

Week (22.6.20 – 26.6.20) overview – Mountains

Hello Year 5, we miss you all very much & hope you are all keeping safe! Thank you for sending in pictures of your art and science learning. Please keep these coming in, we love to email you back (although slightly delayed now we are teaching full time as well) and to keep in touch with you.

This week we are setting learning around Mountains and hope you enjoy spending time learning about places around the world.

You will need both your Mathematics and Education City log ons for this week; the sheets in the pack can be used without access to these if you get stuck though. The activities below are, as always, a suggestion for what you might like to do. You don't have to stick with the order but do the best you can to have a good range of learning to try. There are worksheet activities, online activities and then some more creative arts type activities too this week. We hope you enjoy them – let us know how you get on.

Many thanks and best wishes, The Year 5 team

Day	Subject	Name of Activity	Description of what to do (only if needed – most of this is obvious from the sheet but look here if stuck)	What are we learning?
1	Spellings	High frequency spelling words	Can I spell and understand the Year 5 / 6 spellings? Use different strategies to learn the year 5 and 6 spelling words	
1	Reading	Research on different mountains	Can I make comparisons between different mountains? Reading about Mount Fuji, Denali, Matterhorn, Kilimanjaro and finding out what life is like on each mountain.	
1	Writing	Anna Adverbial and Adverbial Sort	Can I use adverbials to link sentences and paragraphs? Adverbials?! Parents handbook included with what on earth these are! Details on the handbook about this	
1	Maths	Mathletics Are you ready? Column Graphs	Can I interpret bar graphs? Some sheets to complete in the pack & find the activity on the Mathletics website by their name (see column next door for names e.g. “are you ready?” and “column graphs” are the two to find. Email us if you have problems please)	
1	Geography	Researching different mountain ranges around the world	Can I research different mountains around the world? Read through the facts and information and create your own top trumps card set. Think about the different topics you could use – you might need to research some more facts. See the example for how you could use numbers for each topic.	
2	Geography	Mountain features	Can I identify features of a mountain? Details on the handbook about this	
2	Reading	The Man Who Moved a Mountain	Can I retrieve and infer information from a text? Details on the handbook about this	
2	Writing	Missing Links 1, 2 and 3 (Adverbials of time)	Can I use adverbials to link sentences and paragraphs? Details on the handbook about this	
2	Maths	Mathletics Bar Graphs 2 Pie charts	Can I interpret pie charts? Some sheets to complete in the pack & find the activity on the Mathletics website by their name (see column next door. Email us if you have problems please)	
3	Reading	Infer a Pound Ed City (TF ☺)	Can I infer information from a text? Online & Details on the handbook about this	
3	Writing	The Man Who Bought a Mountain	Can I write a description of a journey up a mountain? Details on the handbook about this	
3	Maths	Mathletics Travel Graphs Reading Line Graphs	Can I interpret line graphs? Some sheets to complete in the pack & find the activity on the Mathletics website by their name (see column next door. Email us if you have problems please)	

3	Geography	Comparing world mountain ranges	Can I research and compare the world's mountain ranges? Details on the handbook about this
4	Reading	No rhyme or reason Ed City (TF ☺)	Can I read and discuss poetry? Online activity to do here and also some sheets – conversation based and no answer sheets for this as a result
4	Writing	Shape poem about a mountain	Can I write a descriptive poem of a mountain? Online activity to do here and also some sheets
4	Maths	Hello, Holidays!	Can I use what I know to solve the clues?
4	Geography	Researching a mountain of your choice and presenting information	Can I research and present information based on a mountain range of my own choice? Example included of the kind of thing you might end up creating. Use your own paper for this task
5	Reading	Teddy time reading	Take some time to read your reading book or whatever you are reading at present to your teddy bear / pet / relative over an online chat / someone at home.
5	Writing	Publishing your writing	Can I use my handwriting skills to publish writing? Use your own paper for this task. Think about using neat, fluent handwriting to present your work.
5	Maths	Whodunnit?	Can I apply my skills in reading graphs to solve a problem?
5	Art	Mountain landscape	Can I represent mountains in artwork? – your choice what you create and how you create it. Google “mountain art” and you will find some inspiration. The secret to these types of pictures is the building up of layers, the foreground (done last), the middle area and the background (done first). 
5	Spelling	Spelling test	Can I spell this week's spelling words? Ask someone to test you on this week's words. Can you say the words in a sentence?

Useful Websites to accompany the learning for this week

<u>Description</u>	<u>Link</u> – easy to click on an onscreen copy, but if working from a paper copy the TinyURL will take you to the same place and is less complicated to type in	<u>Tiny URL</u> – shorter link, easier to type in if working from a paper copy
Comparison of Mount Snowdon with other World Summits	https://www.bbc.co.uk/programmes/p0113yr9	https://tinyurl.com/ybtc6n87
Information on world mountains with a live link to cameras on mountains around the world	http://primaryhomeworkhelp.co.uk/mountains/world.htm	https://tinyurl.com/y9tt8885
Information on world mountain ranges	http://primaryhomeworkhelp.co.uk/mountains/ranges.htm	https://tinyurl.com/yb5zm52g
Google Earth to explore mountains around the world	https://www.google.com/earth/	https://tinyurl.com/km6jhyh

Can I spell and understand year 5 / 6 spelling words?

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

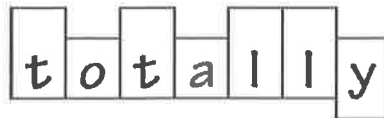
Use strategies that you enjoy to help learn and understand these words for this week:

Quickwrite:

Writing the word as many times as you can in 2 minutes.

Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.



Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



Look, cover, say, write and check	Day 1	Day 2	Day 3	Day 4	Day 5
accommodate					
accompany					
according					
achieve					
aggressive					
amateur					
ancient					
apparent					
appreciate					
attached					

Life on the Mountain

Mount Fuji

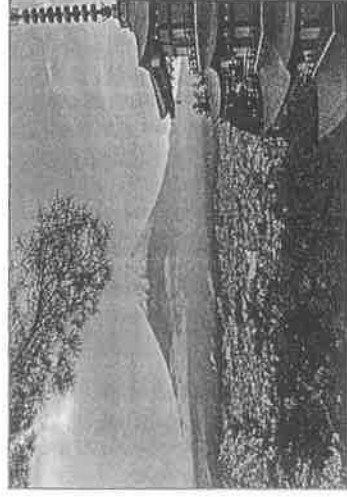
Location: Japan

Mount Fuji has spiritual and religious importance to local people near its location in Japan. It has always been a popular subject for artists and features beautiful surrounding scenery, including several lakes.

Located on one of Japan's islands, the area has a peak climbing season of early July to mid-September when the weather conditions are best. Climbing it is so popular during a festival week in August that climbers have to queue at some passages.

In the nearby forests and woodland areas, squirrels, foxes and birds can commonly be spotted as well as some rare sightings of black bears and the unusual Japanese serow. Three cities are also within easy reach of the sacred mountain, providing transport and further accommodation.

A number of basic hotels are scattered around the mid-slopes of the mountain, which are ideal resting points for climbers. One of the more unique experiences at the peak, for those who manage to get there, is a tiny post office. Only open in summer, it allows visitors to prove their conquest by sending a postcard stamped with 'Mount Fuji'. You can also buy a hiking stick en route and get it 'stamped' at the various tourist shops up the trek.



Can you list three jobs that might be found on this mountain?

1. _____
2. _____
3. _____

How would life be different for local people without the mountain?

Would you like to live near the base of this mountain? Explain your reasons.

Life on the Mountain

Denali

Location: Alaska, USA

Formerly known as Mount McKinley, the mountain is situated in Denali National Park. It is climbed regularly now by tourists on guided group treks, with an ascent taking between two to four weeks.

High-quality accommodation is available within the national park with high standards of customer service. There are also camping facilities and lodges. The nearest city, Anchorage, provides transport by plane, bus or car to travel to Denali.

The National Park Service maintains the conservation and scientific study of the area, including its varied wildlife. Wolves, bears, caribou and moose all inhabit the national park in which the Denali mountain is located. Dall sheep can be found high up the mountain along with a wide range of bird species.

While there is plenty of green space lower down, the peaks are covered with snow and glaciers flow away from them. Winter activities here including snowmobiling, dog sledding and cross-country skiing.



Can you list three jobs that might be found on this mountain?

1. _____
2. _____
3. _____

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Life on the Mountain

Matterhorn

Location: Switzerland / Italy, Europe.

The famous Matterhorn peak is a distinctive peak which sits on the border between Switzerland and Italy. It is part of the Alps mountain range. The nearest town is Zermatt in Switzerland, which is a famous and popular tourist attraction.

A beautiful train journey connects the village of Zermatt with nearby St Moritz. Both are famous for their sporting activities and events. Zermatt is a famous ski resort and mountaineering destination which draws visitors from all over the world to its slopes. Even newcomers can come to take skiing lessons in the beautiful surroundings. It is also a starting point for a hike into the mountains. Thousands of people live in the area of the town, which has many hotels, bars and restaurants. A chairlift takes skiers to the top of the slopes.

Electric buses and taxis operate in the area around the base of the mountain, in order to prevent pollution from cars. The railway is a popular way to reach the area, which can be bustling with tourists during peak seasons.



Can you list three jobs that might be found on this mountain?

1. _____
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3. _____

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Life on the Mountain

Kilimanjaro

Location: Tanzania, East Africa

The famous Kilimanjaro is part of the 'Seven Summits' – the highest mountain peaks in each of the seven continents of the world. As such, it is a magnet for tourists and adventure seekers.

Some visitors attempt to climb the mountain, while others just want to experience the sight of it. Many tour operators offer trips and guided treks. The largest nearby city of Arusha attracts tens of thousands of tourists every year. Kilimanjaro International Airport is located a short drive away.

Coffee beans and bananas are grown on the mountain slopes and were once extremely popular exports. Smaller family farms still exist but tourism has become a much more popular source of income.

Tourists can enjoy walking safaris and cultural tours to get a flavour of the local African surroundings. Accommodation ranges from luxury hotels to smaller village community lodges.



Can you list three jobs that might be found on this mountain?

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How would life be different for local people without the mountain?

Would you like to live near the base of this mountain? Explain your reasons.

A Parent's Guide to Terminology

In Year 5, your child will be taught to add **adverbials** to link paragraphs to help improve the flow of their writing. This sometimes sounds complicated but is in fact quite easy. However, if your child doesn't yet have a secure knowledge of **adverbs** and **adverbial phrases**, it would be best to review these first.

