

attached



Use letters from the target word to create new words which match each clue.

A dull pain.

To educate someone.

Talked to someone in a friendly manner.

Now, cover the target word and spell it here:

Monday 10th November Morning Challenge



Is it your day for TTRS?

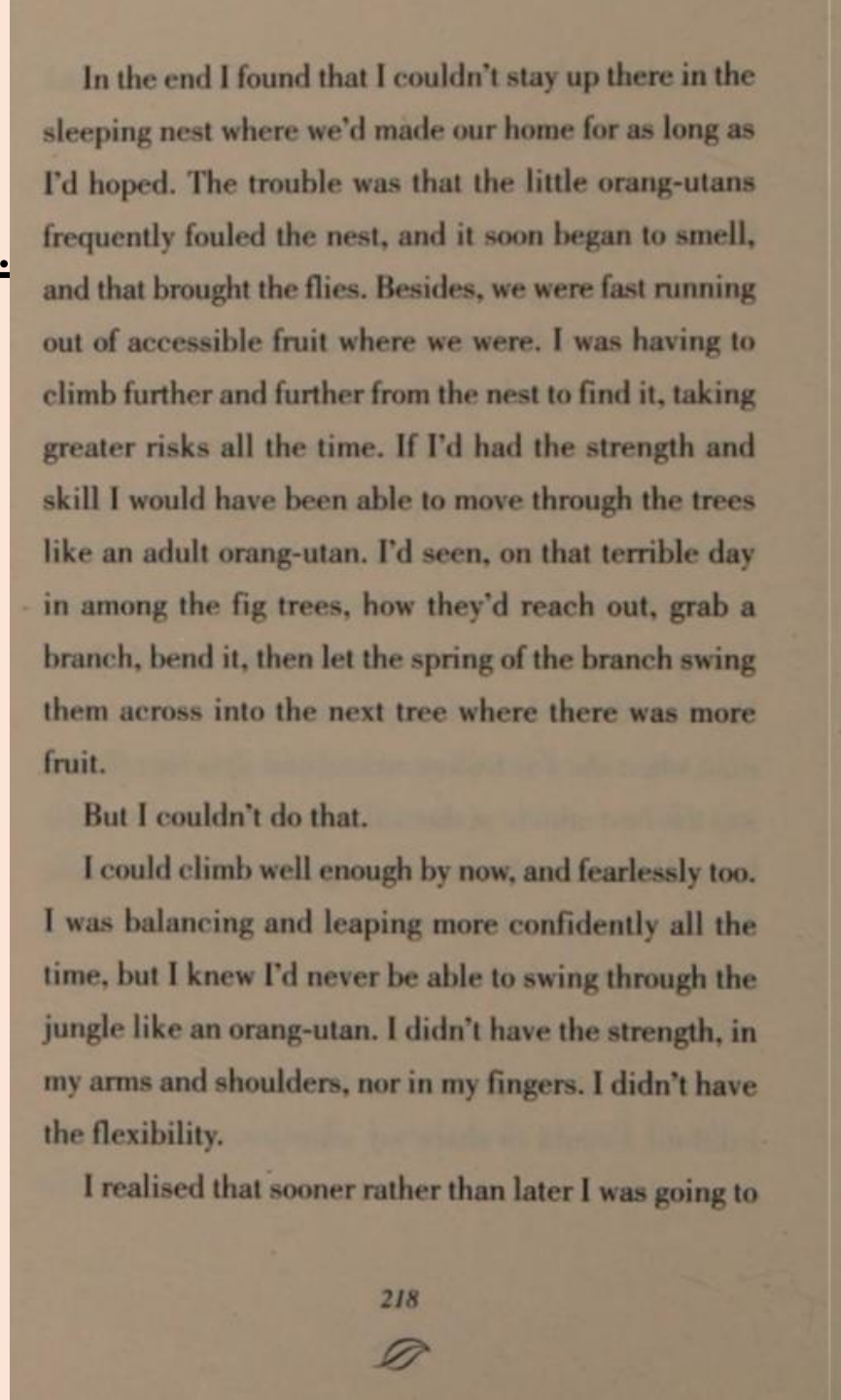


Read your book and quiz if you need to.

Tuesday 10th November

TBAT: close read for meaning, inference and author's choice of language.

Accessible
Reluctant
Foliage
Agitated
Stealthily
Frenzy
Telltale
Persisted
Suitable



In the end I found that I couldn't stay up there in the sleeping nest where we'd made our home for as long as I'd hoped. The trouble was that the little orang-utans frequently fouled the nest, and it soon began to smell, and that brought the flies. Besides, we were fast running out of accessible fruit where we were. I was having to climb further and further from the nest to find it, taking greater risks all the time. If I'd had the strength and skill I would have been able to move through the trees like an adult orang-utan. I'd seen, on that terrible day in among the fig trees, how they'd reach out, grab a branch, bend it, then let the spring of the branch swing them across into the next tree where there was more fruit.

But I couldn't do that.

I could climb well enough by now, and fearlessly too. I was balancing and leaping more confidently all the time, but I knew I'd never be able to swing through the jungle like an orang-utan. I didn't have the strength, in my arms and shoulders, nor in my fingers. I didn't have the flexibility.

I realised that sooner rather than later I was going to

have to risk it. I would have to climb back down to the forest floor, and go on a search to discover another suitable tree where enough fruit was growing to keep us going, a tree from which I could climb across into others just like it, where the leaves were broad and large enough to collect water, and most importantly of all, where I could find a promising nest site with enough foliage around to hide us from any prying eyes on the ground. But I was still reluctant to make the move, to take the risk.

As it turned out it was something else altogether that finally persuaded me that we had to move on. One afternoon in the heat of the day, as we all lay resting in the sleeping nest, I heard the sound of rustling from somewhere high above us. I thought little of it, but the more it went on, the more the little orang-utans became alarmed. They kept squeaking, and darting frantic looks upwards. To begin with I couldn't see what it was they were getting so agitated about.

Then I saw it, the dark shape of a large orang-utan, moving stealthily through the canopy. He was sitting there studying us now, scratching his neck, yawning,

Tuesday 10th November
TBAT: close read for meaning, inference and author's choice of language.

Give two reasons why Will decides they must leave the sleeping nest.

Will changes his mind about staying in the nest.
How does the author show that Will knows it is time to move on?
Use evidence from across the extract.

his eyes never leaving us. It was obvious he had no intention of going away. He'd come to stay. I didn't have the impression he was annoyed with us, and certainly not angry. He wasn't displaying or shaking the branches at us, but he wouldn't leave us alone, and the little orang-utans were working themselves up into a frenzy of anxiety. It occurred to me after a while that the orang-utan up there was telling us in his own way that this was his tree, that we should move on, and that if we didn't, then he might turn nasty. I realised by now that the only way I could calm the little orang-utans down was to move, and move now. But even after I'd made up my mind, I spent just a few moments sitting in the nest, listening out for any telltale alarm calls from the jungle, before finally deciding it was safe to climb down.

Once back down on the forest floor, all three of the orang-utans clung to me more tightly than ever, terrified, I think, that the orang-utan might be following us. I didn't see him or hear him again, and in fact I soon forgot about him altogether. But they didn't. I talked to them softly, hummed my songs to them – I'd found they liked the Chelsea song best –

and the further we walked the more I could feel them relaxing. I was becoming less worried myself too, about being caught on the ground by the hunters and their hounds. I wasn't looking any more for a new tree to climb into. I was thinking of something else entirely.

