Maths
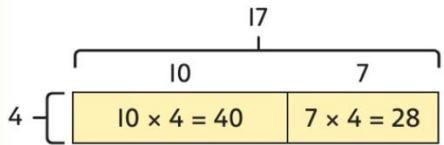
Unit 7
Multiplication and division ②

In this unit we will …

⚡ Multiply a number up to 4 digits by a 1-digit or 2-digit number

⚡ Divide a number up to 4 digits by a 1-digit number

⚡ Interpret remainders

⚡ Solve problems involving multiplication, division and remainders

We will need some maths words. Do you know what they all mean?

multiply   divide   add   subtract

place value   partition   equal

multiple   remainder   sum   total

We also need to be able to use the short division method.

How can you use the grid method to work out 17 × 4?

17

	10	7
4	10 × 4 = 40	7 × 4 = 28

	T	O
	4	0
+	2	8
	6	8

		4	3
2	8	6	

T	O

Maths

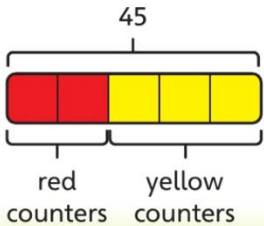## Unit 8
Fractions ③

In this unit we will …

⚡ Multiply proper fractions and mixed numbers by whole numbers

⚡ Find a fraction of an amount

⚡ Understand how fractions can be operators

⚡ Solve word problems involving fractions

We will need some maths words. Do you know what all of these words mean?

multiply · proper fraction · improper fraction · mixed number · whole(s) · equal parts · divide · fraction of an amount · operator · numerator · denominator · convert

How can you work out what each part is worth? How many yellow counters are there?

45

red counters · yellow counters

We will also need to represent fractions and mixed numbers using fraction strips. Use this model to work out $2\frac{1}{4} + 2\frac{2}{4}$.

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Life in all its Fullness
John 10:10

Knowledge Organiser

Unit 9
Decimals and percentages

We will need some maths words. Do you know what they all mean?

decimal   decimal place   tenths

hundredths   thousandths   decimal point

place value   digits   fractions

per cent (%)   percentage

In this unit we will …

⚡ Read and write decimals up to three decimal places, including numbers greater than 1

⚡ Round decimals to nearest whole number and to one decimal place

⚡ Order and compare decimal numbers up to three decimal places

⚡ Write percentages as fractions and as decimals

We need to use a number line too. Use it to help you show equivalent fractions, decimals and percentages.

Do you remember what this is called? We use it to understand the place value of digits in a number.
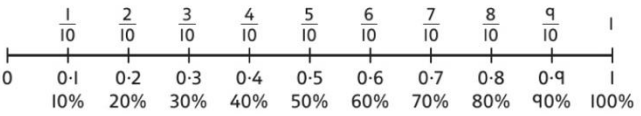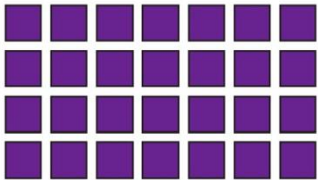
How would you place 0·034 into the grid?

O	•	Tth	Hth	Thths
	•			

Number line:

$\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{5}{10}$ $\frac{6}{10}$ $\frac{7}{10}$ $\frac{8}{10}$ $\frac{9}{10}$ 1

| 0 | 0·1 | 0·2 | 0·3 | 0·4 | 0·5 | 0·6 | 0·7 | 0·8 | 0·9 | 1 |
| | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% |

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John 10:10

Knowledge Organiser

Unit 10
Measure – perimeter and area

Here are some maths words we will be using. Which words are new?

In this unit we will …

⚡ Measure shapes to find their perimeter

⚡ Calculate the perimeter of polygons, squares, rectangles and other rectilinear shapes
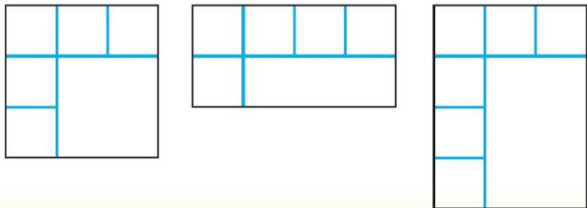
⚡ Use a formula to find the area of squares and rectangles

perimeter   distance   area

length   width   polygon

centimetres (cm)   square centimetres (cm²)

brackets   metres   square metres (m²)

formula   compare   estimate   2D shape

How many rows? How many in each row? How many altogether?

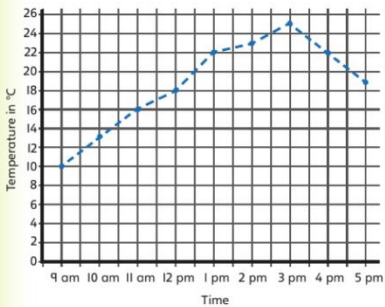Which shape has the largest area? How do you know?

Maths

Unit 11
Graphs and tables

In this unit we will …
- ⚡ Draw simple line graphs
- ⚡ Read information from tables
- ⚡ Understand and create two-way tables
- ⚡ Read information from line graphs
- ⚡ Answer questions relating to the information in graphs and tables
- ⚡ Read and understand simple timetables

You will be able to draw a line graph from data in a table. Can you see how this line graph has been drawn?

Time	9 am	10 am	11 am	12 pm	1 pm	2 pm	3 pm	4 pm	5 pm
Temp (°C)	10	13	16	18	22	23	25	22	19

We will need some maths words. How many of these can you remember?

graph · line graph · table
dual line graph · horizontal · vertical
two-way table · scale · axis/axes · vertical axis
horizontal axis · data · kilometres (km) · kilograms (kg)
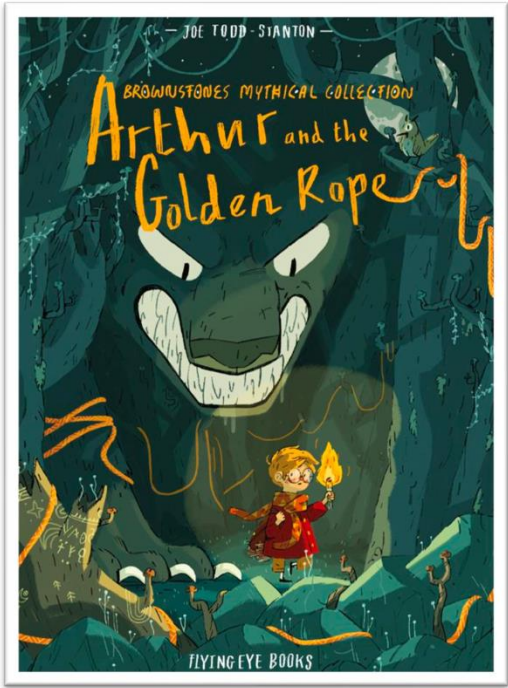plot/plotted · tallies/tally · timetable

You can think of the axes like number lines. What numbers are missing from this number line? What are the arrows pointing to?