Adverbs: These are words that give more information about verbs, adjectives, other adverbs and clauses. For example:

The boy shouted **angrily**.

The sun is **extremely** bright.

Adverbial phrases: This is when a group of words (a phrase) is used rather than a single adverb to modify clauses (they add more information about the main action taking place). For example:

The birds flew **through the sky**.

I went for a walk **early in the morning**.

The boy ate the chocolate **with a smile on his face**.

Adverbials of time: These tell the reader when something has happened, such as:

Yesterday, I went shopping.

I woke up **early this morning**.

Adverbials of place: These tell the reader where something takes place (happens), such as:

Outside the house, the children played.

In a clearing, wild flowers grew.

Adverbials of number (sequence): These tell the reader what order (the sequence or number) that something occurs in. For example:

Firstly, measure out the liquid.

After that, pour the liquid into the flour and mix.

Anna Adverbial

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Anna is revising adverbials for a test at school but she is unsure of how to identify them in a sentence. Help Anna by underlining the adverbial phrase or adverbial phrases in each sentence below.

Tip: Adverbial phrases explain **when**, **where** or **how** something happens, for example:

Early in the morning, the tiger went to hunt.

'Early in the morning' is the adverbial phrase here as it explains when the tiger went to hunt.

1. Moments later, a shooting star appeared in the sky.
2. Anna completed her difficult homework at the kitchen table.
3. With a smile on his face, Arturo held up the trophy.
4. Charlotte bought lots of new things at the market.
5. In haste, Jamelia completed her chores because she wanted to go out to play.
6. Every Saturday, Peter ate porridge for his breakfast.

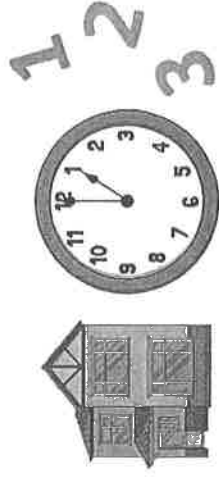
Now rewrite and improve the sentences below with an adverbial phrase of your own. Remember, add adverbials to describe when, where, or how each event happens.

1. The eagle flew.

2. Jake fastened his shoelace.

Adverbial Sort

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs



Adverbial phrases can be used to tell the reader when something happens (**time**), where something happens (**place**) and the order that things are happening (**number**). Sort the following adverbs and adverbials into the table below based on their function. The first few have been done for you.

once	as the sun set	in the park	at three o'clock	under the waves
nearby	secondly	behind the tree	under the table	tomorrow
outside	finally	in the cave	later that day	yesterday
lastly	next			

Adverbials of place	Adverbials of time	Adverbials of number
in the park	as the sun set	once



Adverbial Sort

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Challenge: Now write three sentences of your own that include an adverbial from the each column.

1. _____

2. _____

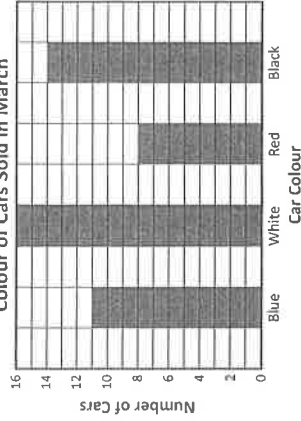
3. _____

Types of graphs 1 – column graphs

We often use column graphs when we want to compare data. All column graphs have a title and each axis is labelled.

From this we can quickly see that 16 white cars were sold in March and that this was the most popular colour choice.

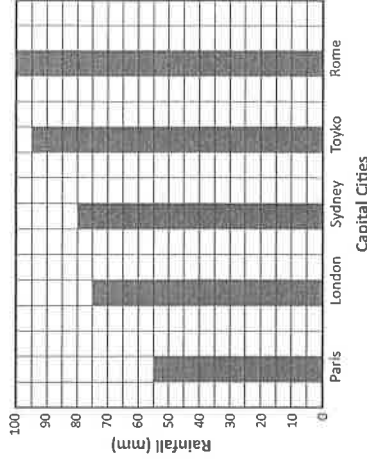
Colour of Cars Sold in March



1 Answer the questions about this column graph:

- a Which city had the highest rainfall in October?
- b What was this city's rainfall?
- c Which cities had a rainfall between 70 mm and 90 mm?
- d How many more millimetres of rain did Rome have than Paris?

Total Rainfall in October



2 Below are the November figures for the same cities. Add them to the graph (above). Think first how best to do this:

Paris 65 mm London 40 mm Sydney 95 mm Tokyo 60 mm Rome 30 mm

a Will you use the same colour columns?

b Will you need to change anything else on the graph?

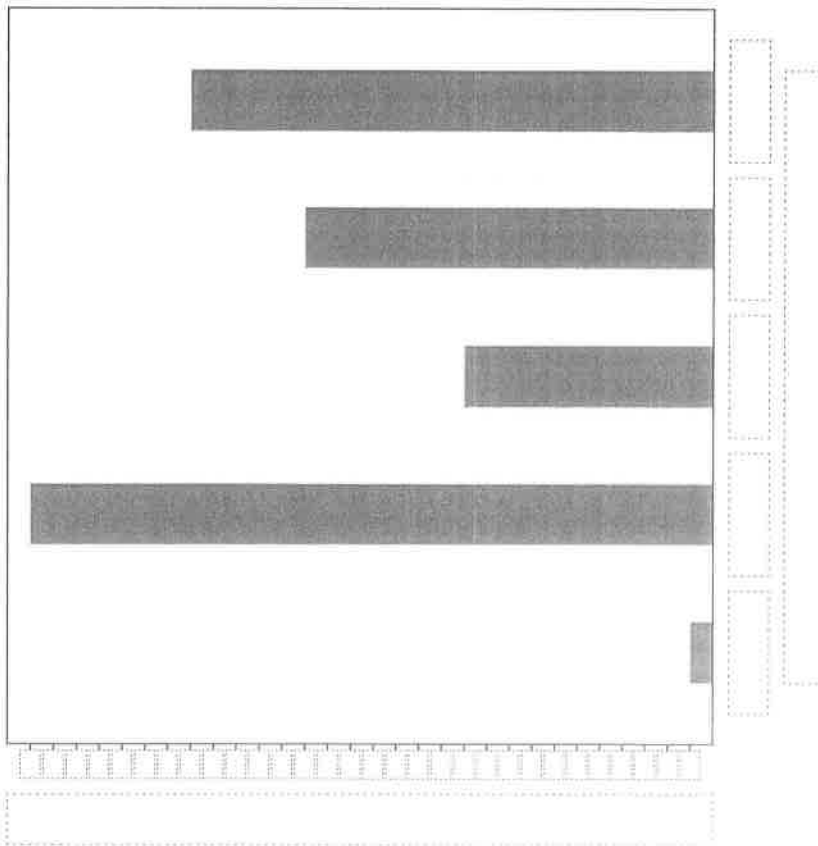
3 Write a problem using the new data for a partner to solve:

Types of graphs 1 – column graphs

- 4 The after school club kids are staging a mutiny. They are over watching the same DVDs and making popcorn every day and want to do something new and exciting on Wednesdays. This table shows the activities they'd prefer.

Activity	Number of Pupils
No change	1
Swimming	30
Art	11
Football	18
Dancing	23

- a Help them present a case to the head teacher by completing the column graph:



- ☐ Name your graph and both axes
- ☐ Label each column
- ☐ Select and label an appropriate scale



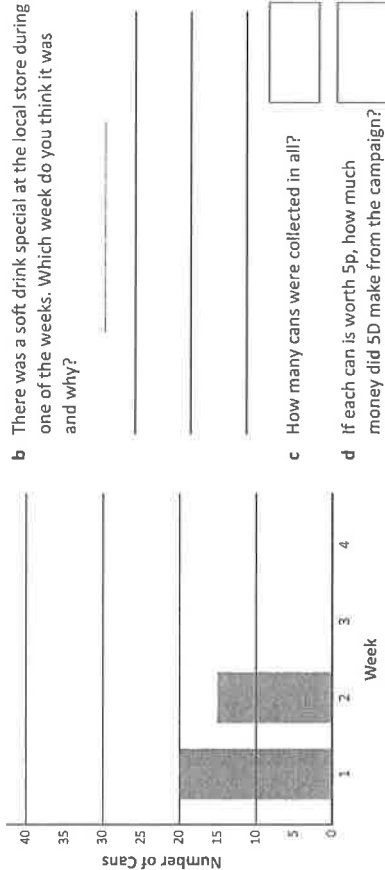
REMEMBER

- b What are some key issues on the graph you'd point out? Work in a small team to come up with a solution. Pretend your teacher or another group is the head teacher and present your case.

Types of graphs 1 – column graphs

- 5 5D decide to run a recycling campaign and collect cans in and around the school. They recorded how many cans were collected each week and started constructing this column graph. In Week 3 they collected 40 cans and in Week 4 they collected 10 cans.

Cans Collected



- a Add Week 3 and 4 data to the graph.
b There was a soft drink special at the local store during one of the weeks. Which week do you think it was and why?
c How many cans were collected in all?
d If each can is worth 5p, how much money did 5D make from the campaign?

- 6 The same information can be represented in different graphs.

- a Design a column graph to represent the data shown in this picture graph.

Type of Movie	Ticket Sales
Comedy	100 80 60 40 20 0
Children	100 80 60 40 20 0
Horror	100 80 60 40 20 0
Action/Drama	100 80 60 40 20 0

Key: 1 icon = 20 tickets

- ☐ Name your graph
- ☐ Label both axes
- ☐ Select and label an appropriate scale
- ☐ Label each column



REMEMBER

- b If you ran a cinema and wanted to plan your weekly movie schedule, which graph would you prefer? Which type of graph makes it easier to analyse and compare data?

