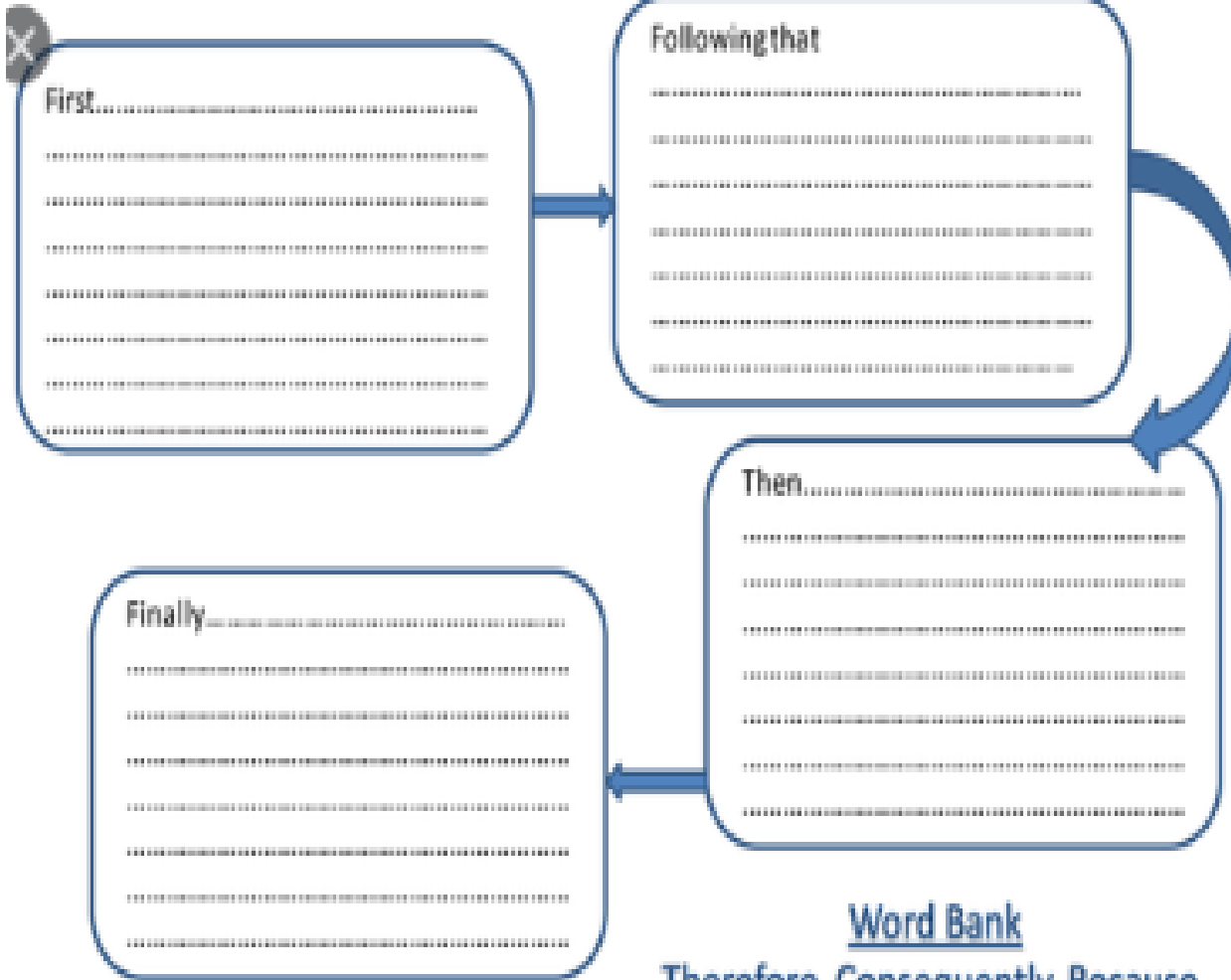
Next, two people hold the mouth of the balloon open while it is filled with cold air from the fan until it is quite fat and tight.

Now for the difficult bit. The pilot lies on the ground, half in the basket. She turns on the gas burner and points the flame into the 'mouth' of the balloon. This is so that the balloon slowly stands up.

When the pilot is ready to go, she heats up the air in the balloon a bit more. This results in the air in the balloon to be hot enough to get the balloon to rise off the ground.