0 100
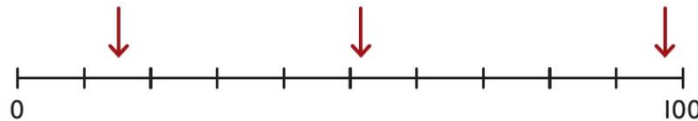
English

Arthur and the Golden Rope

by Joe Todd-Stanton

Year 5 *Pathways to Write:* Spring 1

Writing outcome:
To write a myth: to create characters (heroes, villains and monsters) and settings

Greater depth writing outcome:
To write a myth from a different character's point of view

🗝 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	🗝 **Mastery keys** (year group national curriculum expectations)	**Feature keys** (vocabulary, manipulating sentences and tense, structure)
• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Link ideas across paragraphs using adverbials • Use of inverted commas and other punctuation to punctuate direct speech (Y4)	• **Use expanded noun phrases to convey complicated information concisely** • **Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun** • **Link ideas across paragraphs using adverbials** • **Use commas to clarify meaning and avoid ambiguity in writing**	• Vary story openings: start with dialogue, action or description • Use paragraphs to vary pace and emphasis • Use dialogue to move action forward • Create a plot: a journey, a quest or a series of trials for the hero • Create characters which behave in superhuman ways with unusual powers or strong characteristics • Create a magic object which may symbolise something

The Darkest Dark

by Chris Hadfield
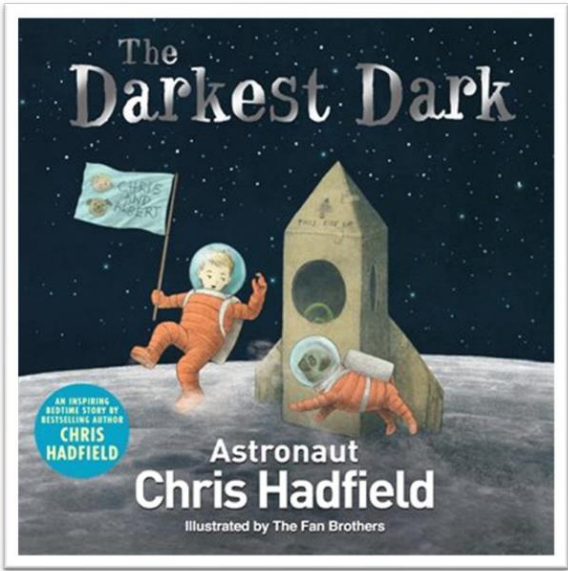
Year 5 *Pathways to Write:* Spring 2

English

Writing outcome:
To write a formal biography about Chris Hadfield

Greater depth writing outcome:
To write a formal biography about Chris Hadfield including an extra section in informal first person

🔑 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	**🔑 Mastery keys** (year group national curriculum expectations)	**Feature keys** (vocabulary, manipulating sentences and tense, structure)
• Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) • Organise paragraphs around a theme • Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun	• **Variety of verb forms used correctly and consistently** • **Use commas to clarify meaning or avoid ambiguity in writing** • **Link ideas across paragraphs using adverbials and tense choices** • **Use brackets, dashes or commas to indicate parenthesis** Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	• Engage reader through use of description, feelings and opinions • Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary • Use real life facts, including dates and place names • Use thematic language specific to the subject • Use formal language appropriately

St John's C.E. Primary Academy

Life in all its Fullness
John 10:10

Knowledge Organiser

Science - Earth and space

The Solar System is a group of celestial bodies, including the Sun, planets, asteroids and moons, held together by gravity.

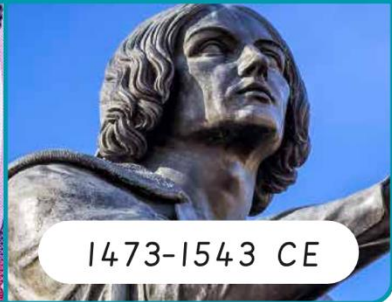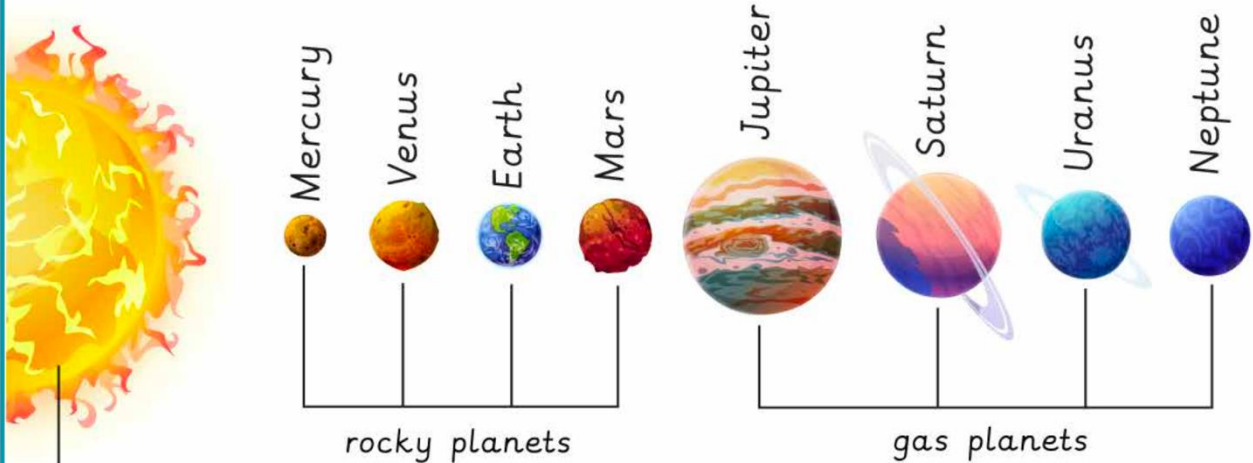The Sun, Earth, moons and other planets are spherical in shape.

Ptolemy	Alhazen	Copernicus
100-170 CE	965-1040 CE	1473-1543 CE

Our Solar System

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune

rocky planets

gas planets

Sun - a star at the centre of our Solar System

The heliocentric model was developed by Copernicus (1473-1543 CE) and theorised that the Sun was at the centre of the Solar System with the Earth and other planets orbiting around it.