It was the first stream we came upon that put the idea into my head, the same idea I'd had a long time ago when I'd been with Oona: that if I followed a stream, then it must lead me to a river, and I could follow any river to the sea. And maybe, maybe, there was just a chance that Mum might be there, that she might have survived, might still be alive. I thought I had put all that out of my head a long time ago, but I found the hope was still there. It was possible. She could be looking for me right now. I couldn't stay in this jungle and hide for ever, hoping that Oona would come and find us. I had to get out, I had to try to find Mum. I would stick close to the stream and go wherever it led me. I would find a tree where we could lie up each night, feed as we went, just keep going.

It was then, as we were walking along the banks of

10.11.26

TBAT- multiply by 2-digit numbers.

1) 40 x 6 =

2) 630 divided by 7 =

3) 456 + 1, 003 =

Challenge:
Simplify the following fractions:

12/15 32/ 40 6/10

Daily 10 - Mental Maths Challenge - Topmarks - Topmarks

Talk partners: How would we solve

27 x 14

True or false

123 X 6 > 321 X 3

In Year 3 and 4, you would have used grid method.

A

×	20	7
10	200	70
4	80	28

200 + 70 + 80 + 28 = 378

Year 5 and 6

		2	7
×		1	4
	1	0_2	8
	2	7	0
	3	7	8

(27 × 4)

(27 × 10)

45 x 23 =

45 x 3

45 x 20

Step 1: Set out the column method.

Step 2: Place a 0 on line two.

Step 3: Multiply by the 1s.

Step 4: Multiply by the 10s.

Step 5: Add the two amounts.

Class Work:

		4	5			
x		2	3			
				(	x	)
				(	x	)

Step 1: Set out the column method.

Step 2: Place a 0 on line two.

Step 3: Multiply by the 1s.

Step 4: Multiply by the 10s.

Step 5: Add the two amounts.

Paired, whiteboard work:

		2	6
×		1	7

(×)

(×)

Over a week, Priya watched 32 funny videos and shared each of these videos with 23 friends.

How many video shares did she send in total?

Use the formal multiplication method to work it out.

What is the key information that must be underlined?

Task: Complete this task in pairs using a whiteboard.

Use the steps to success to help.



Evie has completed the following multiplication.

She has made errors. What are they?

Then complete the problem on your whiteboard.

		2	4	5
	×		6	3
		7_1	2	5
1	4_2	7_3	0	0
1	4	4	2	5

Knowledge Check

345 x 62 =

Step 1: Set out the column method.

Step 2: Place a 0 on line two.

Step 3: Multiply by the 1s.

Step 4: Multiply by the 10s.

Step 5: Add the two amounts.

Challenge:

How could you use this answer to help you calculate

345 x 63 =

492 x 34 =

Independent:

1) 623 x 15 =
2) 78 x 52 =
3) 562 x 34 =

Challenge:

Jia has been practising long multiplication. Identify and explain any mistakes.
Then, calculate the correct answer.

	5	2	2
×		4	3
1	5	6	6
2	0	8	8
3	6	5	4
	1	1	

RP:

4) A bakery sells 106 loaves of bread a week. How many loaves are sold in 4 weeks? How many are sold over the year?
5) There are 386 pupils in the school. If each child ran 18 laps of the field, how many laps would have been run in total?

Mastery:

Mr Star, the Twinkl Academy site manager, is working out the area of three class flowerbeds.

area = length × width

flowerbed A

36cm × 534cm

flowerbed B

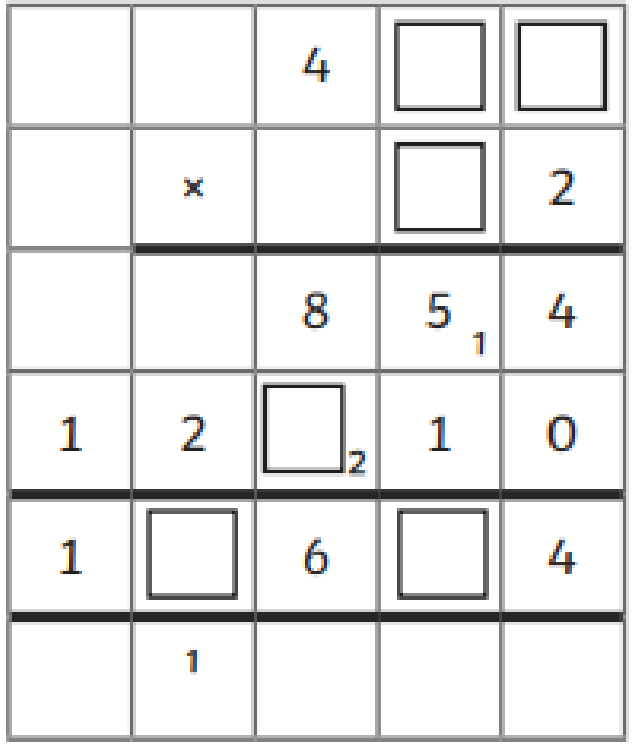
65cm × 342cm

flowerbed C

84cm × 476cm

Help him by completing the calculations.

Mastery with GD:



Tuesday 10th November

TBAT: write complex sentences to describe a character.

3 in 3

1) Match the types of complex sentences.

non-finite
adverbial
relative

Bess, who waited by the window, could not stop thinking of him.
Although her heart was filled with fear, she refused to cry.
Plaiting a dark red ribbon into her hair, she dreamed of his return.

2) Underline the main clause in the sentence below:

Wearing a coat of claret velvet and boots up to his thigh, he looked every inch the daring outlaw.

3) Identify the 3 errors in the sentence below and make the corrections.

he felt untouchable as if the night itself were his cloak of protection

Challenge: What type of complex sentence is Q3?

"Bess, the landlord’s daughter,
The landlord’s black-eyed daughter,
Plaiting a dark red love-knot into her long black hair."



- What do we notice about Bess?
- How might she feel waiting for the Highwayman?
- What might she be thinking?

hopeful, loyal, passionate

Class work: Co-construct three sentences using the clause below.

Bess waited at the window…

Non-finite

Adverbial

Relative

Bess waited at the window...

Non-finite:
Clutching the window frame with trembling hands, Bess waited at the window.

Adverbial:
Although she feared what the soldiers might do, Bess waited at the window.

Relative:
Bess, who longed to see his shadow on the road, waited by the window.

Bess, **who was as brave as she was gentle**, leaned against the window. **Plaiting a red ribbon through her hair**, she thought only of the Highwayman. **Although danger lurked outside**, she felt a fierce kind of hope.

Paired work: Locate the success Criteria:

- I can describe Bess using vivid and specific detail.
- I can use **relative**, **non-finite**, and **adverbial** complex sentences.
- I can show Bess' appearance**, feelings, and thoughts** through my writing.

Class work: Unpick the model text.

Bess, who waited by the window with a heart full of longing, listened to the wind sweep across the dark moor. Plaiting a red ribbon through her hair, she whispered the Highwayman's name, hoping the night would carry it to him. Her eyes, fixed on the distant road, glimmered with a mixture of fear and love. Although her hands trembled, she stood as still as the candle flame beside her. Thinking of his promise to return, she tried to silence the dread rising in her chest. The ribbon in her hair fluttered gently, as if it shared her secret hope. Even when the sound of hooves faded into silence, she refused to move, her heart waiting faithfully in the dark.

1) Have I included?

Appearance.

Feelings.

Thoughts.

2) Now let's check, is there at least one example of each type of complex sentence: non-finite, adverbial and relative?

Task: Write a description of Bess waiting for the Highwayman to return to her.

1) What is she doing as she waits?
2) What is she thinking or feeling?
3) What fears or hopes fill her mind?



I can use **relative**, **non-finite**, and **adverbial** complex sentences.