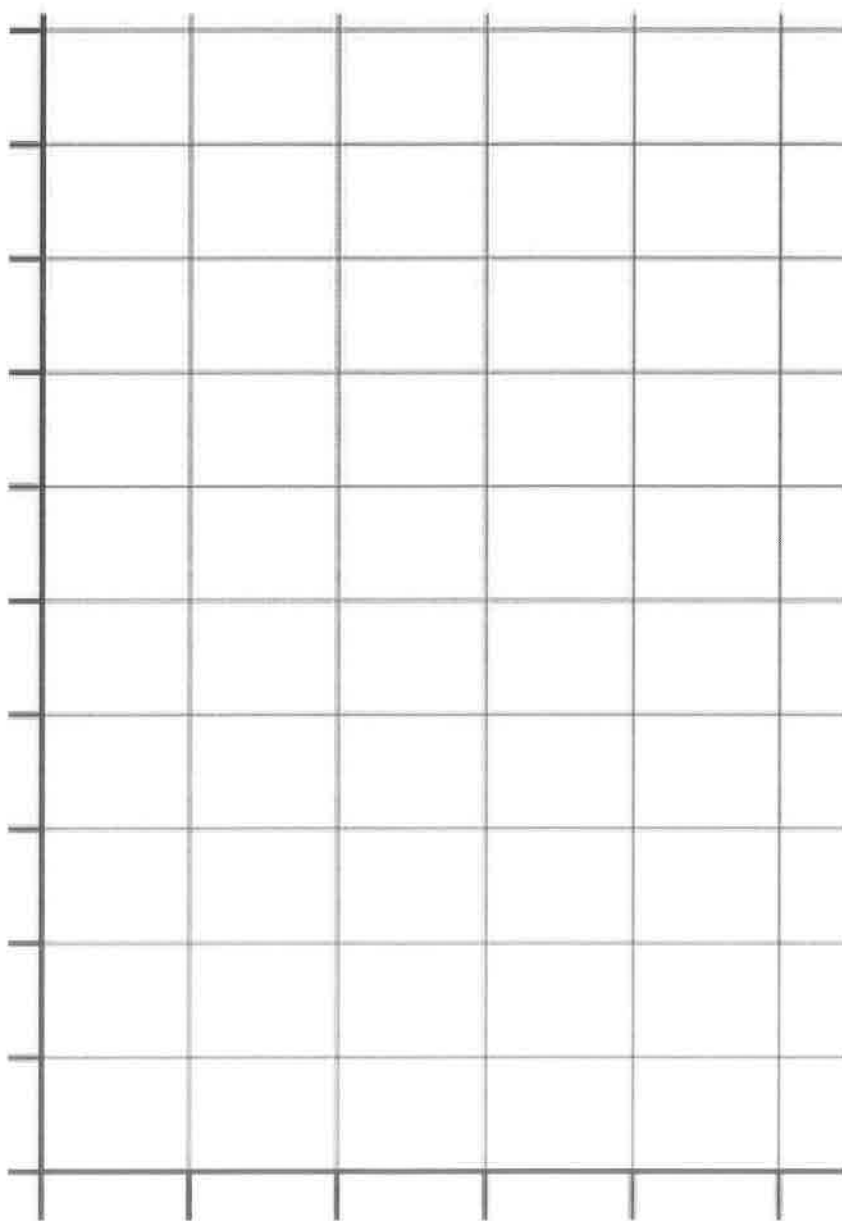
Can I research and compare different mountain ranges in the world?

Task 1:

Read through the information on the following pages. Choose two of each mountain range for each continent to label where it is.

Task 2:

Look at the different highest mountain range for each continent. Write them out in order of height using the information below. Create a bar chart to show the different mountain ranges.



Some major mountain ranges around the world
(by continent)

Africa:

- Adamawa Highlands, in northern Cameroon
- Ahaggar Range (also known as Hoggar), in the Saharan region of southern Algeria
- Atlas Mountains, running 1500 miles through Morocco, Algeria and Tunisia
- Drakensburg Mountains (Afrikaans for “Dragon” Mountains), South Africa
- East African Highlands, Kenya and Tanzania
- Ethiopian Highlands, taking up most of Ethiopia
- Tibetsi Mountains, northern Chad
- Highest peak: Mount Kilimanjaro (5895 m/ 19,340 ft), Tanzania

America, North:

- Alaska Range, Alaska
- Appalachian Mountains, running down the east of the continent from Canada to Alabama
- Rocky Mountains, running from the western area of Canada to the west-central area of America
- Sierra Madre, Mexico (divided into three regions: Occidental, Oriental and del Sur)
- Coast Ranges, running all the way down the west coast of the continent and including such ranges as the famous Sierra Nevada in California
- Highest peak: Mt. McKinley (6194 m/ 20,320 ft), Alaska

America, South:

- Andes, the longest mountain range in the world (over 7000 km), forming a non-stop chain of highland down the entire west coast of South America
- Guana Highlands, running along the north of the continent from Venezuela through Guyana, Surinam, French Guiana and the northernmost part of Brazil
- Serra de Córdoba, Argentina
- Serra do Mar and Serra da Mantiqueira, Brazil
- Highest peak: Aconcagua (6960 m/ 22,834 ft), Argentina

Antarctica:

- Queen Maud Mountains, a major range of the Transantarctic Mountains which divide Antarctica from east to west
- Highest peak: Mount Vinson (4897 m/ 16,066 ft)

Australia and Oceania:

- Great Dividing Range, runs down the east coast of Australia
- Owen Stanley Range, Papua New Guinea
- Pegunungan Maoke, Irian Jaya (Indonesian half of Papua New Guinea)
- Southern Alps, New Zealand
- Highest peak: Puncak Jaya (5030 m/ 16,500 ft), on the Indonesian half of Papua New Guinea

Asia:

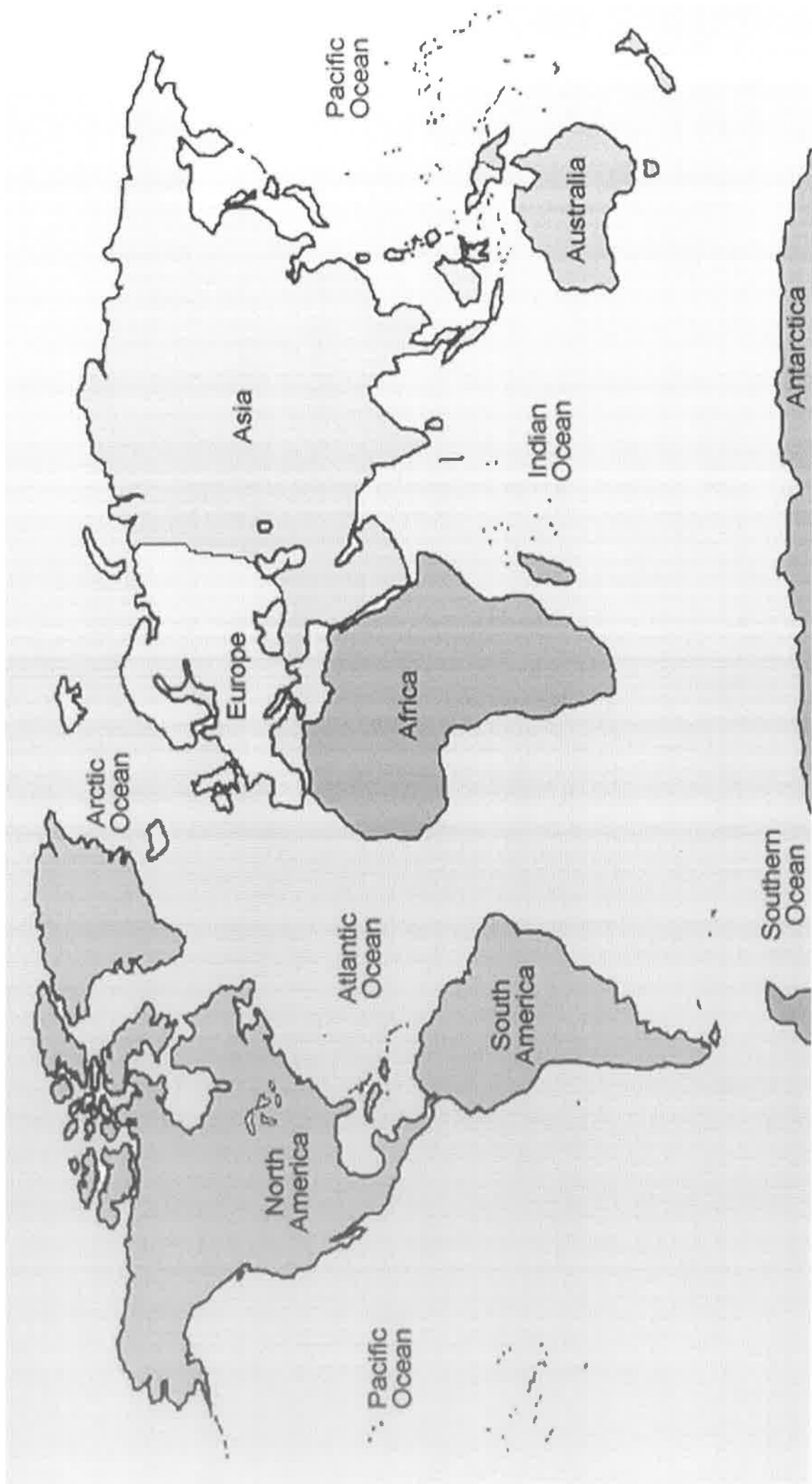
- Asir Mountains, Saudi Arabia and Yemen
- Bukit Barisan, Sumatra, consisting mostly of volcanoes and shrouded in dense jungle cover
- Himalayas, a huge mountain range separating the Indian subcontinent from the Tibetan Plateau
- Japanese Alps, Japan
- Kūhha-ye-Zāgros, stretching 1500 km from Kurdistan through Iraq and Iran down to the southern parts of the Persian Gulf
- Kunlun Shan, runs eastward along the northern part of the Tibetan Plateau in China and is one of the longest ranges in Asia at more than 3000 km
- Urals, stretch northwards across Russia from Kazakhstan in the south to the Arctic Ocean in the north, marks the boundary between the European and Asian parts of the Eurasian continent
- Highest peak: Mount Everest (8850 m/ 28,035 ft), Nepal (in the Himalayas); also known as Sagarmatha and Chomolangma

Europe:

- Alps, extending through France, Switzerland, Lichtenstein, Italy, Slovenia, Austria and Germany
- Apennines, Italy
- Carpathians, Central Europe
- Caucasus, dividing Europe (Russia) from Asia
- Grampian Mountains, Scotland
- Pyrenees, Spain and France
- Scandinavian Mountains, Scandinavia
- Highest peak: Mount Elbrus (5642 m/ 18,506 ft), Russia

These are only some of the many mountain ranges around the world. Some of the ranges listed above actually contain a whole subdivision of smaller, composite ranges, while others are part of larger ones. Additionally, some ranges are divided from neighbouring ranges (which we haven't had space to mention) by rivers, valleys, plateaux or plains. Many of the ranges extend over disputed territories or have many different names.