The geocentric model was developed by Ptolemy (100-170 CE) and theorised that the Earth was at the centre of the Solar System with the Sun and other planets orbiting around it.
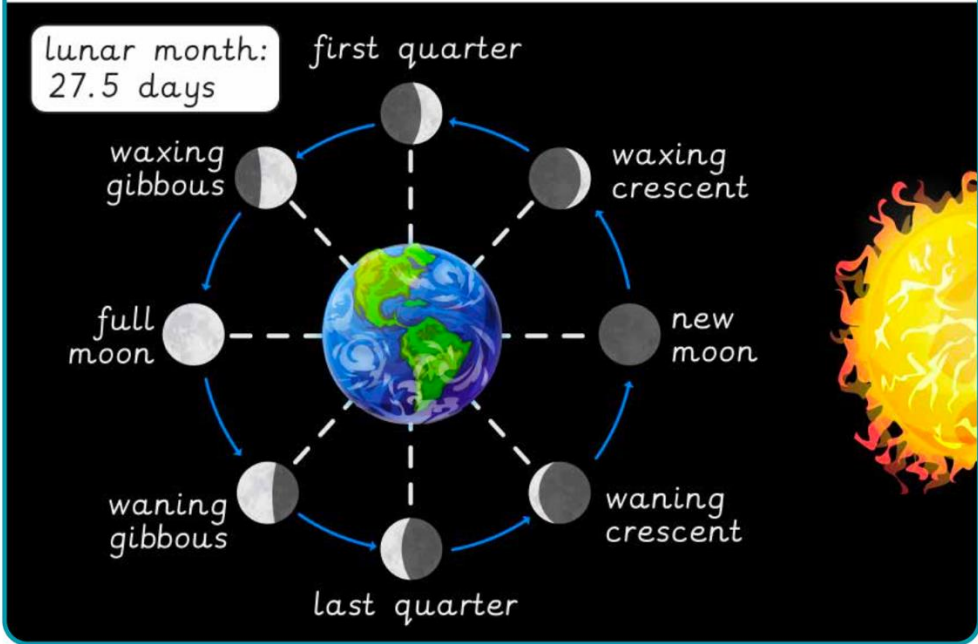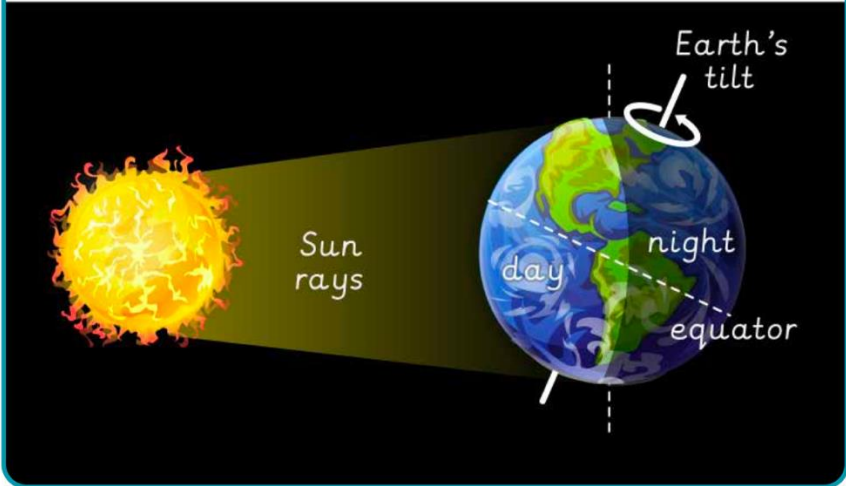
Science

Science - Earth and space

Kapow Primary

Artificial satellites are human-made objects that orbit planets. They have many uses, including gathering data, communications and taking images.

Day and night: the Earth rotates on its axis every 24 hours, creating periods of daylight and nighttime.

Earth's tilt

Sun rays

day   night

equator

Phases of the Moon: the Moon appears to change shape as it orbits the Earth because we see different amounts of its lit-up side (the side reflecting light from the Sun).

lunar month: 27.5 days

first quarter

waxing gibbous

waxing crescent

full moon

new moon

waning gibbous

waning crescent

last quarter

Moons, also called natural satellites, are celestial bodies that orbit planets. The Earth has one moon. Some planets, like Mercury, have no moons and other planets, like Saturn, have many moons (the current count is 146).

Science

The Earth's seasons

spring

summer   Sun   winter

autumn

The Earth orbits the Sun once every 365.25 days (one year). When the Northern Hemisphere is tilted towards the Sun, it receives more light for longer so it is summer. When it is tilted away from the Sun, it is winter in the Northern Hemisphere.

Science – Life cycles and reproduction

Asexual reproduction

- The parent plant creates an exact copy of itself without involving another plant.
- Natural methods include **runners, tubers, budding** and **bulbs**.
- Forced methods (by humans) include **cuttings**, layering and divisions.
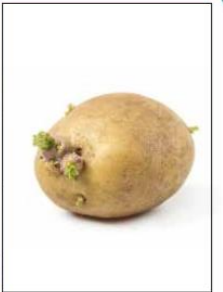

runner   bulbs   budding   cutting   tuber

Sexual reproduction

- Pollen is transferred from the male anther of one flower to the female stigma of a flower on another plant.
- Pollen can be transferred by insects, wind or other animals.
- **Fertilisation** happens when the male **pollen** reaches the **ovary** and combines with the female ovules.
- The fertilised ovule then develops into a seed, which can be dispersed by wind, air or animals.
- Seeds can then grow into new plants, starting the plant life cycle again.

stamen (male) — anther, filament

stigma, style, ovary — pistil (female)

petal, sepal
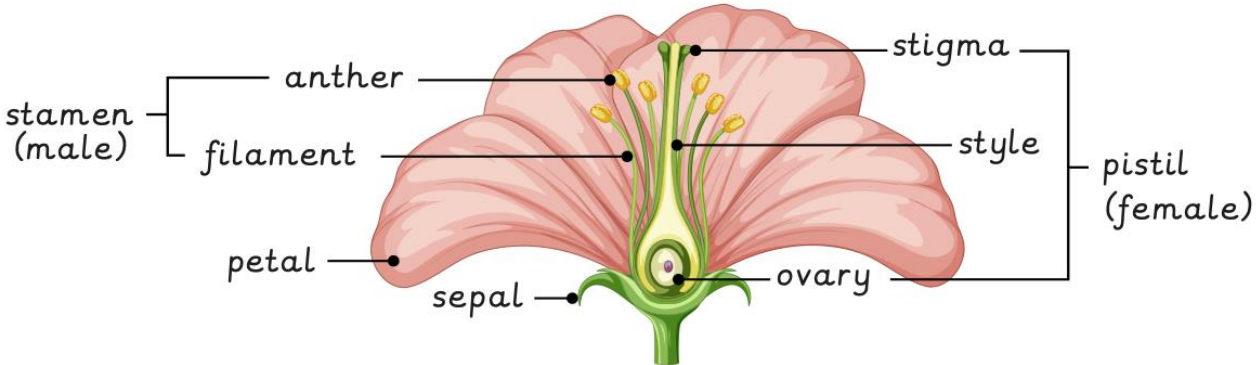
RELIGIOUS EDUCATION
Y5 SP1 KNOWLEDGE MAT

DIOCESE OF LICHFIELD · THE ST. BART'S ACADEMY TRUST

CREATION AND SCIENCE: CONFLICTING OR COMPLEMENTARY?