Tuesday 10th November
TBAT: Read and notate a three note (do, mi, so) song.

Keywords	
hormones	chemicals that carry messages around your body
unison	the same tune sung or played at the same time
phrase	a musical thought, like a sentence in a story
pitch	how high or low a note is 
upbeat	when music begins on any beat except for the first beat; also known as anacrusis

Tuesday 10th November

TBAT: Read and notate a three note (do, mi, so) song.

Lesson Media: Three pitches - do, mi, so | KS2 Music | Oak National Academy

Task A The benefits of singing together

1. Let's sing Nanuma in **unison**. Take a deep breath before each **phrase**, to support you, and sing with a gentle tone.

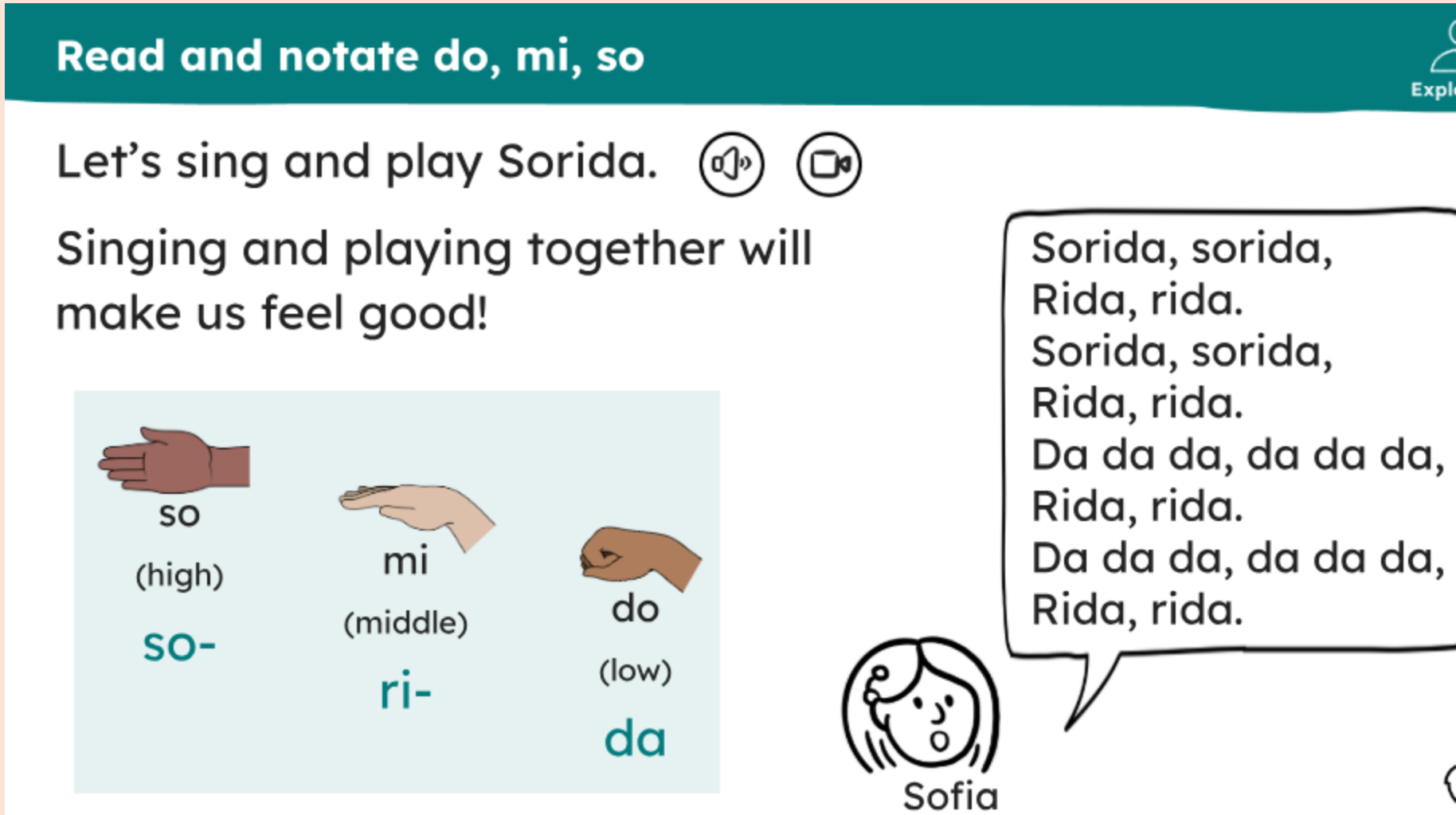
Nanuma wyee ay, nanuma.
Nanuma wyee ay, nanuma.
Nanuma wyee ay, nanuma.
Nanuma wyee ay, nanuma.



2. How does singing this song make you feel?

Tuesday 10th November
TBAT: Read and notate a three note (do, mi, so) song.

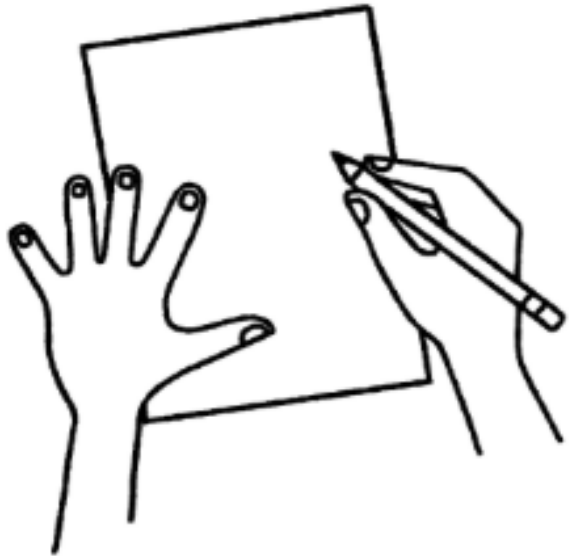
[Lesson Media: Three pitches - do, mi, so | KS2 Music | Oak National Academy]



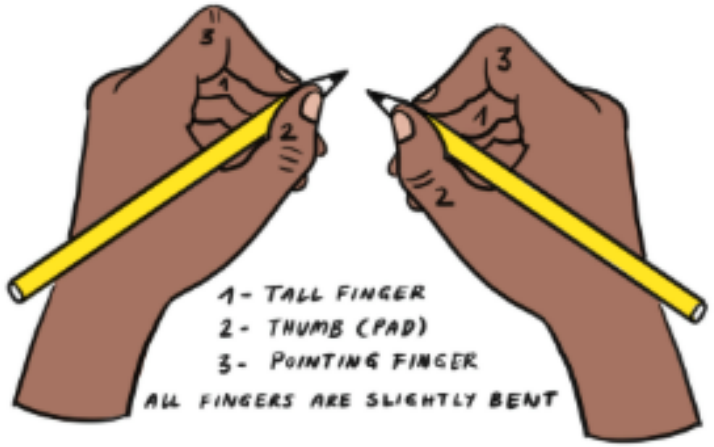
Before we start, what are these pictures reminding you to do?



- sit on a chair at a table
- feet flat on the floor
- back against the chair



- angle your paper correctly
- non-writing hand supports



- hold your pencil in the tripod grip

[Finger Fitness Exercise Dances for Kids]

wrestle

wrapper

island

aisle

debris

Tuesday 10th November

Q: What are renewable and non-renewable energy sources?

3 in 3

1 When something is renewable, that means it will not be used up or ... Tick **1** correct answer

- ☐ run out.
- ☐ run away.
- ☐ run dry.