**Explanation text planning sheet**

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# World Map



## Monday- Maths reasoning questions

Ranjit is multiplying fractions by a whole number.



$$\frac{1}{5} \times 5 = \frac{5}{25}$$

Can you explain his mistake?

**Always, sometimes, never.**

When you multiply a unit fraction by the same number as its denominator the answer will be one whole.

I am thinking of a unit fraction.

When I multiply it by 4 it will be equivalent to  $\frac{1}{2}$

When I multiply it by 2 it will be equivalent to  $\frac{1}{4}$

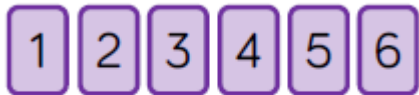
What is my fraction?

What do I need to multiply it by so that my answer is equivalent to  $\frac{3}{4}$

Can you create your own version of this problem?

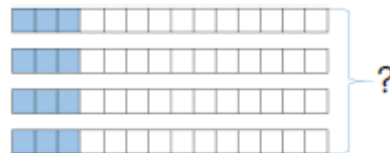
## Tuesday - Maths reasoning questions

Use the digit cards to complete the multiplication.



$$\square \times \frac{\square}{\square} = \frac{\square}{\square}$$

Denise has calculated  $4 \times \frac{3}{14}$



From the picture I can see that  $4 \times \frac{3}{14} = \frac{12}{56}$



Do you agree?

Explain why.



### Wednesday - Maths reasoning questions

Jack runs  $2\frac{2}{3}$  miles three times per week.

Josh runs  $3\frac{3}{4}$  miles twice a week.

Who runs the furthest during the week?

Explain your answer.

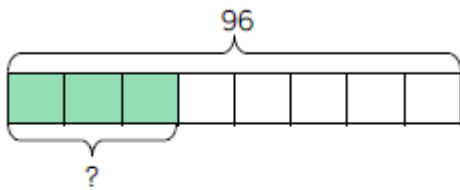
Work out the missing numbers.

$$2\frac{\square}{8} \times \square = 7\frac{7}{8}$$

Explain how you worked it out.

### Thursday - Maths reasoning questions

Write a problem that matches the bar model.

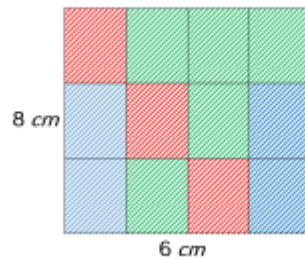


$\frac{7}{16}$  of a class are boys.

There are 18 girls in the class.

How many children are in the class?

Find the area of each colour in the rectangle.



### Friday - Maths reasoning questions

Jamie and Sam are thinking of a two-digit number between 20 and 30

Jamie finds two thirds of the number

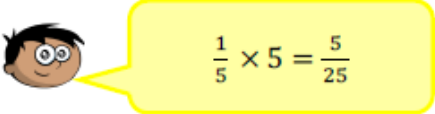
Sam multiplies the number by  $\frac{2}{3}$

Their new two-digit number has a digit total that is one more than that of their original number

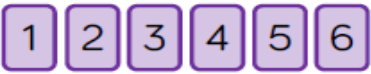
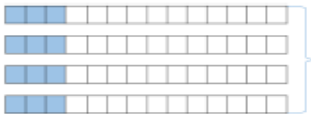
What number did they start with?

Show each step of their calculation.

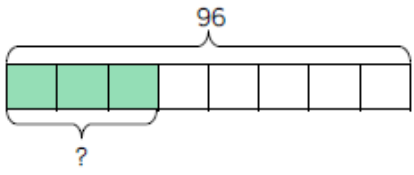
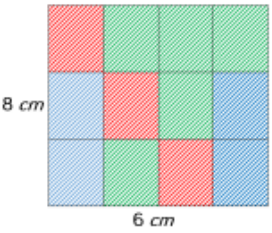
## Monday - Maths reasoning answers