OUTCOMES

- Outline the importance of Creation in the timeline of the 'big story' of the Bible

- Identify what type of text some Christians say Genesis 1 is.

- Show awareness of different interpretations of Genesis 1.

- Make clear connections between Genesis 1 and Christian belief about God as Creator.

- Show understanding of why many Christians find science and faith can fit together

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring

- Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary, with a scientific account

THEIST	ATHEIST
Someone who believes in God's existence or in multiple gods, or that everything in the universe is God.	Someone who believes that god or gods (or other supernatural beings) are man-made constructs, myths and legends or who believe that these concepts are not meaningful.
COSMOLOGY	AGNOSTIC
Cosmology is the study of outer space or the universe. It seeks to explain how the universe came to be	Agnosticism is the philosophical view that it is unknown (or even, unknowable) whether any deities (god or gods) exist or not

Not all Christians read Genesis 1 in the same way. There are some who will read it as literal but there are others who see it more as a poem that speaks of why God made the world rather than how.	There are some who hold a worldview that science contradicts a theist worldview.

There are some who hold a worldview that it is possible to be a theist and a scientist.

St John's C.E. Primary Academy

Life in all its Fullness
John 10:10

Knowledge Organiser

RELIGIOUS EDUCATION
Y5 SP2 KNOWLEDGE MAT

DIOCESE OF LICHFIELD · THE ST. BART'S ACADEMY TRUST

WHAT DO CHRISTIANS BELIEVE JESUS DID TO SAVE PEOPLE?

OUTCOMES

- Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- Explain what Christians mean when they say Jesus' death was a sacrifice using theological terms.
- Suggest meanings for the narratives of Jesus' death and resurrection.
- Make connections between the Christian belief of Jesus' death as a sacrifice and how Christians celebrate Holy Communion.
- Show how Christians put their beliefs into practice.
- Discuss and question the value and impact of sacrifice in the world today and in own lives

HOLY WEEK	MAUNDY THURSDAY
The week leading up to Jesus' resurrection at Easter.	The day when Christians remember the last supper that Jesus ate with his disciples.

GOOD FRIDAY	HOLY COMMUNION
The day when Christians remember Jesus' crucifixion.	A sacred time where Christians remember Jesus' sacrifice on the cross. It includes the sharing of bread and wine— symbols of Jesus' body and blood. This is based on the words of Jesus at the last supper and is a symbol for Christians of salvation

SALVATION
The saving of a person from the consequence of sin.

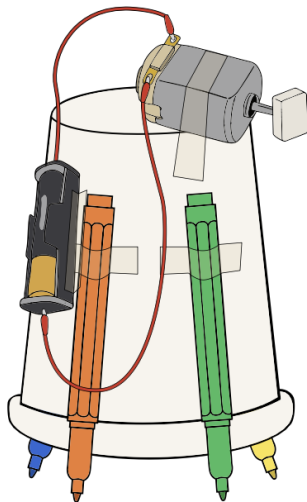|	
Christians believe the 'big story' of the Bible is the need for God to save people.	For Christians, the concept of salvation includes restoring the relationship between God and humans.
Holy Week and Easter are seen as the most important days in Jesus' life on earth; Christians believe that Jesus' death is part of God's great plan	Christians believe that Jesus' death and resurrection bring the hope of resurrection and the promise of new life—this is salvation.

Design and Technology

D&T – Wobble bots

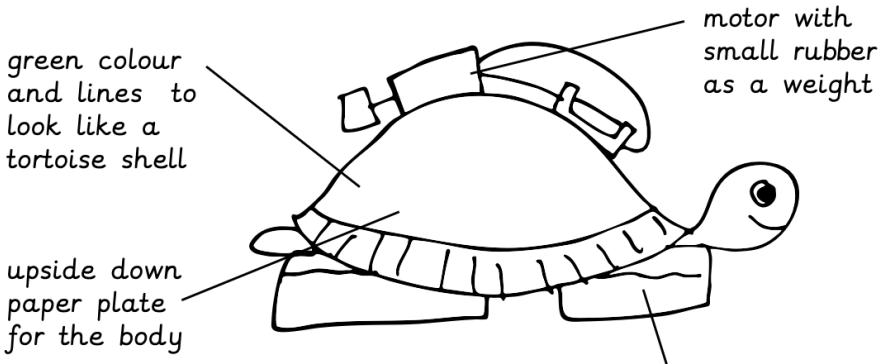|	
assemble	To put parts together.
charge	An amount of electrical energy.
design criteria	The important features that a product must have or do to work correctly.
evaluate	Looking at the good and bad points about something and thinking about how to improve it.
product	Something that has been made to be used or enjoyed by someone.

A **circuit** is a path that electricity can **flow** around.
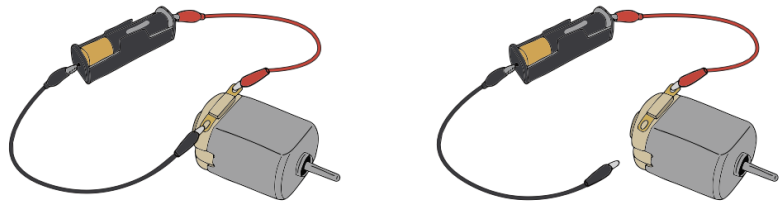
Electrical components are parts of a circuit such as a bulb, battery, wires or a motor. A **motor** is an electrical component that uses electricity to make something move.

The motor axle turns when the circuit is a complete loop because the charge can flow around. If the circuit is not a loop, the axle will not turn.

This Kapow Doodler uses a motor with an **off-centre weight** on the axle, making it wobble and draw patterns.

A **diagram** is useful when designing a **product**. It can show what the product will look like. **Annotate** the diagram with labels that explain each part.

green colour and lines to look like a tortoise shell

motor with small rubber as a weight

upside down paper plate for the body

two or four sponges on the bottom for legs and to clean as it moves

Art

Year 5 – Sculpture and 3D

Installation art
Three dimensional art that aims to transform a particular place.

- Often large in scale.
- Location is important.
- Often made using everyday objects in new ways.
- Can be interactive.

atmosphere	The mood of an artwork, for example, mysterious or joyful.
concept	The idea behind an artwork.
location	The place where an artwork is displayed.
performance art	Artwork that is an event rather than an object.
scale	The size of an artwork.
viewer	The people who look at, or visit, your installation.

Cai Guo-Qiang

- Guo-Qiang was born in 1957 in the Fujian Province, China.
- He grew up during China's Cultural Revolution, when explosions were part of everyday life.
- Guo-Qiang took part in demonstrations against political changes.
- He creates sculpture, drawings, installations and performance work.
- His art explores culture, politics and science and sometimes features explosions.