2 Which of these are renewable resources? Tick **2** correct answers






☐ sun ☐ gold ☐ waves ☐ coal

3 Match these resources to the type of natural resources they are. Write the correct letter in each box

a	meat
b	coal
c	sand
d	iron

	mineral
	metal
	food
	fuel

Tuesday 10th November

Q: What are renewable and non-renewable energy sources?

Name natural resources we use? What do we use them for?

Which resources are essential for survival?

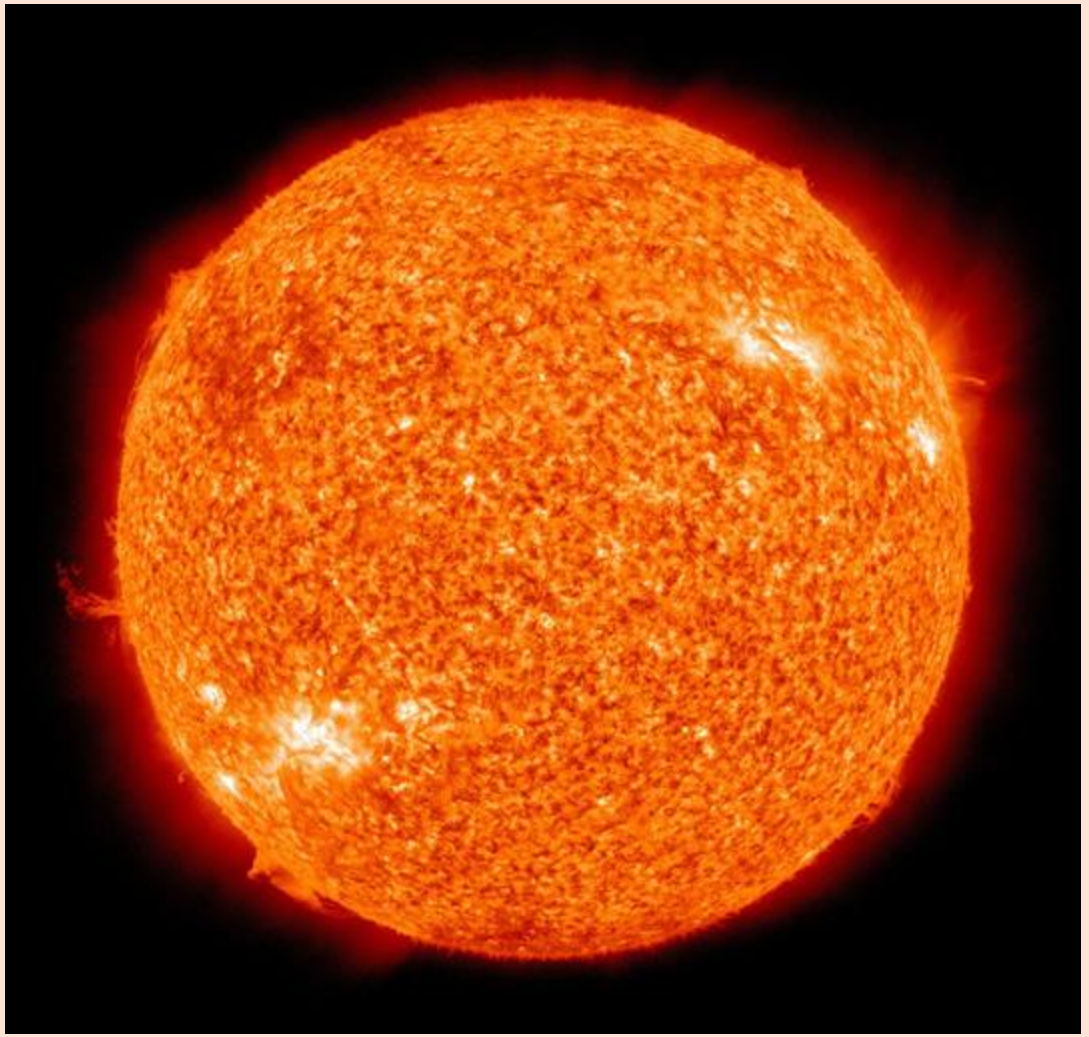
Keywords

finite	A resource that is **finite** has a limit, or an end and will run out.
hydro-electric	**Hydro-electric** power generates electricity by using water.
geothermal	**Geothermal** energy comes from heat contained within the Earth's crust.
unsustainable	An **unsustainable** resource is one that is being used more or faster than it can be replaced or regrown.

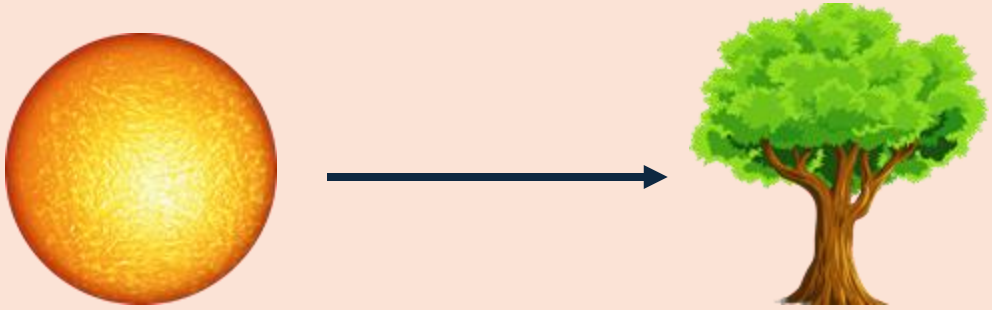
Explanation

Energy is the power used to make things work, for example to provide heat or light or to operate machinery.

Do you know where all energy on Earth comes from?



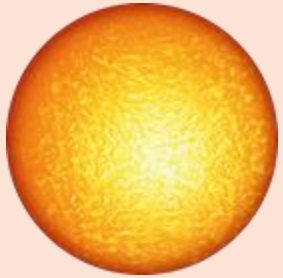
All energy on Earth comes directly, or indirectly from the sun. All living organisms need energy to survive. Plants need sunshine to grow.



Many living things feed on plants and crops to survive.



Nearly all energy on Earth comes directly, or indirectly, from the sun. Coal also has energy which has come from the sun.



The sun gives out heat and light energy.



Millions of years ago, plants used the sun's energy to create food.



When plants and leaves died, some fell into swamps and gradually got buried under rocks and soil.



Over millions of years, heat and pressure hardened the dead vegetation into coal.

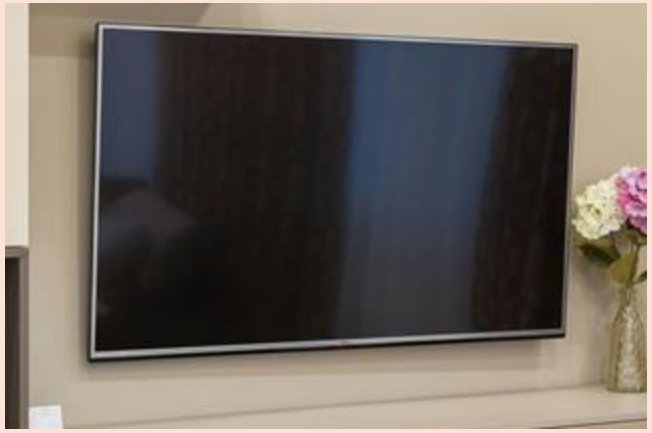
Energy resources

Explanation

Can you think of all the ways you may have used energy today?