<p>Ranjit is multiplying fractions by a whole number.</p>  <p>Can you explain his mistake?</p>	<p>Possible answer: Ranjit has multiplied the numerator and the denominator rather than recognising that he has five lots of one fifth. He has found an equivalent fraction.</p>	<p>I am thinking of a unit fraction.</p> <p>When I multiply it by 4 it will be equivalent to <math>\frac{1}{2}</math></p> <p>When I multiply it by 2 it will be equivalent to <math>\frac{1}{4}</math></p> <p>What is my fraction?</p> <p>What do I need to multiply it by so that my answer is equivalent to <math>\frac{3}{4}</math></p> <p>Can you create your own version of this problem?</p>	<p><math>\frac{1}{8}</math> because</p> $4 \times \frac{1}{8} = \frac{4}{8} = \frac{1}{2}$ <p>and</p> $2 \times \frac{1}{8} = \frac{2}{8} = \frac{1}{4}$
<p><b>Always, sometimes, never.</b></p> <p>When you multiply a unit fraction by the same number as its denominator the answer will be one whole.</p>	<p>Always because your numerator will be the same as your denominator which means that it is a whole.</p> <p>E.g. <math>\frac{1}{3} \times 3 = \frac{3}{3} = 1</math></p>		<p>6 because</p> $6 \times \frac{1}{8} = \frac{6}{8} = \frac{3}{4}$

## Tuesday - Maths reasoning answers

<p>Use the digit cards to complete the multiplication.</p>  $\square \times \frac{\square}{\square} = \frac{\square}{\square}$	<p>Possible answer: Ranjit has multiplied the numerator and the denominator rather than recognising that he has five lots of one fifth. He has found an equivalent fraction.</p> <p>Always because your numerator will be the same as your denominator which means that it is a whole.</p> <p>E.g. <math>\frac{1}{3} \times 3 = \frac{3}{3} = 1</math></p>	<p>Denise has calculated <math>4 \times \frac{3}{14}</math></p>  <p>From the picture I can see that <math>4 \times \frac{3}{14} = \frac{12}{14} = \frac{6}{7}</math></p> <p>Do you agree?</p> <p>Explain why.</p>	<p>Possible answer:</p> <p>I disagree. Denise has shaded 12 fourteenths. She has counted all of the boxes to give her the denominator when she shouldn't have. The answer should be <math>\frac{12}{14}</math> or <math>\frac{6}{7}</math></p>
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## Wednesday - Maths reasoning answers

<p>Write a problem that matches the bar model.</p> 	<p>Possible response: There are 96 cars in a car park. <math>\frac{3}{8}</math> of them are red. How many cars are red?</p>	<p>Find the area of each colour in the rectangle.</p> 	<p>Area of rectangle: <math>6 \times 8 = 48 \text{ cm}^2</math></p> <p>Blue</p> $\frac{4}{12} \text{ of } 48 = 16 \text{ cm}^2$ <p>Red</p> $\frac{3}{12} \text{ of } 48 = 12 \text{ cm}^2$
<p><math>\frac{7}{16}</math> of a class are boys.</p> <p>There are 18 girls in the class.</p> <p>How many children are in the class?</p>	<p>There are 32 children in the class.</p>		<p>Green</p> $\frac{5}{12} \text{ of } 48 = 20 \text{ cm}^2$

**Thursday - Maths reasoning answers**

<p>Jack runs <math>2\frac{2}{3}</math> miles three times per week.</p> <p>Josh runs <math>3\frac{3}{4}</math> miles twice a week.</p> <p>Who runs the furthest during the week?</p> <p>Explain your answer.</p>	<p>Jack runs  <math>2\frac{2}{3} \times 3 = 8</math> miles</p> <p>Josh runs  <math>3\frac{3}{4} \times 2 = 7\frac{1}{2}</math> miles</p> <p>Jack runs further by half a mile.</p>	<p>Work out the missing numbers.</p> <p><math>2\frac{4}{8} \times \square = 7\frac{7}{8}</math></p> <p>Explain how you worked it out.</p>	<p>Possible answer:</p> <p><math>2\frac{5}{8} \times 3 = 7\frac{7}{8}</math></p> <p>I knew that the multiplier could not be 4 because that would give an answer of at least 8. So the multiplier had to be 3. That meant that the missing numerator had to give a product of 15. I knew that 5 multiplied by 3 would give 15</p>
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**Friday - Maths reasoning answers**

<p>Jamie and Sam are thinking of a two-digit number between 20 and 30</p> <p>Jamie finds two thirds of the number</p> <p>Sam multiplies the number by <math>\frac{2}{3}</math></p> <p>Their new two-digit number has a digit total that is one more than that of their original number</p> <p>What number did they start with?</p> <p>Show each step of their calculation.</p>	<p>They started with 24</p> <p>Jamie:  <math>24 \div 3 = 8</math>  <math>8 \times 2 = 16</math></p> <p>Sam:  <math>24 \times 2 = 48</math>  <math>48 \div 3 = 16</math></p>
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# Mark Beaumont: World Adventurer

Mark Beaumont - Around the World in 80 Days

## About Mark Beaumont

A world record holder and devoted professional sportsman, Mark Ian Macleod Beaumont was born in Scotland in 1983, went to school in Dundee and later to university in Glasgow.