Interactive art

'The Weather Project' by Olafur Eliasson aimed to recreate a sunset using lighting, mirrors and artificial mist.

see   hear   touch   smell

History

Kapow

History - What was life like in Tudor England?

bias*	A preference for one thing, idea, or person over another in a way that is unfair or inaccurate.
democracy*	A system in which the government is elected by citizens.
heir*	A person who is due to inherit something after someone dies.
merchant*	A person who buys items to sell them and make money.
parliament*	An assembly of people who make laws and check the work of the government.
perspective*	How someone sees things based on what they know and how they feel.
propaganda*	Information intended to make people believe something or to hold a particular point of view and which is often inaccurate.
state*	A country or its government.
tyrant*	Someone who uses their power over others cruelly and harshly.

*key word

Henry VIII

Henry VIII was the king of England from 1509 to 1547. He married six times to get a male heir. He used portraits of himself to portray himself as a powerful king.

Hans Holbein the Younger

A German painter and printmaker who lived at Henry VIII's court for periods of time. His portraits are some of the most famous of Henry VIII.

Anne Boleyn

The second wife of Henry VIII and the mother of Elizabeth I. She was strongly Protestant and tried to influence Henry VIII to change his religious views.

Elizabeth I

The daughter of Henry VIII and Anne Boleyn who was queen of England from 1558 to 1603. She used portraits, royal progresses and coins as propaganda to show her power and authority as queen.
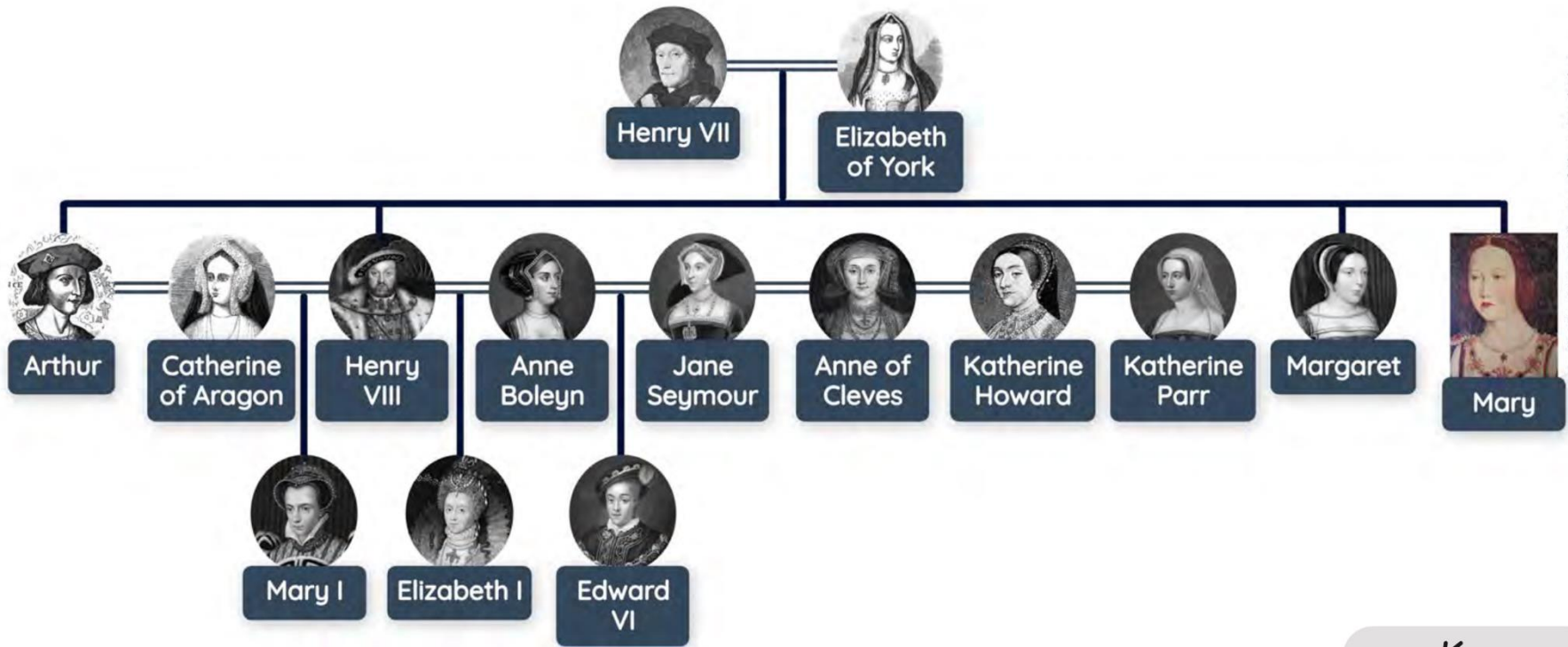
History

History – What was life like in Tudor England?

The Tudor family tree

Credit: The History Collection / Alamy Stock Photo

Key
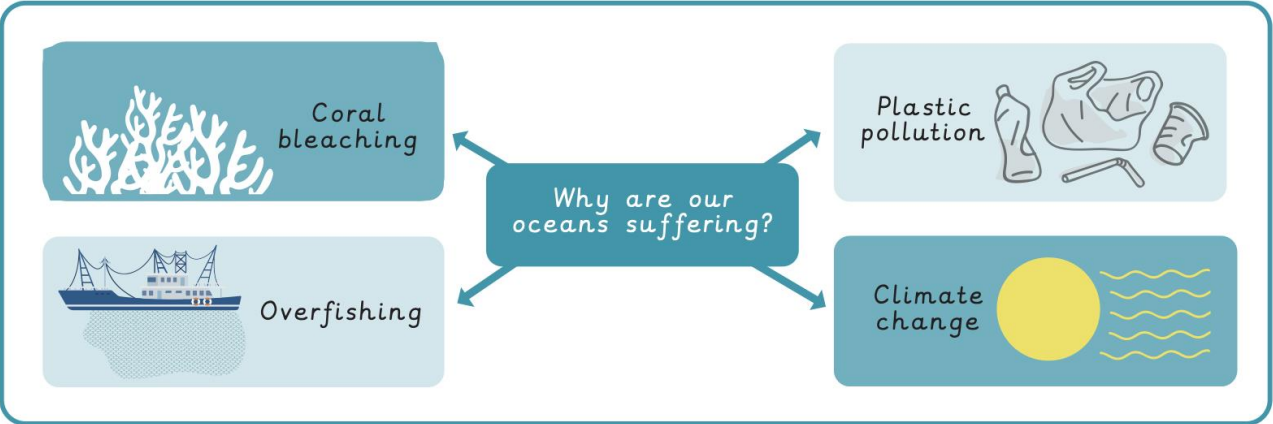= married
— offspring

Geography

Knowledge Organiser

Why do oceans matter?