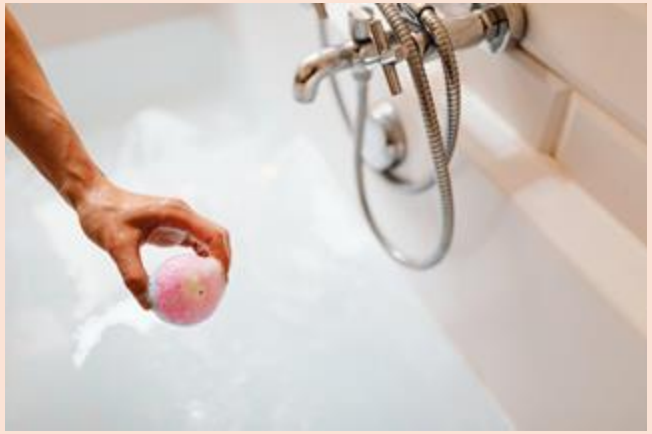












Check

Where does nearly all energy on Earth come from?

a fossil fuels (coal, oil and natural gas)

b electricity

c the sun ✓

Energy resources

Explanation

All energy resources can be classified as renewable or non-renewable.

Renewable resources can be re-used and will not run out.

Can you think of any renewable energy resources?

Explanation

Renewable energy resources



solar power



wind power



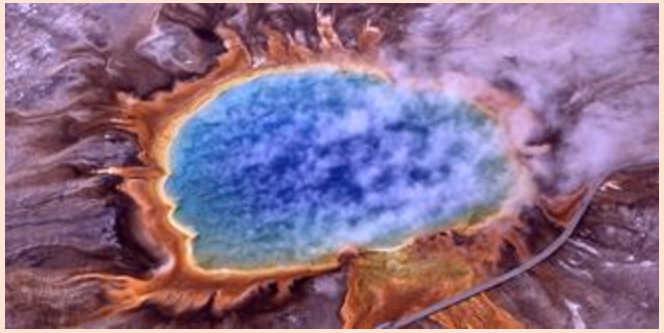
wave and tidal power



hydro-electric power



biomass



geothermal

Explanation

Non renewable resources are **finite**. These resources have a limit, or an end, and will run out. Fossil fuels are examples non-renewable resources.



coal

natural gas



fossil fuels



oil

uranium and plutonium

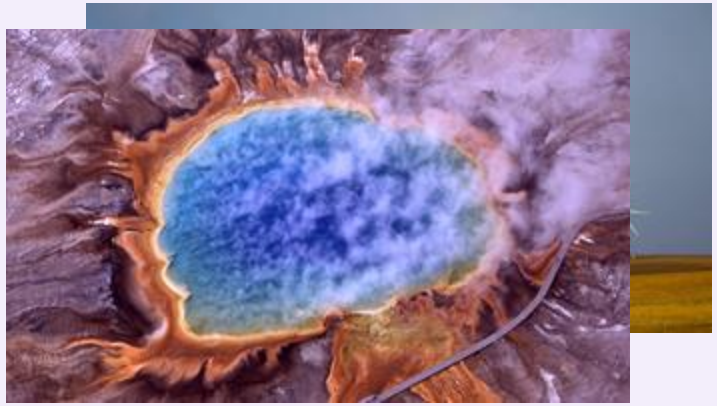


Check

Sort the resources below into renewable and non-renewable energy resources.

Renewable









Non-renewable





1) Match the words to their correct definitions. Then label each of the energy resources as renewable or non-renewable.

renewable	were formed millions of years ago (like fossils) from the remains of plants and other living things.
non-renewable	comes from heat contained within Earth's crust.
fossil fuels	resources that will not be used up or run out.
geothermal energy	organic (natural) material that can be used as fuel.
biomass	resources that are finite and can only be used once.

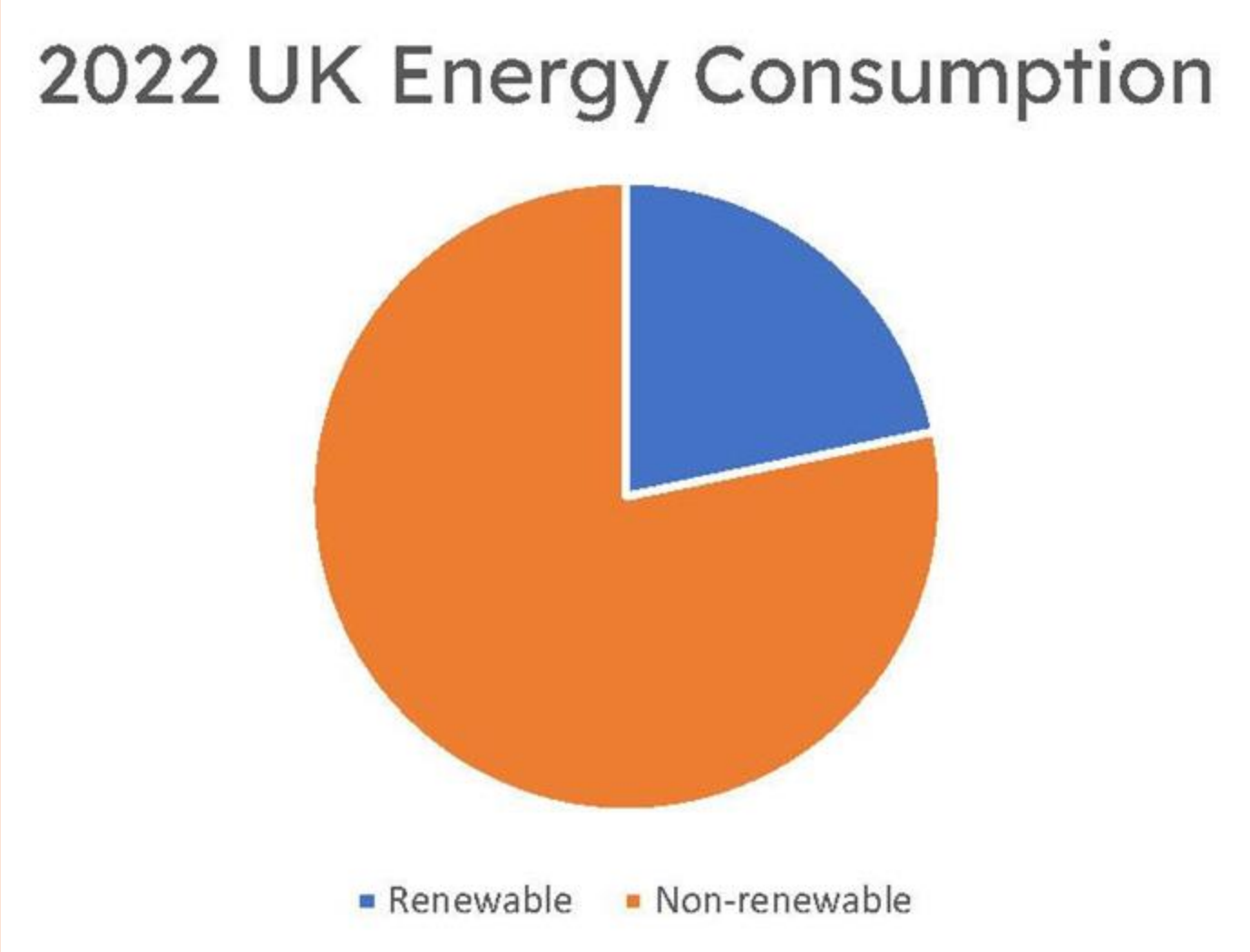
Task A

Energy resources

Feedback

1) Match the words to their correct definitions. Label each energy resource as renewable or non-renewable.

renewable	resources that will not be used up or run out.	
non-renewable	resources that are finite and can only be used once.	
fossil fuels	were formed millions of years ago (like fossils) from the remains of plants and other living things.	**non-renewable**
geothermal energy	comes from heat contained within Earth's crust.	**renewable**
biomass	organic (natural) material that can be used as fuel.	**renewable**



Most energy used in the UK comes from non-renewable and **unsustainable** energy sources.