Planning to use his education to become an accountant, he instead decided to pursue his passion for cycling and adventure. His dedication and enthusiasm for setting goals has been inspirational to many people around the world.

Having already ridden the length of Britain at just 15 years old, he has continued to break records with some amazing challenges, becoming famous for his courageous expeditions. Using his own video diaries, TV documentaries have been made of his previous cycling challenges along with the publication of best-selling books. Along the way, he has helped to raise thousands of pounds for charities and continues to be an inspiring speaker at events all over the world.



## His challenges so far...

Mark is an endurance athlete which means that he sets himself hugely ambitious targets that require enormous amounts of prolonged hard work for several days, weeks or months. One of his early accomplishments was to cycle the length of Great Britain, from John O'Groats to Land's End.

Mark Beaumont - Around the World in 80 Days

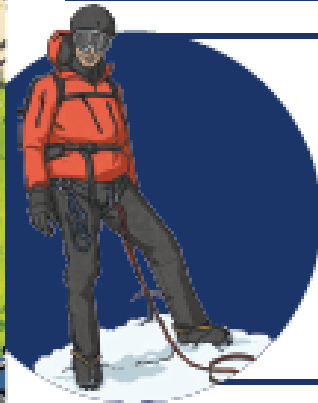
**Cycling Around the World**

In 2008, he first achieved the Guinness World Record for cycling around the world unsupported. This was a distance of over 18 000 miles, which he completed in 194 days and 17 hours, averaging around 100 miles per day. During the trip, he suffered broken wheels while crossing Europe then had to battle through deserts, mountains and through exhausting heat or headwind.



**Cycling Across America**

Mark pedalled his way across America, completing another incredible achievement in 2010. As well as the solo cycle journey, he also added a mountaineering challenge along the way. He interrupted his riding to climb the two highest mountain peaks in North and South America! The entire journey took 268 days and was a distance of 13 000 miles.



**Cycling the Length of Africa**

More recently, in 2015, Mark broke the World Record for the fastest time cycling from Cairo (Egypt) to Cape Town (South Africa) in 42 days and 8 hours. That was a distance of 10 000km. In this epic adventure, he faced adversity in the form of sandstorms and lonely deserts, pushing himself to the limit both physically and mentally.

As well as his passion for two wheels, Mark has also attempted unbelievable challenges involving swimming, rowing, mountaineering and running. He was part of the first team to reach the North Pole by rowing boat and attempted to row across the Atlantic Ocean but capsized and his crew all had to be rescued from the sea.



# Questions

1. In what year was Mark Beaumont born?

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2. Which two cities did he attend school and university?

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3. Complete the table to show which years Mark completed some of his challenges:

Year	Challenge
	Cycled Around the World
2010	
	Cycled the Length of Africa

4. Look at the section 'About Mark Beaumont'. Find and copy a word which means 'follow or chase'.

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5. How long did it take Mark to cycle from Cairo to Cape Town?

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6. Look at the phrase: 'becoming famous for his courageous expeditions'. What do the words 'famous' and 'courageous' tell you about these expeditions?

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7. Where did Mark begin and end when cycling the length of Great Britain?

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8. According to the text, what kind of problems did Mark face when cycling around the world? Give two different examples.

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Mark Beaumont: World Adventurer

9. Look at the sentence ending with '...pushing himself to the limit both physically and mentally'. What is meant by this phrase?

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10. Which of Mark's challenges do you think was the most difficult? Give evidence from the text to support your answer.

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# Answers

1. In what year was Mark Beaumont born?

Mark was born in 1983.

2. Which two cities did he attend school and university?

Mark attended school in Dundee and university in Glasgow.

3. Complete the table to show which years Mark completed some of his challenges:

Year	Challenge
2008	Cycled Around the World
2010	Cycled Across America
2015	Cycled the Length of Africa

4. Look at the section 'About Mark Beaumont'. Find and copy a word which means 'follow or chase'.

pursue

5. How long did it take Mark to cycle from Cairo to Cape Town?

42 days and 8 hours

6. Look at the phrase: 'becoming famous for his courageous expeditions'. What do the words 'famous' and 'courageous' tell you about these expeditions?