Ways to support a healthy ocean:

- Trying to avoid buying single-use plastics.
- Recycling any plastics where possible.
- Only buy what you need.
- Buying second-hand.
- Re-using or re-purposing items.
- Teaching others about the ocean.
- Only buy the seafood you need.
- Trying to use natural fertilisers in gardens.
- Walking or cycling if you can.

Arctic Ocean

North America

Europe

Asia

Pacific Ocean

Africa

Great Barrier Reef

Pacific Ocean

South America

Indian Ocean

Atlantic Ocean

Oceania

Southern Ocean

Antarctica

Coral bleaching

Plastic pollution

Why are our oceans suffering?

Overfishing

Climate change
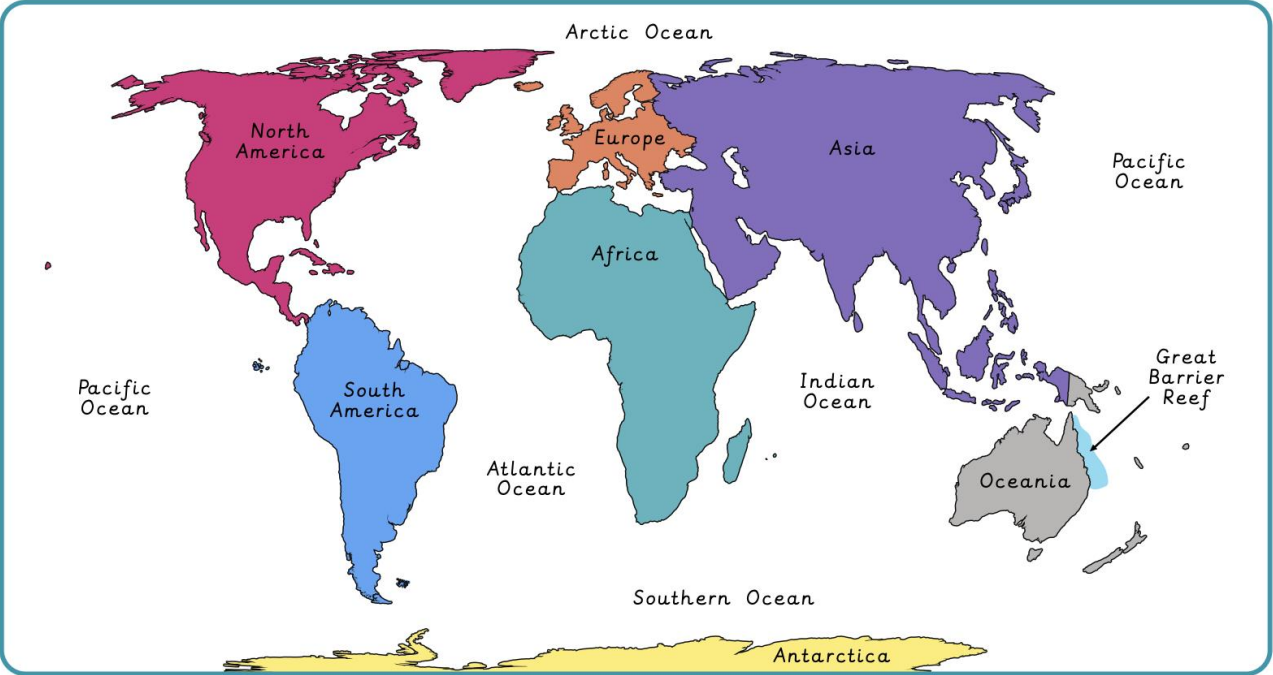
Geography

Why do oceans matter?

Why are oceans important?

- They are used for trading between countries.
- Ocean currents influence our weather.
- They provide food and jobs.
- They are used for fun activities.
- They give us ingredients for medicine.
- They absorb carbon dioxide and warm our planet.
- Coral reefs act as a buffer to natural disasters.
- Coral reefs are home to a quarter of our marine species.

ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
threat	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.

St John's C.E. Primary Academy

Life in all its Fullness
John 10:10

Knowledge Organiser

Mars Rover 1

Binary code	A code used in computers, based around the binary values of 0 and 1.
Data	Information used for a specific purpose or investigation.
Data transmission	The movement of information from one or more points to another.
Discovery	When something is intentionally or unintentionally found.
Distance	The amount of space between two places or objects.
Input	Information sent to a computer by an input device such as a keyboard or mouse for processing.
Mars Rover	A robotic vehicle, that explores, investigates and returns data about the terrain on Mars.
Moon	Orbits round planet Earth and is Earth's only natural satellite.
Numerical data	Information that is based on numbers and digits.
Output	Information or data that is sent by the computer to an output device such as a printer or speakers.
Planet	A large natural object that orbits around a star.
Radio signal	A radio wave that is sent or received to somewhere.
Scientist	A person who studies within the fields of Science, such as Physics, Biology and Chemistry.
Sequence	A set order or pattern for something to follow.
Signal	A voltage, current or electromagnetic wave that is either sent or obtained.
Computer simulation	Computer generated imitation of something such as a program test or product prototype.
Space (astronomy)	A vast area around and beyond planet Earth, which is not inhabited.

Key facts

The Mars Rover had to travel 350 million miles (approx) to get to Mars, it took eight and a half months.
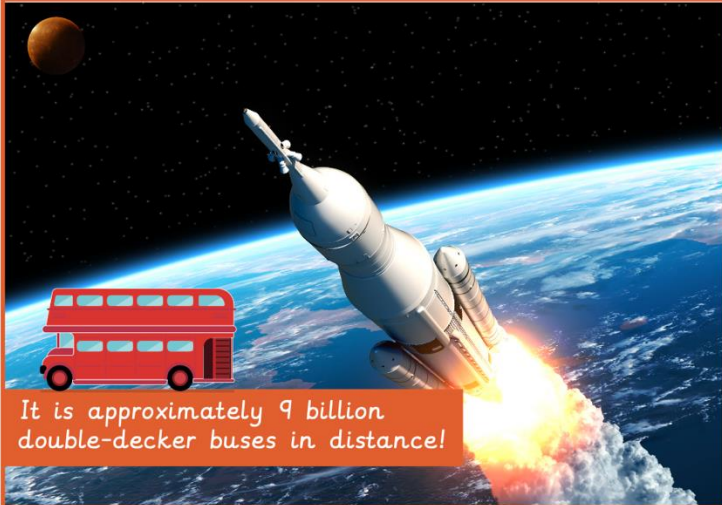
It is approximately 9 billion double-decker buses in distance!

Binary:

When a robot thinks independently, it needs to be able to calculate a range of data. All decisions carried out by a robot, or any computer, are done in binary – including the Mars Rover.