True or false?

Most of UK energy is produced by renewable energy resources.

T **True**

F **False** ✓

Justify your answer

a Most of UK energy is produced by fossil fuels, especially oil and natural gas, which are non-renewable. ✓

b Most of UK energy is produced by nuclear power, which is non-renewable.

Non-renewable energy resources are **unsustainable.**









What does **unsustainable** mean?

Resources that cannot continue being used at the same rate as they will run out. Scientists estimate fossil fuels are likely to run out in the next 50 years.



Jun

Explanation

When we burn non-renewable fossil fuels it produces energy. We use coal, oil and natural gas to produce energy in industries and our everyday lives.

1) Power cars and aeroplanes





2) Heating and cooking





3) In power stations and factories





When we burn fossil fuels it can cause local air pollution.



Sofia

Air pollution makes my asthma worse and sometimes I find it hard to breathe. For some people, air pollution can also be linked to heart disease and other health problems.

Problems with non-renewable energy resources

Explanation

It is possible to take action to reduce air pollution and improve air quality in local areas and around schools.

Can you think of any ways that air quality around schools could be improved?



The areas around many schools have seen benefits from the School Streets scheme:

- less traffic around schools and therefore better air quality
- less traffic has also reduced road dangers and made school streets more safe
- they have also encouraged people to make healthy choices about travelling to school e.g. walking or scooting



Check

Complete in books:

When we ___burn___ non-renewable fossil fuels it produces ___energy___.

Fossil fuels can power ___planes___ and ___cars___, as well as be used to ___heat___ our homes and ___cook___ our food.

Choose the correct words from below to fill the gaps.

heat burn planes cook energy cars

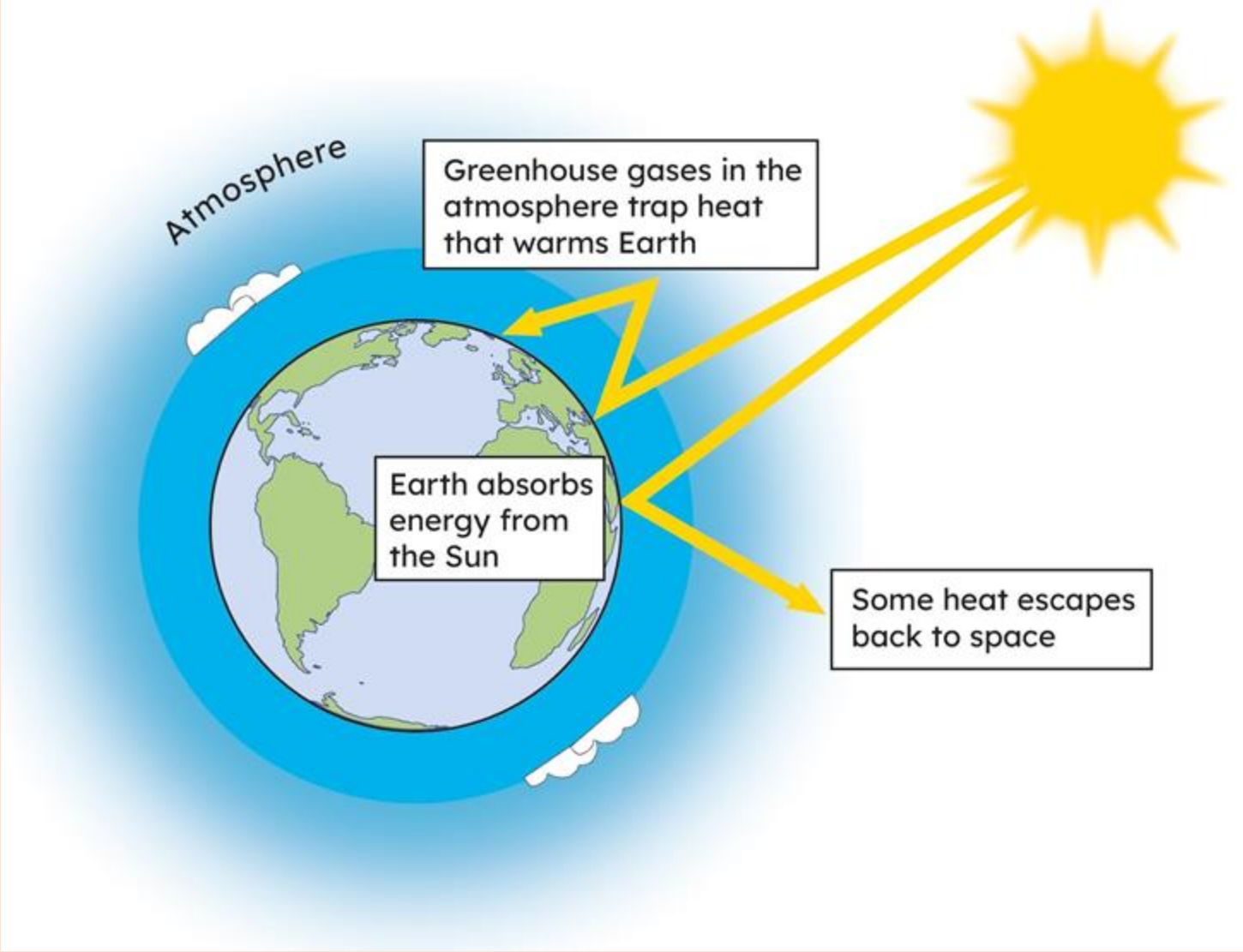
Check

Which of the below are a problem caused by burning fossil fuels?

a Plastic pollution is found in the oceans.