This is by no means an exhaustive list for any of the seven continents.



Kilimanjaro



Kilimanjaro 068 by David Thompson is licensed under CC BY 2.0

Location:	Tanzania, East Africa
Highest Peak:	5895m
Wildlife:	Over 150 different species of mammals recorded including the blue monkey and birds such as the white-necked raven. In the lower regions, rare sightings occur of elephants, giraffes, buffalo and porcupines.
Climbing:	There are several different recognised routes to ascend Kilimanjaro. The highest summit is the snow-capped Uhuru Peak.

Mount Everest



Mount Everest by Gunther Haglenthner is licensed under CC BY 2.0

Location:	Himalayas, Nepal
Highest Peak:	8848m
Wildlife:	Himalayan black bear, Himalayan tahr, snow leopard, red panda and musk deer and many more.
Climbing:	Despite being the highest mountain in the world, this challenge has attracted thousands of recorded expeditions to the summit. The first successfully confirmed assault was part of a British expedition and achieved by Sir Edmund Hillary and Tenzing Norgay in 1953.

K2



K2 from Concordia by Stuart Orford is licensed under CC BY 2.0

Location:	Himalayas, Pakistan/China border.
Highest Peak:	8611m
Wildlife:	Animals include the Himalayan wild yak and wild goat. Over 300 species of mammals are thought to inhabit the Himalayas.
Climbing:	K2 is the second highest mountain in the world, and was long considered to be unclimbable. It is still recognised as one of the most dangerous mountains to ascend.

Denali



Denali National Park by Caribou and Denali is licensed under CC BY 2.0

Location:	Alaska, USA
Highest Peak:	6190m
Wildlife:	Wolves, bears, caribou and moose all inhabit the national park in which the Denali mountain is located. Dall sheep can be found high up the mountain along with a wide range of bird species.
Climbing:	Formerly known as Mount McKinley, the mountain is climbed regularly now with an ascent taking between two and four weeks.

Aconcagua



"Aconcagua 068" by Hesbina Jean is licensed under CC BY 2.0

Location:

Andes, Argentina, South America

Highest Peak:

6960m

Wildlife:

Many bird species inhabit the area including the condor and the purple eagle. Land animals include mountain rats and the red fox.

Climbing:

The highest mountain outside of Asia. Not considered to be technically difficult for mountaineers, if approached from the north.

Mount Fuji



"Mount Fuji @ Lake Kawaguchi" by Guilhem Veilut is licensed under CC BY 2.0

Location:

Japan

Highest Peak:

3776m

Wildlife:

Squirrels, foxes and birds can commonly be spotted as well as some rare sightings of black bears and the unusual Japanese serow.

Climbing:

Has a peak climbing season of early July to mid-September when the weather conditions are best. So popular during a festival week in August that climbers have to queue at some passages.

Puncak Jaya (peak)



"Mário Simões" by Christensz Pyramid is licensed under CC BY 2.0

Location:

Mount Jayawijaya, Indonesia

Highest Peak:

4884m

Wildlife:

Wildlife is similar to that of Australasia, including tree kangaroos, wallabies and bandicoots.

Climbing:

Expeditions to ascend this mountain usually involve a route through dense jungle in a climate with lots of rainfall, making it a very difficult trek at times.

Mount Elbrus



"Elbrus" by John Brennan is licensed under CC BY 2.0

Location:

Caucasus Mountains, Russia

Highest Peak:

5642m

Wildlife:

Animals inhabiting the region include the Caucasian red deer, Syrian brown bear and Eurasian wolf.

Climbing:

A more accessible mountain to ascend than some of the higher peaks of the world but considered the highest mountain in Europe. A cable car operates in the lower regions.

Kilimanjaro

(picture)

FACT:

In Tanzania, E. Africa

Highest Peak

5895 m

Number of species
of mammals

150

Miles away from
Equator

205 miles

FACT:

FACT:

FACT:

FACT:

FACT:

FACT:

FACT:

FACT:

Mountain Features - Answers

I can describe the key features of a mountain range.

Can you work out the feature being described? Draw a mountain range that includes all the features listed below and label each feature.	
summit The top of a mountain.	snow line Above here snow and ice cover the mountain all year.
tree line The highest point forests are found.	foot The bottom of the mountain.
outcrop A rock formation visible from the surface.	valley The area of low land between mountains.
plateau An area of flat, high ground.	ridge A long, narrow, high section of land.
face The side of a mountain.	slope An area of ground increasing in height.

The Man Who Moved a Mountain: a Mountain:

A Remarkable True Story of One Man's Endeavour

Dashrath Manjhi was a relatively poor man who worked as a labourer in a remote mountain village near Bihar in eastern India. After a tragic event, he dedicated his life to an incredible project which led to him becoming known as 'Mountain Man' or 'The Man Who Moved the Mountain'.

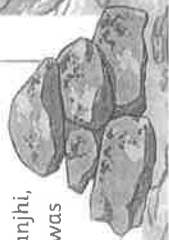
Living on a mountain just south of the Himalayas, Manjhi and his community were isolated from the nearest towns. When his wife accidentally fell one day, she was injured and in need of medical help. The journey to the nearest hospital or doctor was 55km and, sadly, Manjhi's wife died as a result of her injuries and being unable to receive appropriate medical attention in time.

The labourer said that he never wanted anyone else to suffer the same fate as his wife. He spent the subsequent 22 years single-handedly creating a passageway through the mountain with only a hammer and chisel. Before he ploughed the fields each morning, he spent hours of every day hammering the rock of the mountain. He would then return in the afternoon and into the evening to continue his quest. Manjhi had to sell the family's three goats to buy the hammer and chisel that he used.

When news spread about what the man was doing, many people thought that he had gone mad. His community worried that he would die before ever coming close to completing the mission. However, in honour of his wife, he continued for more than two decades, from 1960 to 1982, working day and night. By the time he had finished, he had carved a road through the side of the mountain. The village now has access to schools, hospitals and jobs for the first time, and Dashrath Manjhi became an inspiration to the whole society after the incredible feat that he was able to accomplish. Thanks to the efforts of this 'Mountain Man', the distance from the village to hospital was reduced from 55km to 15km.

The road that he created is flanked by 25 foot (7.5 metre) high mountain walls on either side. It is 30 feet (9 metres) wide and 360 feet (110 metres) long.

In 2011, a documentary film was made about Dashrath Manjhi, called 'The Man Who Moved the Mountain'. Another film was made in 2015 called 'Manjhi - The Mountain Man'.



The Man Who Moved a Mountain

Location Fact File: Gehlaur is a village in the Gaya district of Bihar state in eastern India. To the north, it borders Nepal. The famous River Ganges flows right through Bihar from west to east. The Himalayan mountains begin a short distance over the border into Nepal.



Dashrath Manjhi died on 17th August 2007. He was given a state funeral by the government of Bihar, which is a type of public ceremony usually only held to honour very important or significant individuals.

The Mountains of India

India is home to some of world's largest mountain ranges. One of the most famous is the Great Himalayan Range, which spreads across five countries. The northern region of India is covered by part of the Himalayas and the source of the River Ganges is in this mountain range. It is a popular destination for tourists to partake in rock climbing, trekking and adventure sports. This brings in money to the region from outside visitors. There are also beautiful views, valleys and forests. More importantly, the Himalayas play a large part in influencing the climate of India. They are a natural barrier against freezing winds from the north and also a defence barrier against foreign invasions.

The tallest mountain peak in India is the main Kanchenjunga peak, which is the third highest mountain in the world. The Kanchenjunga has five peaks in total. It sits on the Nepalese border and is more than 28,000 feet tall at the highest point. Around the mountain, a national park protects plants and wildlife such as the Indian leopard, musk deer, red panda and over 500 species of birds.

Many mountains in India have great religious significance and also bring economic benefits. However, there are also modern threats to the mountains such as tourism, deforestation and poaching. The negative aspect of attracting

tourists is the potential damage or wear to the natural environment.



Kanchenjunga mountain peak, India.

Questions

1. What was the tragic event that prompted Dashrath Manjhi to spend so long carving a passageway through the mountain?

2. What did other people initially think of Manjhi's project when he first started?

3. Look at the first two paragraphs. Find and copy a word which means 'remote or far away from other places, buildings or people'.

4. *'The labourer said that he never wanted anyone else to suffer the same fate as his wife.'*
What does this suggest about Manjhi's character?

5. What is meant by a 'state funeral' and what does this suggest about the way the government felt about Dashrath Manjhi's actions?

6. How do you think local people felt when the road through the mountain was finally completed?

7. Look at the **Location Fact File**.
Which direction is Nepal from India? Circle **one**.

north

east

south

west

8. Look at the section **The Mountains of India**.

What are the positive and negative aspects of the mountains attracting tourists to the region?

9. Complete the information in this table about **The Mountains of India**.

The first row has been done for you.

Highest peak of the Kanchenjunga in number of feet	28,000
Total number of peaks on the Kanchenjunga mountain	
Number of species of birds in the national park	
Number of countries over which the Himalayas are spread	

10. Explain why the mountains in the Great Himalayan Range are important to India as a country.

Missing Links 1 (Adverbials of Time)

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs



Below is a text about a new animal at the zoo. However, the adverbials for time are missing. Please read the text and add the adverbial that best fits the start of each paragraph.

Soon	Last year	Before being seen by the public
	Now	After a month

_____ a new lion was brought to the zoo to help increase their dwindling number. The lion's name was Terence. He had a regal face and a mighty mane of fur – he was sure to bring in many visitors to the zoo.

_____ Terence had to be kept away from large crowds (and even other lions) until he became familiar with his new surroundings. For a period of time, he was kept in an enclosure of his own, which wasn't visible to the public. The zookeepers kept a strict eye on him throughout this period to check that he was healthy and happy.

_____ he was moved to a new enclosure next to the other lions in the zoo, which was also now visible to the public. In this enclosure, he had his own wooden platform to climb and peruse his surroundings. He would often sit, staring longingly at the lionesses on the other side of the fence that separated their two enclosures. Frequently, Terence and the lionesses would greet each other by the fence. They walked in tandem along their own sides of the fence and sniffed the air to catch each other's scent.