Binary value				Decimal value	
0	0	0	0	0	zero
0	0	0	1	1	one
0	0	1	0	2	two
0	0	1	1	3	three
0	1	0	0	4	four
0	1	0	1	5	five
0	1	1	0	6	six
0	1	1	1	7	seven
1	0	0	0	8	eight
1	0	0	1	9	nine
1	0	1	0	10	ten

Kapow Primary

Computing

Knowledge Organiser

Kapow

Computing - BBC micro:bit

The micro:bit

The micro:bit is a small physical programming device that can be programmed to react, display, sense and play sounds.

1. USB connector.

2. Touch logo.

3. 25 LED lights.

4. Button A.

5. Button B.

6. Pins.

7. Microphone indicator.

8. Radio and Bluetooth antenna.

9. Processor and temperature sensor.

10. Compass.
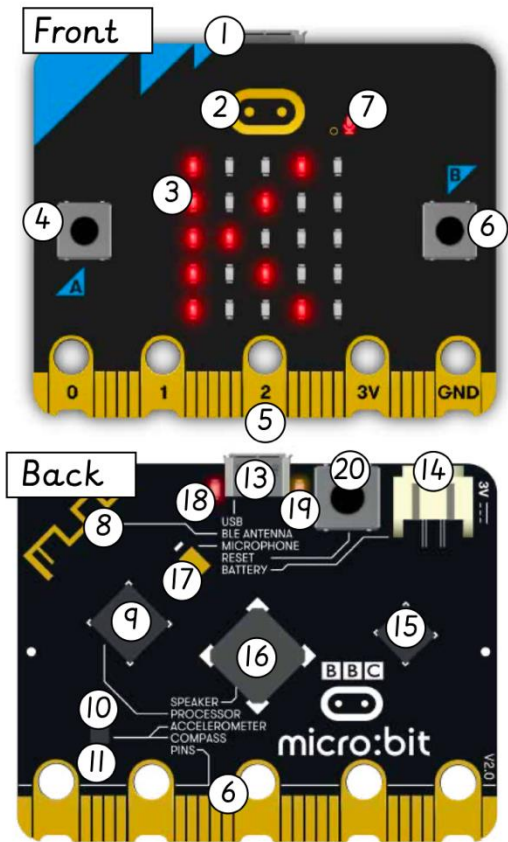
11. Accelerometer.

12. Micro USB socket.

13. Battery socket.

14. USB interface chip.

15. Speaker.

16. Microphone.

17. Red power LED.

18. Yellow USB LED.

19. Reset and power button.

Front

Back

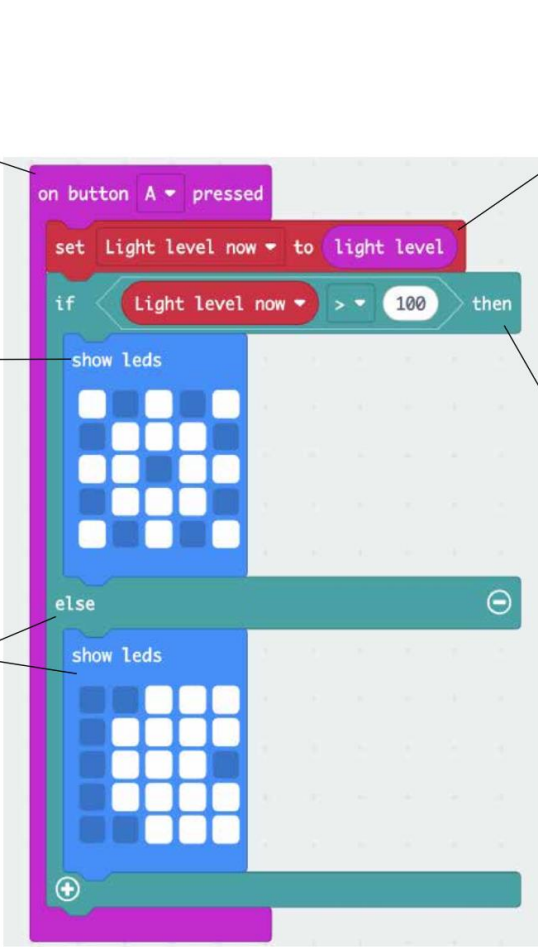micro:bit

Computing

Kapow

Computing – BBC micro:bit

Example code: Light sensor

This is an input block. When button A is pressed, it starts the program.

This shows a sun icon to mean the light level is high.

If the condition is not true (the light level is 100 or less), this second set of instructions runs. This shows a moon icon to mean the light is low.

This block is a conditional statement. It checks if the light level is more than 100. If this is true, the first set of instructions runs.

This variable block stores the light level reading from the micro:bit's light sensor. This helps the program remember the brightness value to use later.

Mission: Debug!

1. **Test in steps**: run one part at a time to check what works.

2. **Check your blocks**: look carefully to see if any blocks are missing or in the wrong place.

3. **Check conditions**: make sure your conditional statements are correct.

4. **Try the emulator**: test your code in MakeCode before using the micro:bit.

5. **Re-run and reset**: download your code again or press reset if it does not work.

Music

Year 5: South and West Africa

Dance is an important part of music in South and West Africa

Vocabulary

Chord	Two or more notes that are played at the same time and work in harmony.
Chord progression	A group of chords played in a particular order.
Major chords	A chord made up of three notes. Major chords are often described as happy chords.
Minor chords	A chord made up of three notes. Minor chords are often described as sad chords.
Break	When some instruments stop playing and others change the rhythm.
Call and response	A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.
A capella	Singing without any musical accompaniment.
Soloist	A musician or singer who performs on their own, known as performing a solo.
Duo	Two musicians or singers who perform together, known as performing a duet.

Ostinato

A repeated pattern or phrase.

Polyrhythms

Many rhythms played at once.

Syncopation

Playing on the off-beat.

Rest

The silences in music.

Metronome

A device that can be set to create a steady sound (beat) to help musicians play rhythms accurately.

Tips for improving your performance – FACE

Fluency – Being able to play without hesitancy.
Accuracy – Getting the melody and the words correct.
Control – Controlling the sound and music being created or sung.
Expression – Giving a personal response to the music.

Instruments

Percussion instruments	Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Kalimba
Guiro
Djembe drums
Shekere
Bongos
Balafon

Music

Kapow Primary

Year 5: Exploring the associations between music, sounds and colour

Musical feature: Composition

In this unit we compose our own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil.

Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.

Vocabulary

Graphic score	A way of writing down music on the page without using traditional stave notation, using symbols and images to represent the music.