The word 'famous' means well-known for something and 'courageous' means being brave.

7. Where did Mark begin and end when cycling the length of Great Britain?

Mark began his journey in John O' Groats and ended it at Land's End.

8. According to the text, what kind of problems did Mark face when cycling around the world? Give two different examples.

Broken wheels; battling through deserts and mountains; exhausting heat and headwind.

Accept any combination of two different answers given.

# Bicycle Sit-Up

## What You Need

- 1 mat each



## What You Do

1. Lie on your back with your legs bent 90 degrees at the knee and your hands behind your head.
2. Bring your left knee towards your chest whilst twisting at the waist so the right side of your chest comes to your knee and your elbows stay straight out.
3. Alternate sides by using your right knee and left chest.

**Top Tip:** use your core muscles to move your legs, focusing on your chest to twist, not your elbow, as to not strain your neck.

How to Make the Activity Less Challenging	How to Make the Activity More Challenging
Perform regular sit ups.	Extend your leg out straight, not letting your foot touch the floor before bringing your knee back to your chest.



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



**Circuit Challenge** - Can you create your own mini circuit challenge e.g. star jumps, press ups, jog high knees etc... and use the bicycle sit ups in it? Try to be creative! Play some music to motivate yourself while you have a go at your circuit and challenge yourself. Don't forget to send some pictures into your class teacher emails if you can!

# Use Brackets, Dashes and Commas to Show Parenthesis

## Task 1

For each of these sentences, add an extra information clause (parenthesis) to the noun or clause in **bold**. Remember to mark the start and end of your parenthesis with **brackets, commas** or **dashes**. Vary your punctuation; don't just use one!

e.g. **My brother** never brushes his hair!

My brother, **who thinks he's really cool**, never brushes his hair! OR

My brother – **Jason** – never brushes his hair! OR

My brother **(the scruffiest boy in history)** never brushes his hair!

1. I'm going to **a party** on Saturday.
2. At the zoo last week, we saw **five elephants**.
3. Never smile at **a crocodile** or you'll regret it!

## Task 2

For each of these sentences, you need to choose a suitable parenthesis from the box underneath and work out where it should go. Remember to mark the start and end of your parenthesis with brackets, commas or dashes. Vary your punctuation; don't just use one!

e.g. The main door is in the basement.

The main door **(with the square 'enter' button)** is in the basement.

1. My favourite teddy has only one ear.
2. The Empire State Building is in New York.
3. Most smart phones can be used to play games.
4. The cycle track went right through the woods.
5. You'll never guess what I heard Sadie say to Kate!

which was full of pot holes

the kind with touch screens

my sister's friend

with the square 'enter' button

he's called Marvin

381m high

# Greta Thunberg

Greta Thunberg is a Swedish student and climate activist. She campaigns to raise global awareness about climate change and its impact on the planet.

## Family Life

Greta Thunberg was born to parents Sara Magdalena Ernman (known as Malena) and Svante Thunberg in 2003. At the time of Greta's birth, her mother worked as a world-renowned opera singer – travelling globally from their home in Sweden to perform in musicals and theatre shows. Greta's father also worked within the entertainment industry – just as his father had before him – as an actor. When Greta was young, the family welcomed a new addition: Greta's sister Beata.

## Beginning of Awareness

As a child, Greta recalls being taught to turn off lights to save electricity, not to waste water when brushing her teeth and not to throw away good food. When she questioned why, Greta first heard the words that would shape her later activism: climate change. At first, Greta did not believe what she had heard; surely, if humans know that they can change the climate, they should simply stop doing harmful things. Why would they continue to do things like burn fossil fuels, knowing that it pumps harmful emissions into the environment? Yet, nobody seemed to be doing anything about it.

Greta began to research further into climate change – a passion she has, so far, pursued during her teenage years. She began to make small changes in her own life to reduce her carbon footprint – her impact on the planet and the amount of emissions she is responsible for. She became vegan – omitting all animal products from her diet – and stopped purchasing things unless they were truly necessary. In 2015, Greta also made the decision to stop flying in aeroplanes because of the impact it has on the environment. All the while, Greta shared her findings with her family and they agreed to follow suit; Greta's mother, Malena, also decided to cease all air international career. When Greta saw that her family had all made small changes too, this gave her hope and belief that she could spread the word further and have a greater impact on the planet.