b Poor air quality can affect the health of people. ✓

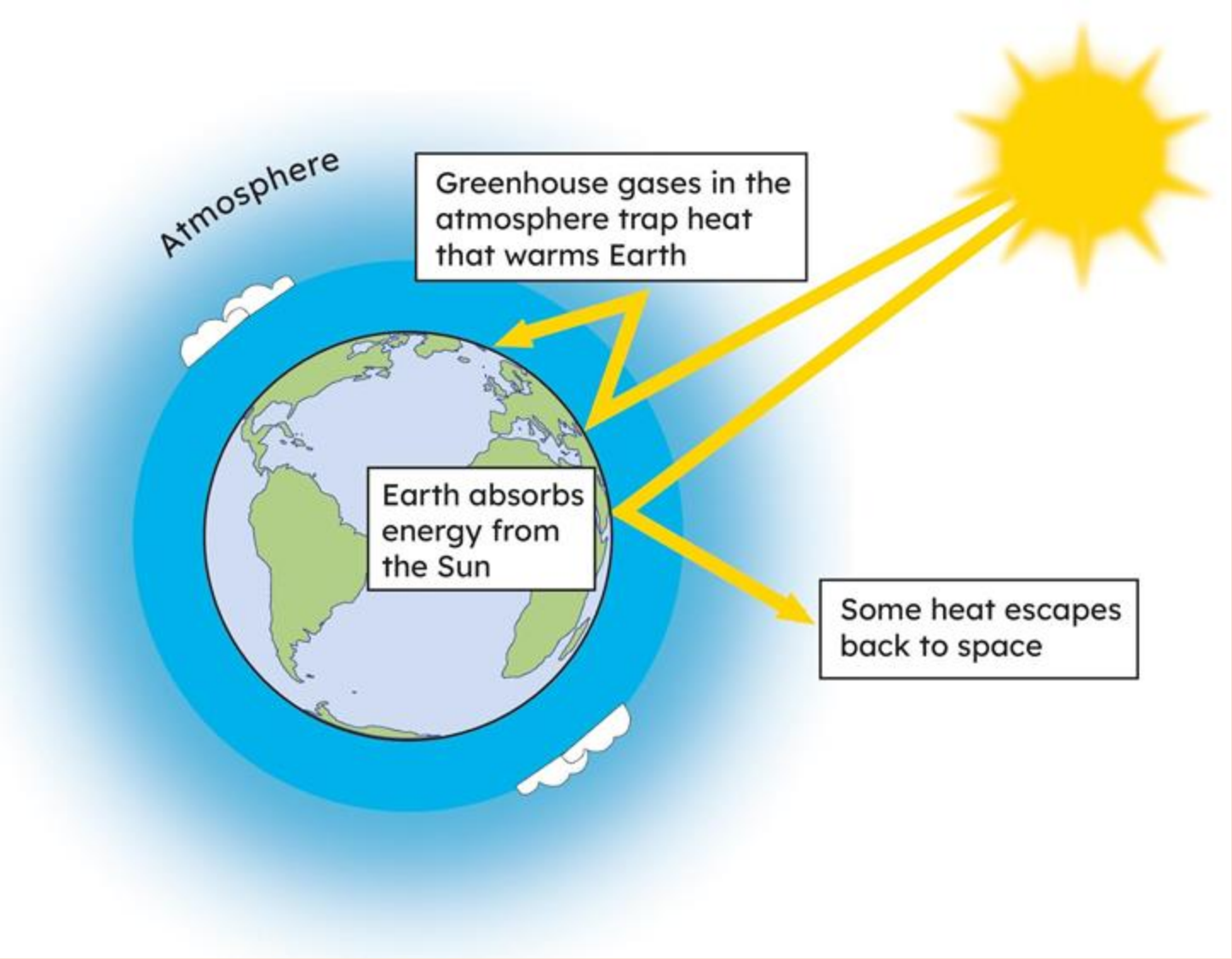
c Local parks and countryside are getting polluted with litter.



When we burn non-renewable fossil fuels to power planes and cars, or to heat our houses and cook, greenhouse gases are also released. Do you know what impact this has on the planet?

Problems with non-renewable energy resources

Explanation



Our world has gradually been getting hotter due to human actions, like burning fossil fuels. Non-renewable energy is a significant cause of climate change.

What are some of the problems with climate change?



Melting ice in polar regions



Rising sea levels affecting coastlines



Extreme weather causing droughts and floods in different places around the world



Problems with non-renewable energy resources

Check

Which of the below are problems caused by climate change?



melting ice

a



extreme weather

b



plastic pollution

c

In 2022, only about 20% of energy used in the UK came from renewable energy sources. Write a short letter to your local MP or the Prime Minister explaining the problems caused by burning fossil fuels and what you think should be done about it. Feel free to use this introduction.

Dear _____,

I am writing to you to express my views about how we get our energy. In 2022, only about 20% of energy used in the UK came from renewable energy sources whereas the rest came from non-renewable sources. This can cause a number of problems that I will explain below.

Problems with non-renewable energy resources

Write a short letter to your local MP or the Prime Minister explaining why you think the UK should use more renewable energy resources. You may have included some of the ideas in your letter.

Pollution

Burning non renewable energy resources such as coal, oil and natural gas causes air pollution. This can affect the air quality in local areas, which impacts on the health for many people - it can cause some respiratory problems such as asthma and heart disease.

Problems with non-renewable energy resources

Write a short letter to your local MP or the Prime Minister explaining why you think the UK should use more renewable energy resources. You may have included some of the below ideas in your letter.

Climate Change

Burning fossil fuels also releases Greenhouse Gases, which are contributing to climate change. Climate change is causing ice in Polar regions to melt which is leaving some animals without a safe habitat to hunt and live in. Sea levels are also rising as the melted ice runs into the seas. Some coastal areas and islands are increasingly likely to get flooded or even disappear under water completely which will leave some people without homes.

Tuesday 9th June

Q: What are renewable and non-renewable energy sources?

Exit questions

1. All energy on Earth comes _____or indirectly from the Sun.

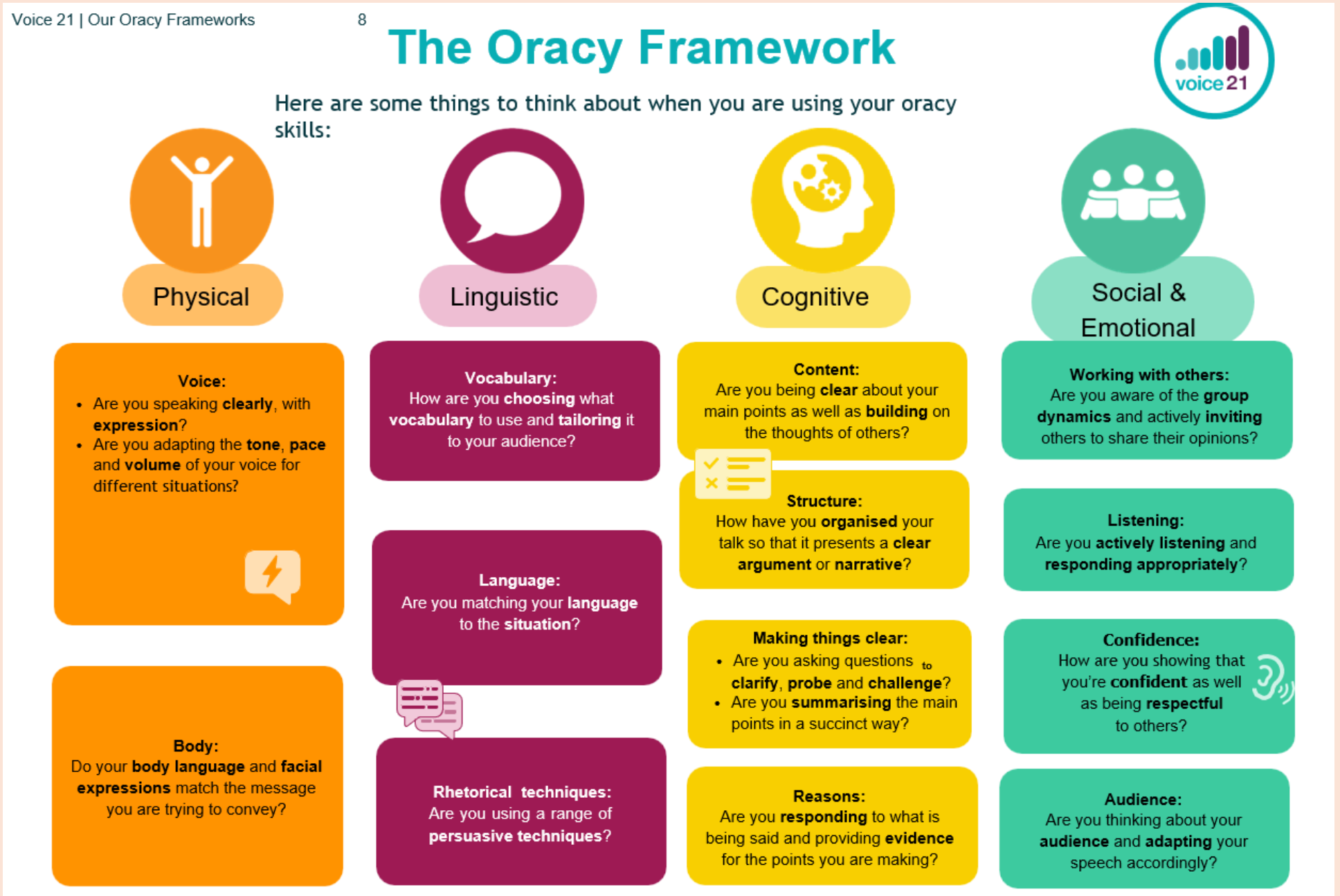
2. Name two fossil fuels.