_____ the zookeepers thought that Terence was ready to be introduced to the same enclosure as the lionesses. It was a nerve-racking day for them! Initially, they took out the female lions and let Terence in on his own to become familiar with his new surroundings. Then, the females entered the enclosure... the meeting with Terence and the lionesses was a huge success and they have been together ever since.

_____ Terence is a settled and happy lion, who enjoys being in his new enclosure with a pride to call his own.



Missing Links 2 (Adverbials of Place)

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs



Below is a text about a busy street scene. However, the adverbials for place are missing. Please read the text and add the adverbial that best fits the start of each paragraph.

Outside a shop window	Everywhere	In the heart of the city
Below the glittering streetlights		Nearby

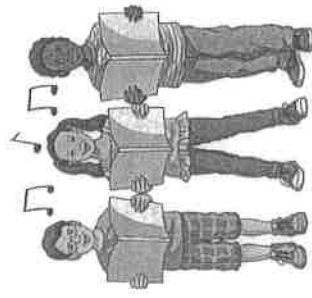
_____ was a busy street filled with Saturday shoppers. It was a bleak and bitter day as a cold wind blew through the streets but many undeterred shoppers still braved the severe weather. It was close to Christmas and many of them needed to buy gifts for family and friends.

_____ a sea of colourful, woollen hats paraded as the people wearing them went from shop to shop searching for a bargain.

_____ a man stood peering through the glass at the dazzling jewellery on display. Should he buy the silver brooch his wife wanted? It was on special offer so he decided to enter the building.

_____ a child stood gazing at the toys in a toy shop. He beckoned to his mum to take him inside and reluctantly she gave in to his request. With a smile on his face, he ran ahead to see what wonders he could choose for his Christmas present.

_____ the sound of singing filled the air. A choir stood in the centre of the street performing a range of Christmas carols to cheer up the cold shoppers.



Missing Links 3 (Adverbials of Number)

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

1 Adverbs and adverbial phrases can also be used to sequence events – they tell the reader what order something happened in. Please read the text below and decide which adverb of number would be best to link the paragraphs together. Write your answer in the space provided.

Next	Finally	Firstly	Secondly
------	---------	---------	----------

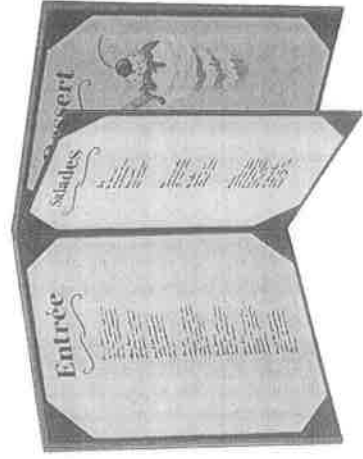
After a busy day in the kitchen, the chef had lots to do before he could go home and rest!

_____ he must ensure that all the dirty pots from that evening's service were cleaned. He rinsed all the dishes in the sink before placing them in the dishwasher.

_____ he needed to check the stock he had available and see if he needed to buy anymore. He did this by checking the menu for the next day and then looking in the store cupboard and fridge to see if he had enough ingredients.

_____ he had to clean all the surfaces (ensuring they were free from germs) and sweep the floor. During a busy evening, lots of pieces of food and sauce can splash on the surfaces and on the floor. To maintain a high standard of food hygiene, he needed to clean these surfaces every evening to prevent germs and bacteria.

_____ he could leave to go home and rest. As he was leaving, he must ensure all the doors were locked and put the alarm on to help protect the restaurant.

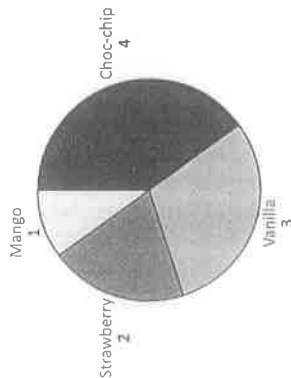


Types of graphs 2 – pie charts

A pie chart shows data as parts of a whole. The circle represents the total amount while the segments are the parts. When we compare the parts to the whole, we're looking at proportion. This is often written as a fraction.

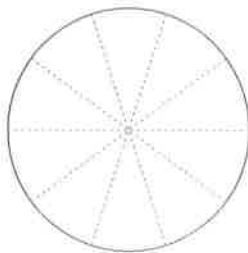
This pie chart shows the favourite ice cream flavours of 10 people.

Favourite ice cream flavours of 10 people



- 1 Colour and label this pie chart according to the information in the table:

Favourite colours of 10 people



Category	Amount	Fraction
Red	3	
Blue	2	
Yellow	5	
Total		

- 2 A group of pupils was surveyed to find out what they spend their pocket money on. This pie chart shows the results. Circle True or False next to each statement.

a More than half the pupils surveyed spent their money on a mobile phone.

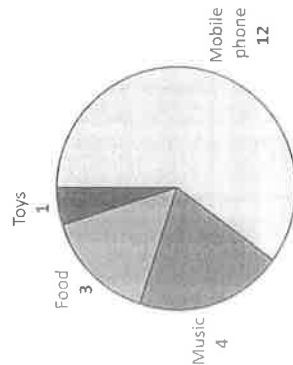
True / False

b $\frac{3}{10}$ surveyed spent their money on food.

True / False

c 20 pupils were surveyed in total.

True / False



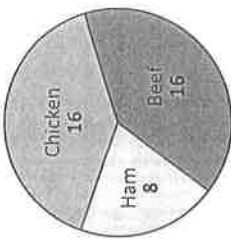
Types of graphs 2 – pie charts

- 3 SF and 5H were planning a pizza party and conducted a survey of favourite toppings. This pie chart shows the results.

a Complete the summary table if there are 40 pupils altogether.

Category	Amount	Fraction
Chicken		
Ham		
Beef		
Total	40	$\frac{10}{10}$

Pizza Topping Survey



- b Their teacher said they could order 10 pizzas. How many of each flavour should they get?

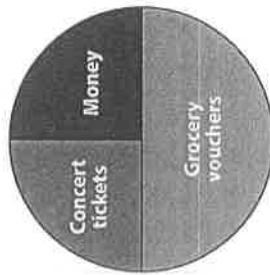
Chicken Ham Beef

- 4 To boost ratings, Radio Non-Stop-Hits ran a promotion where they gave away prizes every hour. This pie chart shows the distribution of 60 prizes that they gave away.

Types of Prizes

- a How many of each prize were given out?

Concert tickets Grocery vouchers Money

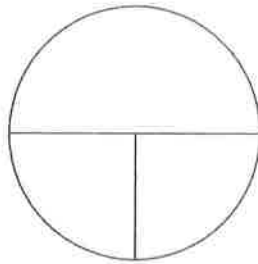


- b The radio station's accountant realised the pie chart was correctly divided but there'd been a miscalculation in the number of prizes given out. There'd actually been 25 money prizes given away. Calculate the actual amounts:

Concert tickets Grocery vouchers Money

- 5 The total amount that this graph is representing is 40. What could this be about? Give this pie chart a title and describe it by completing the table below:

Category	Amount	Fraction
Total		

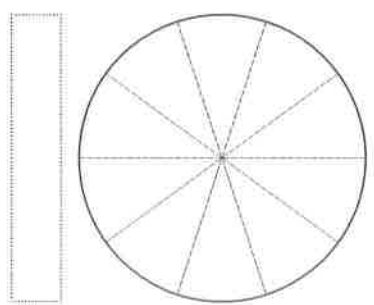


Types of graphs 2 – pie charts

6 Create your own pie chart.

- a Ask 10 pupils to choose which of these gaming consoles they like best.
- b Use the table below to collect your data.
- c Show the results on a clearly labelled pie chart.

Gaming Console	Tally	Amount
Wii		
Xbox 360		
Playstation 3		
Nintendo Game Cube		



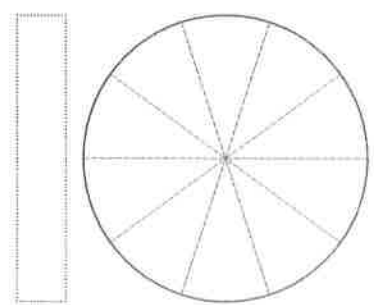
d What fraction of the group surveyed chose Wii?

7

Survey 10 children on the topic of favourites. You can ask about favourite foods, TV shows, music or whatever you like.

- a Write the topic at the top of the first column.
- b Write 4 options to choose from underneath.
- c Record your results in the frequency table below.
- d Transfer the data from the frequency table to the pie chart.
- e Label all sections correctly.

	Tally	Amount



f Write a statement about what your pie chart shows:

Name: _____

Class: _____

Read the text and answer the questions.

Joshua gripped the arm-rests; his knuckles were white and his palms were sweating. As the plane turned onto the runway and the engines roared in acceleration, Joshua turned to his mum. She smiled reassuringly at her son. "Don't worry, you'll know what to expect next time."

As the plane lifted off the ground, Joshua's stomach lifted too. He looked out of the window and saw the ground moving further and further away. The plane flew into the clouds and all of a sudden, the sights below disappeared into a haze of mist. A new feeling filled Joshua. He was shuffling in his seat, checking out the in-flight magazine and opening and shutting the folding table on the chair in front of him. The flight attendant stopped at their row of seats.

"I hope you are feeling OK?" she asked. "The weather forecast is hot and sunny when we arrive, perfect for swimming in the sea."

Before he could answer, an angry head popped up from the row in front and looked straight at Joshua.

"I've been trying to sleep, and I am being disturbed by the constant jolts in my back. This is not how I wanted to start my week!"

Joshua looked at his mum with wide eyes.

"We are very sorry," replied his mum, "we didn't mean to disturb you." At this the gentleman turned round, mumbling under his breath.

"This is going to be a long flight."

The flight attendant winked at Joshua, who immediately felt relieved, and then she carried on down the aisle of the plane. Joshua looked out of the window again, to where the clouds had dispersed and sighed at the sight below him.

1 Which parts of the text imply that Joshua is scared?

- a Joshua gripped the arm-rests; his knuckles were white and his palms were sweating.
- b Joshua looked at his mum with wide eyes.
- c the engines roared in acceleration, Joshua turned to his mum.
- d As the plane lifted off the ground, Joshua's stomach lifted too.

Name: _____

Class: _____

2 Which part of the text implies that Joshua's feelings are changing to excitement?

- a A new feeling filled Joshua.
- b "I hope you are feeling OK?"
- c The flight attendant winked at Joshua, who immediately felt relieved...
- d Joshua looked at his mum with wide eyes...