## Fridays For Future

In 2018, when Greta was 15 years old, Sweden experienced the hottest summer since records began 262 years before. Greta's home country was struck by heatwaves and wildfires to a magnitude that she had never known. She knew then that she needed to act.

At the start of the new school year, Greta decided to strike and she vowed not to attend school for three weeks. Instead, Greta began to protest by sitting outside the Swedish government building, handing out leaflets about what Greta termed 'the climate crisis'. She was furious that governments around the world – including her own – were not doing everything that they could to stop climate change. News of her protest quickly spread and attracted attention both online and on TV. Children around the world agreed with Greta and joined in with her protest.

On 8<sup>th</sup> September 2018, Greta decided to continue to strike every Friday until her government began to act. She started a movement known as Fridays For Future, which has now seen over 5,200 strikes by young people around the world who share Greta's concern for the future of their planet.

## Support for Greta

In February 2019, 224 scientists and academics from around the world agreed that Greta was noble in her actions and that her protests had their full support. As Greta's popularity and influence grew, she was invited to speak at prestigious events around the world to share her concerns about climate change. Greta's speeches cover four main themes:

- global warming is so serious that it will lead to the end of the world as we know it;
- the current generation of adults are stealing the future of young people by not acting;
- we must act now if we want to change the future;
- politicians and decision makers must listen to scientists if the world is to undo its mistakes before it is too late

Greta continues to travel the world via eco-friendly transport in order to spread the word about climate change.





# Questions

1. What event coincided with Greta's three-week strike? Tick one.

- the government closing down
- the beginning of the academic year
- the building of a supermarket
- the flight of an aeroplane

2. In which year was Greta's activism publicly supported by academics? Tick one.

- 2003
- 2009
- 2018
- 2019

3. ...a passion she has, so far, pursued during her teenage years.

Rewrite this phrase in your own words.

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4. Look at the section **Family Life**.

Find and copy one phrase which proves that Beata is younger than Greta.

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5. List two things that Greta recalls being taught as a child.

1. \_\_\_\_\_

2. \_\_\_\_\_

6. What did Greta's grandfather do as a job? Explain how you know.

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7. Explain why Greta did not immediately believe what she had heard about climate change.

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## Greta Thunberg

8. Summarise how Greta's mother's life has changed as a result of her daughter's activism.

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9. Discuss two aspects of Greta's personality, using evidence from the text to support your answer.

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10. Explain how Greta's family inspired her to take her activism to a global stage.

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# Answers

1. What event coincided with Greta's three-week strike? Tick one.

- the government closing down
- the beginning of the academic year
- the building of a supermarket
- the flight of an aeroplane

2. In which year was Greta's activism publicly supported by academics? Tick one.

- 2003
- 2009
- 2018
- 2019

3. ...a passion she has, so far, pursued during her teenage years.

Rewrite this phrase in your own words.

Pupils' own responses, such as: 'a topic she has been interested in as a teenager'.

4. Look at the section Family Life.

Find and copy one phrase which proves that Beata is younger than Greta.

When Greta was young, the family welcomed a new addition.

5. List two things that Greta recalls being taught as a child.

Accept any two of the following: to turn off lights to save electricity; not to waste water when brushing her teeth; not to throw away good food..

6. What did Greta's grandfather do as a job? Explain how you know.

Pupils' own responses, such as: Greta's grandfather was an actor. I know this because the text says that Greta's father is in the entertainment industry 'just as his father had been before him'.

7. Explain why Greta did not immediately believe what she had heard about climate change.

Pupils' own responses, such as: When Greta first heard about climate change, she did not immediately believe it because it seemed as though humans could simply stop doing harmful things yet Greta thought that nobody seemed to be doing anything at all.

8. Summarise how Greta's mother's life has changed as a result of her daughter's activism. Pupils' own responses, such as: Greta's mother's life has changed because, since Greta shared her findings with her, Malena has given up international flight and, as such, ended her international career as a singer.

9. Discuss two aspects of Greta's personality, using evidence from the text to support your answer.

Pupils' own responses, such as: I think that Greta is inquisitive because she asked why she was being taught things, such as saving electricity. I also think that Greta is stubborn because she refused to go to school until the government took action and listened to her.

10. Explain how Greta's family inspired her to take her activism to a global stage.

Pupils' own responses, such as: Greta's family inspired her to take her activism further because when Greta saw that her family had all made small changes too. This gave her hope that she could spread the word further and have a greater impact on the planet. Without them, Greta might have felt too powerless to make a global change.