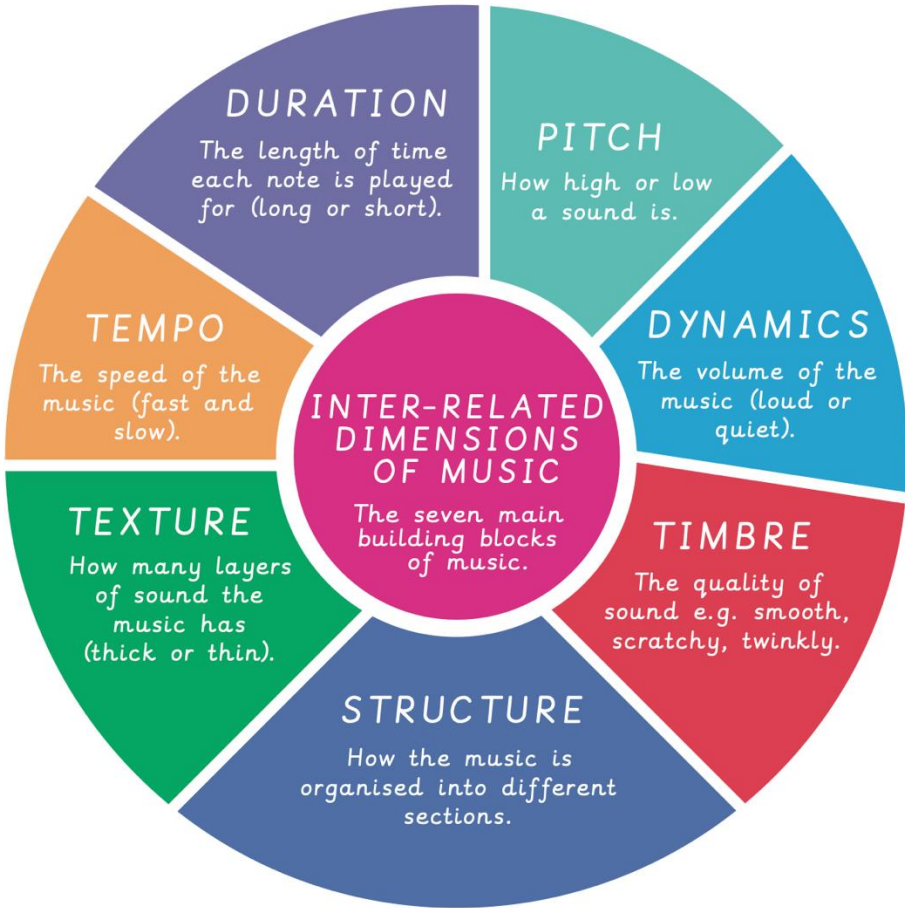| Synaesthesia	A condition where you 'see' music as colours.
Major	A tonality where the music sounds happy or bright.
Minor	A tonality where the music sounds sad or tense.
Layering	An overlapping of different music or instruments to create a 'thick' texture in a musical piece.

INTER-RELATED DIMENSIONS OF MUSIC
The seven main building blocks of music.

DURATION The length of time each note is played for (long or short).

PITCH How high or low a sound is.

DYNAMICS The volume of the music (loud or quiet).

TIMBRE The quality of sound e.g. smooth, scratchy, twinkly.

STRUCTURE How the music is organised into different sections.

TEXTURE How many layers of sound the music has (thick or thin).

TEMPO The speed of the music (fast and slow).

RSE & PSHE – Safety and changing the body

2 | Kapow Primary

We might not know people we meet online as well as those we have met in person. So we need to be careful with the information that we share with them.

Before sending online messages, remember:

THINK

T – Is it true?

H – Is it helpful?

I – Is it inspiring?

N – Is it necessary?

K – Is it kind?

Getting help

In an emergency, call 999 (or 112, which works in the UK and the rest of Europe). Call 111 for medical help and advice when you need help but it is not a life-threatening emergency.

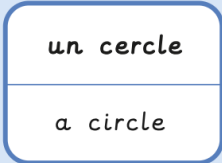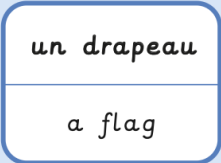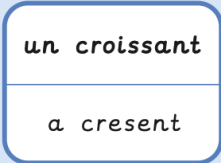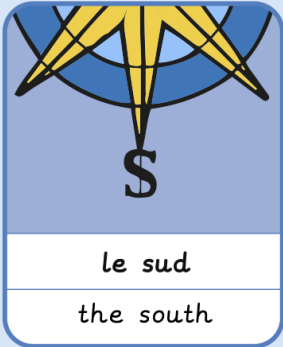If you are worried about something, talk to an adult you trust.

Contact: Childline
www.childline.org | 0800 1111
Calls do not show on the phone bill.

Our feelings and emotions change during puberty.

French

French – French-speaking world

Vocabulary and pictures

le nord — the north	**l'est** — the east	**le sud** — the south	**l'ouest** — the west
le nord-est — the north-east	**le nord-ouest** — the north-west	**le sud-est** — the south-east	**le sud-ouest** — the south-west

une étoile — a star	**un croissant** — a cresent	**un drapeau** — a flag	**une croix** — a cross	**un cercle** — a circle
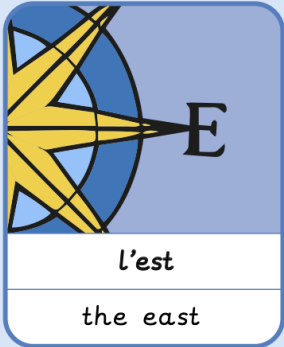
French

French – French-speaking world

Sentence structure and phrases

Bonjour! | Kapow Primary

Phrases

je vais...	I go / I'm going...
tu vas...	You go / you are going...
Il y a...?	Is there...?
Il y a...	There is...
Je voudrais visiter ...	I would like to visit...
parce que	because
il fait très chaud	it is very hot
il ne fait pas chaud	it is not hot
il fait plus chaud qu'en/au/à...	it is hotter than in...
il fait moins chaud qu'en/au/à	it is less hot than in...
il fait assez froid	it is quite cold
il pleut beaucoup	it rains a lot
il ne pleut pas	it does not rain
il pleut plus qu'en/au/à ...	it rains more than in...
la température est de 15 degrés	the temperature is 15 degrees

Country gender

In French, countries are either masculine or feminine, so they should always include the definite article **Le/La**. For example, **La France**, never just 'France'.

However, **Madagascar** does not follow this rule. It is a feminine noun but does not need the definite article, so it is just 'Madagascar'.

à + le = au

au nord

à+ l' = à l'

à l'est

Tu vas trois pas au nord, deux pas au nord-est et quatre pas à l'est.

Jai trouvé le trésor !

You go three steps north, two steps north-east and four steps east.

I have found the treasure!

La Suisse est un petit pays européen à l'est de la France.

Le drapeau est rouge avec une croix blanche.

Switzerland is a small European country to the east of France.

The flag is red with a white cross.

Je voudrais visiter le Maroc parce qu'il fait plus chaud que la France.

I would like to visit Morocco because it is hotter than France.