3 Which part of the text implies that this is Joshua's first trip on a plane?

- a He was shuffling in his seat...
- b Joshua gripped the arm-rests, his knuckles were white and his palms were sweating.
- c "I hope you are feeling OK?"
- d "Don't worry, now you'll know what to expect next time."

4 Which part of the text implies they are going on holiday?

- a The plane flew into the clouds and all of a sudden, the sights below disappeared into a haze of mist.
- b "The weather forecast is hot and sunny when we arrive, perfect for swimming in the sea."
- c "...we didn't mean to disturb you."
- d "This is going to be a long flight".

5 Which word in the text implies Joshua's mum is kind?

- a reassuringly
- b mumbling
- c sorry
- d disturb

Name: _____

Class: _____

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- d disturb

Name: _____ Class: _____

6 What is implied, when the angry passenger says "This is going to be a long flight?"

- a The destination was a long way away.
- b The passenger hadn't realised how long the flight was.
- c It was going to feel like a long time because he was being disturbed and couldn't sleep.
- d He was travelling on a long plane.

7 Joshua looked at his mum with wide eyes. What does this imply?

- a Joshua's eyes were wide apart.
- b Joshua's mum was far away, so he had to look for her with his eyes wide apart.
- c Joshua was worried about the angry passenger's reaction.
- d Joshua wasn't bothered about the passenger's reaction.

8 Why do you think the flight attendant winked at Joshua?

- a She winked at Joshua to encourage him to keep disturbing the passenger.
- b She winked at Joshua to reassure him.
- c She winked at Joshua because she was cross with him.
- d She winked because her eye was sore.

'The Man Who Bought a Mountain' Writing Activity



"Everyone: stick together, look out for each other and stay on the trail, please. The path is really rocky and steep. It's mostly uphill from here – but I suppose you'd all guessed that! As the elders say, the longest journey begins with a single step."

Yash finished his speech and smiled at the weather-beaten faces looking back at him. He had spoken loudly and clearly to the group of nine men and women, most of whom shuffled from foot to foot, adjusting huge rucksacks as they listened.

From 'The Man Who Bought a Mountain'

Imagine that you are one of the group beginning the expedition to climb the mountain. What would be your thoughts and feelings at the start of the trek? What equipment would you have? Describe the first part of your journey.

Use these keywords as ideas to help you:

mountain	trail	path	rucksack	exciting	anticipation
undergrowth	confidently	thirsty	breathless	exhausted	

You could start with one of these openers:

We set off with trepidation behind the experienced young guide...

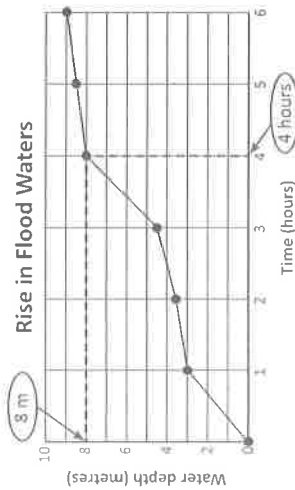
After a final adjustment of my heavy rucksack, I took the first step of the journey...

Excitedly, we headed off up the steep path through the trees...

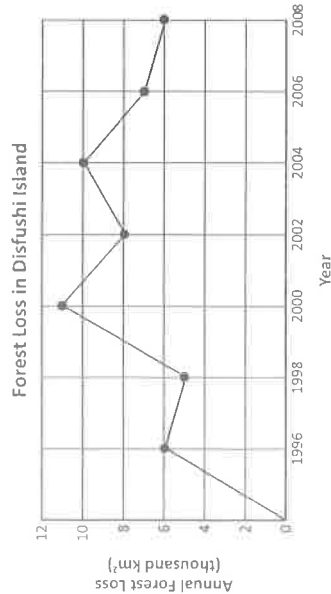
Types of graphs 3 – reading line graphs

Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:



1. Look carefully at this line graph and answer the questions:



- How many square kilometres of forest was lost in 1996?
- How many square kilometres of forest was lost in 2000?
- In which year were 7 000 square kilometres of forest lost?
- How much more forest was lost in 2000 than in 2008?
- Use the graph to estimate the forest loss in 1999.
- Use the graph to estimate the forest loss in 2003.

Types of graphs 3 – reading line graphs

2. Polly and her friend Molly were practising reading a thermometer for homework. They boiled water in a kettle and then took turns measuring the temperature every minute as it cooled down. To make this more interesting, they made it a guessing game.

Look at the graph and answer the questions to see how they went:

- a Polly guessed that after 1 minute the temperature would be 46 °C. Was she right?

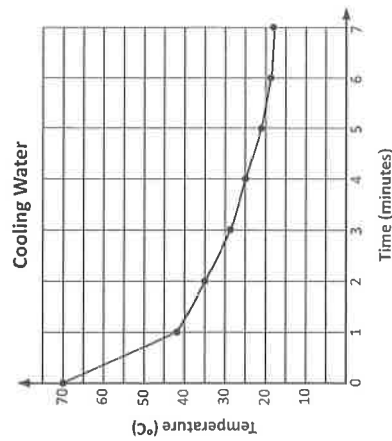
- b Molly guessed that after 2 minutes the temperature would be 34 °C. Was she right?

Look closely at the graph they made showing the temperature of the water in the kettle.

- c What is the value of each small division on the temperature axis?

- d By how much did the water cool down between 2 minutes and 4 minutes?

- e How long did the water take to cool to 19 °C?



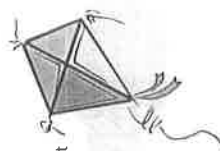
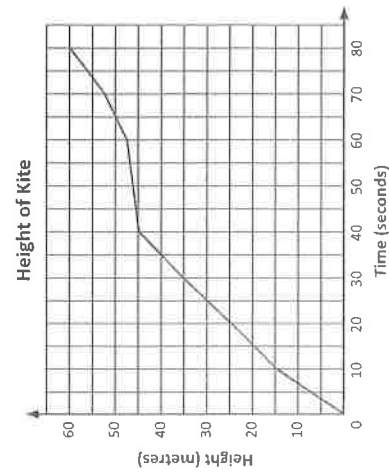
3. This graph shows a kite's height at different times. Answer the questions below:

- a What was the kite's height at 65 seconds?

- b How long did the kite take to rise from 25 metres to 40 metres?

- c Estimate the height of the kite at 1 minute.

- d If the kite continued to rise, how high do you think it would be after 90 seconds?



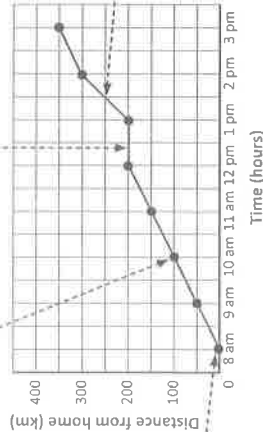
Types of graphs 3 – travel graphs

A travel graph is a type of line graph that shows the distance travelled and the time taken to travel that distance. We can tell a lot about a journey just by the shape of a line.

Between 8 am and 12 pm, it travels 200 km. This is 50 km per hour.

Here we see the car stops for one hour. We know this because it stays at 200 km from home between 12 pm and 1 pm. This tells us it's not moving.

Journey of a Car



1 This travel graph shows the journey of the Henderson family on a driving holiday.

a What time did they leave home?

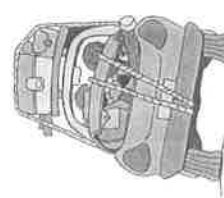
b How long was their first rest stop?

c How far had they travelled by 10 am?

d At what speed were they travelling between 3 pm and 5 pm?

e What could they have been doing at 2.30 pm?

f How long was the journey, excluding rest stops?



Types of graphs 3 – travel graphs

2 Look carefully at this journey of a cyclist and fill in the blanks.

a I started training at

b I met a friend for breakfast at

c I continued again at

d By 8 am I had cycled

km.

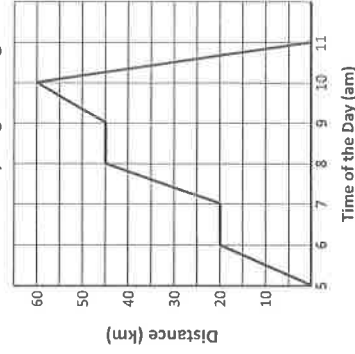
e Due to a flat tyre, I had to stop again at

f I turned around to cycle all the way home at

g I got home at

and had a nice long bubble bath.

Julie's Cycling Training

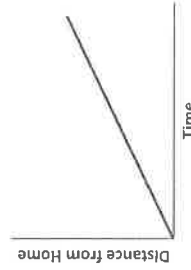
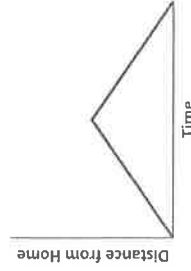
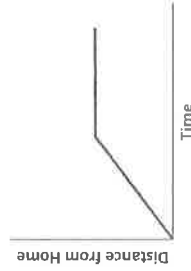


3 Connect each travel graph to the matching statement with a line.

I was on my way to school when I felt sick, so I turned around and went home again.

On the way to the shops we stopped to get petrol.

We travelled at the same speed, not stopping until we got there.



Can I research and present information about a mountain range of my choice?

Choose a mountain range, somewhere in the world, that you would like to find out more about and to present information in your own way. You might like to produce a powerpoint or poster about the mountain range, or maybe a model or piece of artwork based on the mountain range. Your project should include the following:

- Information on where in the world the mountain range is – northern or southern hemisphere? Which continent and country?
- Facts and figures about the mountain range – how tall it is, how far it stretches
- How people use the mountain
- Other interesting facts that you have found out



Name: _____

Class: _____

Read the poem and then answer and discuss the following questions.

Winter of Life

His face is etched with deep lines,
Like a book, each line tells a story.
The story behind his eyes is long,
His eyes are wet, watery, wandering,
But knowing and all seeing,
So much to know, so many memories,
When they are gone, they are gone forever.
He's just an old man, too slow, in the way,
Too old, too silent, too fragile, too sad,
To so many, he is invisible, an inconvenience,
Talked over, ignored, or worse, laughed at,
Golden years imposed, living his tomorrow,
Once he was young, vibrant, just like you,
The world ahead of him, goals to realise,
Families to nurture, people to love,
A privilege not everyone achieves,
There is no one left, he is all alone,
But inside, he is just the same, forever young.



Name: _____

Class: _____

Discuss

- 1 Can you spot any similes?
- 2 What is the old man's face compared to?
- 3 What does the poet mean when they say, **When they are gone, they are gone forever?**
- 4 How does the poet use imagery to paint a picture in your mind?
- 5 What does the poet mean by, **Golden years imposed?**
- 6 What is it that the poet is saying is a privilege?
- 7 What was the poem about?
- 8 Which image stands out most to you in the poem and why?



Name: _____

Class: _____



Name: _____

Class: _____

Read the poem and then answer and discuss the following questions.

Mighty Muckers

I stood at the start, equipped for a trial,
Of the task in front of me, I was in denial,
An obstacle course of epic proportions,
A muddy run through hurdles, body in contortions,
I ran through water-filled ditches, rancid and muddy,
Dragged a runner along with me, who now is my buddy,
Crawling in mud, slippery, slimy and sticky,
At that point I knew I didn't look very pretty,
Sliding down a tube into freezing water,
Like quickly eating ice cream, lamb to the slaughter,
Balancing and slipping, I walked along the plank,
The smell from the water really was rank,
As graceful as an elephant on an ice rink,
Kept my mouth shut in the muddy water, didn't drink,
The monkey bars were tough, tricky to grip,
I swung my body along, trying not to slip,
As I ran through the finishing line, feeling proud,
The crowd shouting out, encouraging and loud,
I had completed the course as part of a team,
I started unconfident but now full of esteem.

Discuss

9. What word means the same as **refuses to admit the truth**?
10. What does **body in contortions** mean?
11. Why do you think the poet said that sliding into freezing water was like eating ice cream quickly?
12. Why does the poet not feel **pretty** anymore?
13. Can you find any alliteration?
14. Who do you imagine is speaking in the poem?
15. How would you describe the language of the poem?
16. Can you spot a simile?

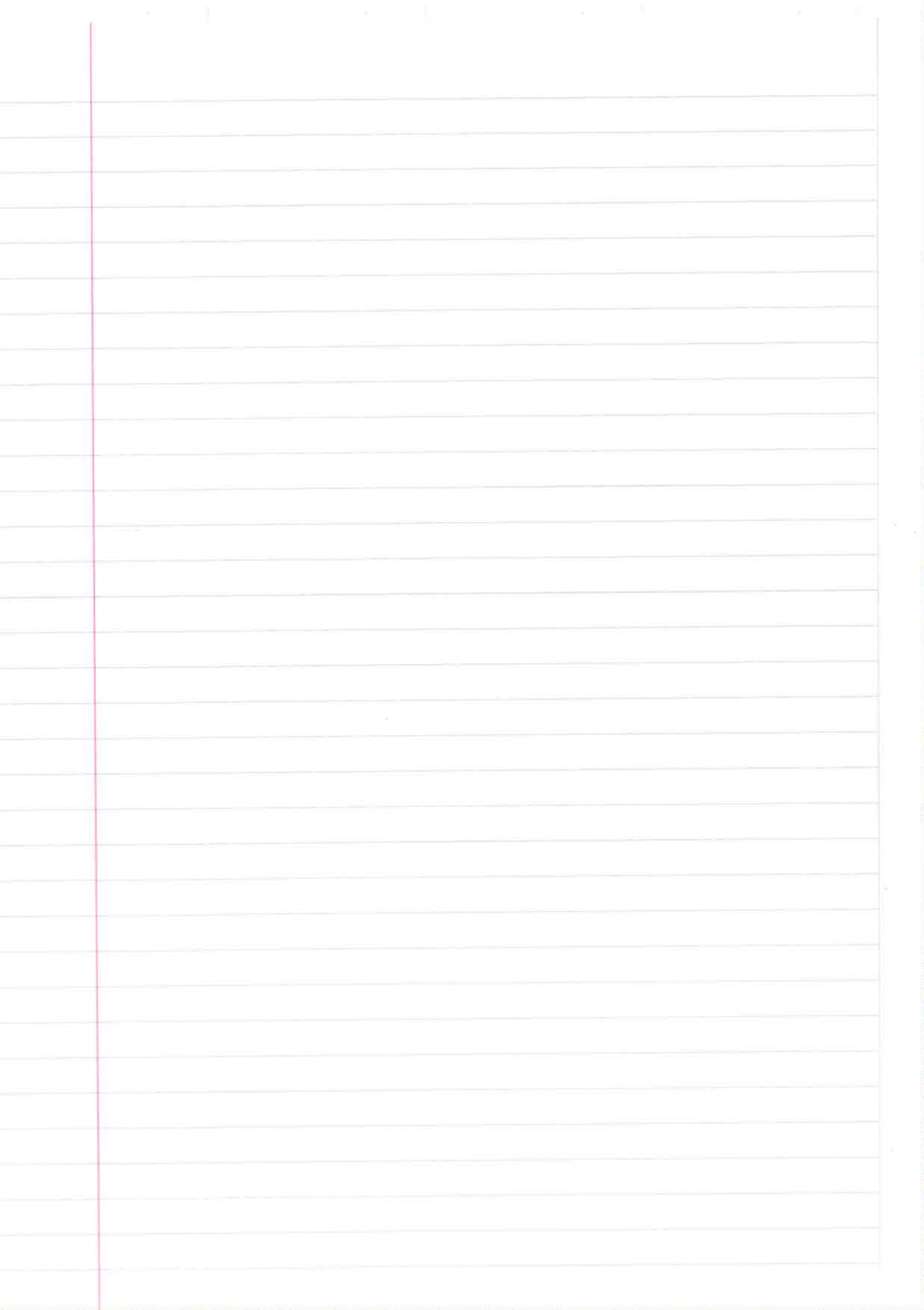
Compare the two poems.

17. How do the poems' structures differ?
18. What are the moods of the poems?
19. Which poem did you prefer?
20. Why?

Can I write a descriptive poem of a mountain?

The
Mountain
stood so vast and tall,
looking down upon us all.
His snowy peaks glistened like diamonds
in the light, making the beautiful valley shine so bright.
The Mountain wished to be small and green, the tiny hills were
cruel and mean. Until one sunny day, a group of villagers came to stay.
They made their homes from rocks and wood, they planted seeds within the mud.
The village children loved their new home, among the trees where the snow leopards
roam. The nasty hills were jealous and mad, and the big old Mountain was no longer sad. For he
realised he would no longer be alone because he was the welcoming Mountain, made from stone.

This is a shape poem about a mountain. Using your research and ideas about mountains, write your own poem think about what a mountain is like and what it might be 'thinking' or 'saying' if it could speak or feel.

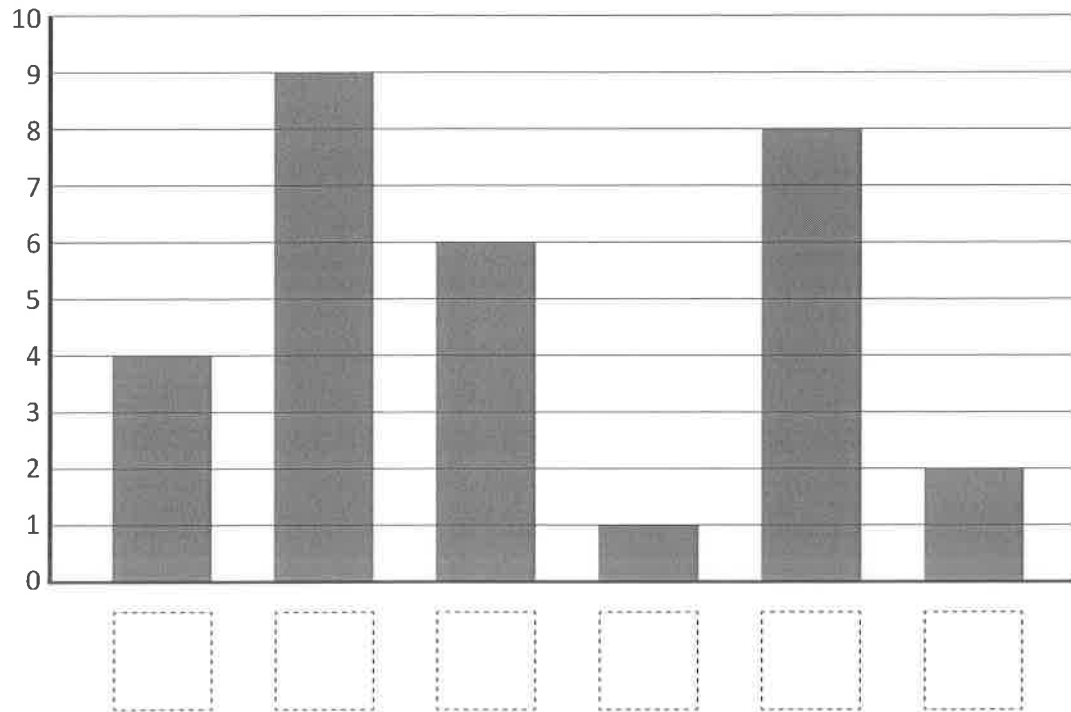




What to do

Follow the clues to correctly label each column with the appropriate symbol:

5N's Preferred Holiday Activities



Four times as many kids would rather go to the beach than go to an art gallery.



A holiday at Wet 'n' Wild is the most preferred option.



There are 3 times as many shoppers than there are art gallery attendees.



Five fewer people like camping than Wet 'n' Wild.



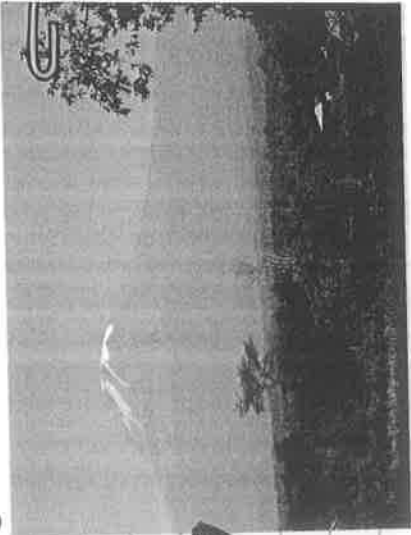
Half the number of people who like camping prefer to visit art galleries.



Poor Mr N will be hill walking alone it seems. He'll probably get over it.



Mount Kilimanjaro



Mount Kilimanjaro is located in Tanzania, East Africa.



Its highest peak is 5,895m high.



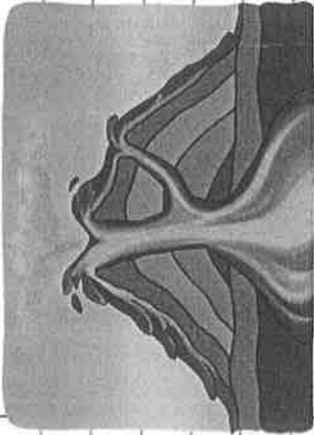
The top of the mountain is covered with glacier ice.

The glaciers have shrunk 80% since 1912. Scientists believe it may be ice free within 20 years.

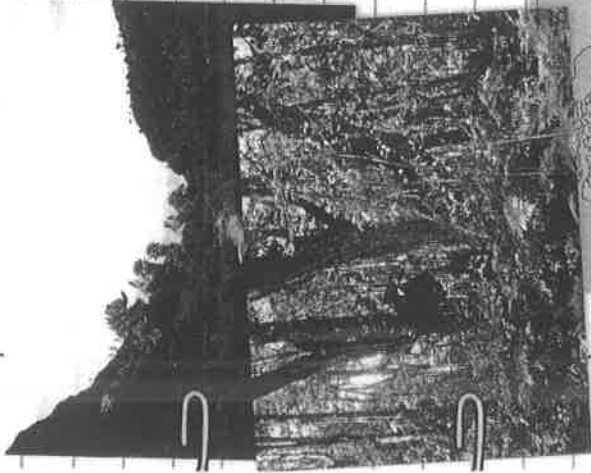


Did You Know?
The mountain has three volcanic cones called Shira, Mawenzi and Kibo.

Mount Kilimanjaro



The volcanic peaks Shira and Mawenzi are extinct but Kibo, the highest peak, is dormant and could erupt again. The last major eruption was 360,000 years ago.



Kilimanjaro contains an example of virtually every ecosystem on earth - glacier, snowfields, deserts, alpine, moorland, savannah and tropical jungles. This is all found on the mountain!

Location of Mount Kilimanjaro.





Getting ready



Many crimes are solved by analysing paperwork. Detectives spend countless hours sifting through data. It can be one tiny fact that breaks a case open.



What
to do

Read this next part very carefully. A bank was robbed during the month of May. Since it was the bank with all your savings, you have a vested interest in tracking down the offender.

An informant has told you that the crime was committed on the thief's birthday. They treated themselves to a shopping spree with your money! Apparently they were out in a hurry, as they were in a store in a shopping mall during a busy weekday and quietly cracked a safe.

The next three pages contain data about criminals in your area. Use the information to identify the thief and get your money back. You'll need to flick between graphs and clues to crack the case.

CLUE 1

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
3		4	5	6	7	8	9
10		11	12	13	14	15	16
17		18	19	20	21	22	23
24	25	26	27	28	29	30	

CLUE 2

Birthdays of Local Criminals

[illegible]

More clues on page 25.

Whodunnit?

solve

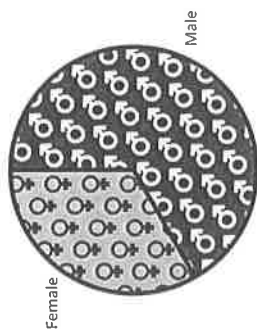
CLUE 3

Birthdates by Gender

Males	Females
04.01.75	11.02.85
23.02.86	14.02.78
17.02.66	03.03.80
02.04.73	13.05.84
04.04.75	07.07.77
24.04.67	17.10.78
10.05.81	31.10.87
23.05.82	
18.07.81	
09.08.67	
18.08.63	
26.09.66	
13.10.72	
24.12.65	

CLUE 4

Gender Breakdown of Local Criminals



CLUES

Known Crims

Sam McNab	Earl Wyatt
Master Criminal	Frannie Fingers
Bobette Trimbole	Emma Getaway
Ned Kelly	Shifty Keys
Dan Kelly	Betty Balaclava
Ellen Kelly	Ron Biggs
Pretty-boy Jones	Buster Jones
Harry Cracker	Luke Moran
Mata Hari	Dan Cuffme
Light-fingered Larry	Carla Williams
Fred Capone	

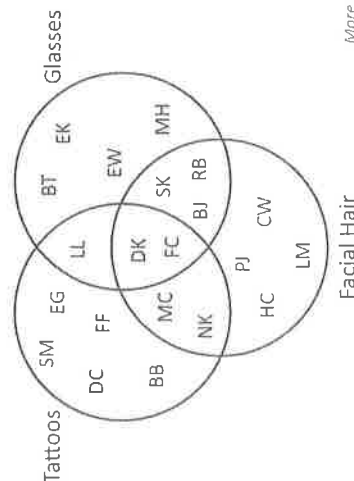
CLUE 6

You should know who the criminal is by now! Use the following data to find out more about them.



DISCOVER

Distinguishing Features



More clues on page 26.

MASTERS CHALLENGE

$2 \times 2 =$	$24 \div 6 =$	$10 \times 9 =$	$3 \times 7 =$	$10 \times 10 =$	$2 \times 8 =$
$8 \times 7 =$	$44 \div 4 =$	$8 \times 12 =$	$8 \times 5 =$	$12 \div 1 =$	$7 \times 11 =$
$3 \times 3 =$	$3 \times 4 =$	$8 \times 8 =$	$2 \times 11 =$	$9 \times 7 =$	$11 \times 11 =$
$5 \times 4 =$	$4 \times 4 =$	$54 \div 9 =$	$8 \times 7 =$	$72 \div 6 =$	$63 \div 7 =$
$1 \times 1 =$	$5 \times 3 =$	$40 \div 8 =$	$4 \times 7 =$	$10 \times 12 =$	$1 \times 7 =$
$48 \div 6 =$	$3 \times 8 =$	$6 \times 3 =$	$88 \div 8 =$	$36 \div 3 =$	$8 \times 4 =$
$28 \div 4 =$	$60 \div 12 =$	$6 \times 12 =$	$10 \times 7 =$	$48 \div 4 =$	$99 \div 9 =$
$3 \times 6 =$	$36 \div 3 =$	$3 \times 6 =$	$3 \times 12 =$	$54 \div 6 =$	$5 \times 7 =$
$4 \times 7 =$	$4 \times 11 =$	$4 \times 12 =$	$3 \times 11 =$	$108 \div 9 =$	$9 \times 2 =$
$4 \times 5 =$	$3 \times 5 =$	$9 \times 5 =$	$4 \times 10 =$	$5 \times 12 =$	$7 \times 7 =$
$9 \times 7 =$	$9 \times 11 =$	$9 \times 12 =$	$6 \times 9 =$	$8 \times 10 =$	$11 \times 7 =$
$42 \div 7 =$	$4 \times 8 =$	$8 \times 9 =$	$60 \div 5 =$	$7 \times 12 =$	$6 \times 10 =$
$45 \div 5 =$	$12 \times 11 =$	$12 \times 12 =$	$84 \div 7 =$	$11 \times 12 =$	$121 \div 11 =$
$5 \times 6 =$	$9 \div 1 =$	$10 \div 5 =$	$10 \times 11 =$	$3 \times 9 =$	$72 \div 9 =$
$3 \times 7 =$	$10 \times 3 =$	$6 \times 6 =$	$10 \times 11 =$	$66 \div 6 =$	$10 \times 3 =$
$2 \times 9 =$	$9 \times 9 =$	$90 \div 10 =$	$120 \div 12 =$	$1 \times 10 =$	$18 \div 2 =$
$36 \div 9 =$	$8 \times 3 =$	$10 \times 10 =$	$3 \times 12 =$	$6 \times 5 =$	$5 \times 11 =$

Master Master Challenge

$72 \div 8 =$	$6 \div 1 =$	$56 \div 7 =$	$18 \div 2 =$
$64 \div 8 =$	$18 \div 3 =$	$24 \div 3 =$	$40 \div 8 =$
$28 \div 7 =$	$30 \div 6 =$	$8 \div 8 =$	$56 \div 7 =$
$9 \div 9 =$	$32 \div 8 =$	$12 \div 4 =$	$24 \div 6 =$
$54 \div 9 =$	$12 \div 4 =$	$35 \div 7 =$	$12 \div 2 =$
$40 \div 8 =$	$18 \div 6 =$	$15 \div 3 =$	$9 \div 1 =$
$1 \div 1 =$	$16 \div 8 =$	$56 \div 8 =$	$35 \div 7 =$
$63 \div 9 =$	$2 \div 2 =$	$36 \div 4 =$	$42 \div 6 =$
$27 \div 9 =$	$36 \div 4 =$	$9 \div 1 =$	$15 \div 5 =$
$16 \div 2 =$	$54 \div 6 =$	$12 \div 6 =$	$6 \div 1 =$
$7 \div 1 =$	$72 \div 9 =$	$36 \div 9 =$	$9 \div 9 =$
$12 \div 3 =$	$14 \div 2 =$	$30 \div 5 =$	$24 \div 6 =$
$27 \div 3 =$	$24 \div 4 =$	$6 \div 1 =$	$45 \div 5 =$
$10 \div 2 =$	$30 \div 6 =$	$48 \div 6 =$	$8 \div 4 =$
$16 \div 4 =$	$45 \div 9 =$	$2 \div 2 =$	$7 \div 1 =$
$3 \div 3 =$	$16 \div 4 =$	$21 \div 7 =$	$9 \div 9 =$
$18 \div 3 =$	$21 \div 7 =$	$9 \div 3 =$	$30 \div 5 =$
$40 \div 5 =$	$81 \div 9 =$	$30 \div 6 =$	$32 \div 4 =$
$32 \div 4 =$	$16 \div 2 =$	$14 \div 2 =$	$12 \div 3 =$
$24 \div 4 =$	$35 \div 5 =$	$56 \div 8 =$	$63 \div 9 =$
$45 \div 5 =$	$49 \div 7 =$	$36 \div 4 =$	$24 \div 8 =$
$40 \div 5 =$	$54 \div 9 =$	$18 \div 9 =$	$25 \div 5 =$
$20 \div 4 =$	$15 \div 3 =$	$20 \div 5 =$	$32 \div 4 =$
$48 \div 6$	$20 \div 5 =$	$24 \div 8 =$	$36 \div 9 =$
$54 \div 6$	$28 \div 7 =$	$24 \div 4 =$	$48 \div 8 =$