PSHE - Oracy framework

This half term, Year 5 and 6 are really going to think about how we discuss our ideas.

When we have a partner or group discussion we are going to think about these four frameworks.

Let's look at them together and discuss how they would work in a classroom environment.



Tuesday 10th November

TBAT: describe how to build strong friendships.

1 Match the words with their definition. (Write the correct letter in each box)

a	support
b	argument
c	boundary

	when people disagree and give reasons why they think they are correct
	to provide help and encouragement to others
	an imaginary line separating what we will and won't allow

2 What does it mean to be unique? (Tick **1** correct answer)

- ☐ to be left out of a group
- ☐ to be invited and welcomed into a group
- ☐ to be one of a kind or different from others
- ☐ to be unkind because of someone's gender

3 Which of these statements are true? (Tick **2** correct answers)

- ☐ Being different is a bad thing.
- ☐ People can be excluded because they are different.
- ☐ Humans are more different than similar.
- ☐ We need to make an effort to include everyone.

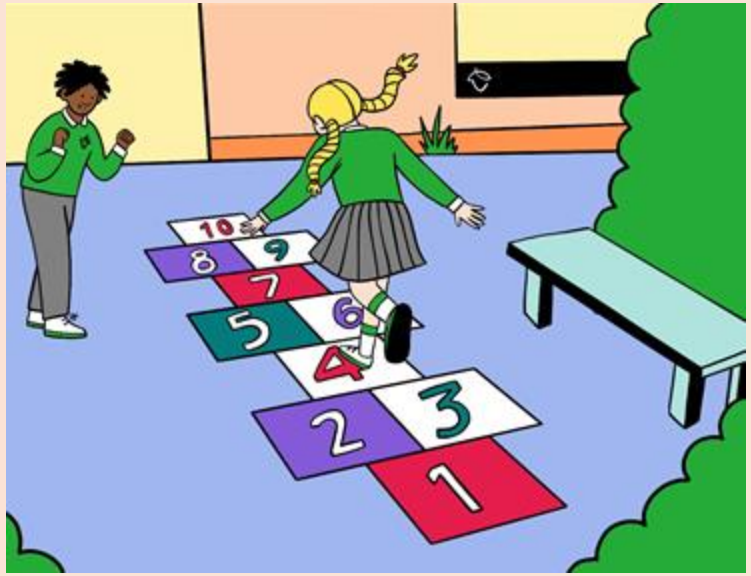
Keywords

green flag	a sign that a relationship is healthy
respect	treating others kindly and valuing their feelings, ideas and boundaries; for example, listening carefully and being polite, even if you disagree
celebrate	to praise someone for who they are or something they have done
maintain	in this context, putting in effort to keep a relationship healthy and working

What are the traits of a positive friendship?

Explanation

Having good friends can be lots of fun.



We can play together.



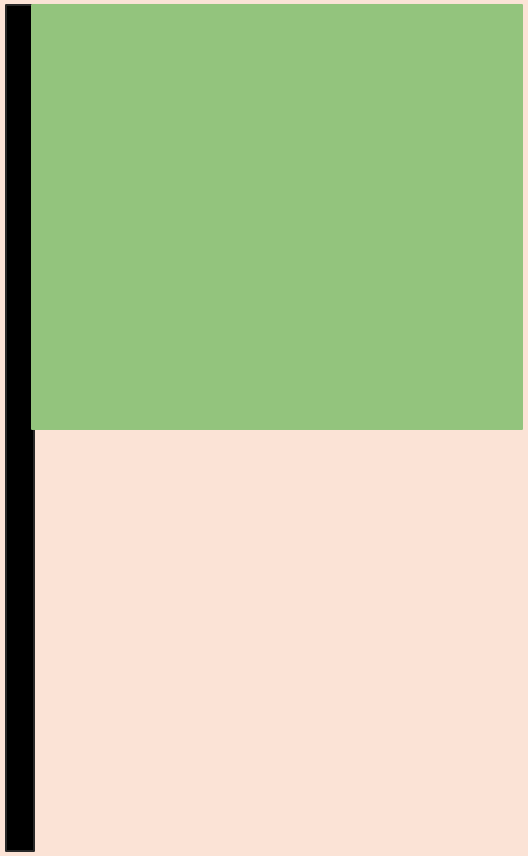
We can talk to each other.

What things do you like to do with your friends?

What are the traits of a positive friendship?

Explanation

Strong friendships have certain positive traits, known as **green flags**.



A friendship with lots of **green flags** is likely to be a healthy and positive relationship.

Some **green flags** of a positive friendship include:

- caring about and showing **respect** to each other
- being able to be yourself around them
- feeling listened to and appreciated
- supporting each other, even when things go wrong



Laura

Every friendship is different, but a positive friendship should always feel safe and supportive, and make us happy too.

What are the traits of a positive friendship?

Check

Which of these are **green flags?**

a A friend who always listens to your ideas. ✓

b A friend who is always too busy to listen to how you feel.

c A friend who always **respects** your personal space. ✓

Good friends accept and **celebrate** each other.

It's important to accept our friends and not try to change who they are.



Alex

My friends and I don't always want to do the same things, and we sometimes have different opinions too. We accept each other by always listening to what each other has to say without putting pressure on anyone to change who they are or what they think.

We **celebrate** our friends when we not only accept our friends for who they are, but we praise them for who they are too.



Izzy

Good friends are enthusiastic about each other's differences, because they know that differences among friends are a positive thing! We're able to learn from each other's ideas, skills and experiences and this makes the world a better and more interesting place.

We can **celebrate** our friends in lots of different ways.



Alex

My friend Andeep is Sikh. I **celebrate** him by joining in with Sikh holidays and celebrations.

My friend Amina is deaf. I **celebrate** her by learning sign language so we can chat and laugh together!



Aisha

In any friendship, it is typical for friends to have disagreements.

However, in a positive and healthy friendship:



- arguing doesn’t happen often
- both people still show **respect** to each other
- they listen to how each other feels
- they work together to find a solution

Check

Which of these show **green flags** in a friendship?

My friend talks over me a lot of the time and says that I have silly ideas. Sometimes we play together, but we argue a lot and I don't feel like I can be myself around him.

a

My friend and I have had a disagreement. We talked about it and she showed **respect** by listening to me. Normally, we have lots of fun together and we don't argue very often.

b ✓

What do you think about what Jacob says?



Jacob

A good friendship requires no effort. If a friendship is good, it should be easy and we shouldn't need to do anything to **maintain** it.

Jacob is incorrect. In any friendship, we need to put in work to build and **maintain** it. It's even more important to put effort and work into a good friendship, so that it stays strong and positive.

Building and **maintaining** strong friendships requires **respect,** effort and care.

We often need to:



- make time to see and talk to our friends
- ask them how they are
- consider how they feel
- compromise (come to an agreement where everyone is happy)

It is not always easy to build or **maintain** a friendship, but it's important to do these things so that our friends feel appreciated.

Connecting with others can also mean taking time to learn, to be curious, to challenge our own beliefs and to accept other people's differences.

Before I was friends with Mia, I didn't know how best to include her in our games because of her autism. Since being friends with her, I've learned what games she likes to play, and I've gained a great new friend too.



Aisha

True or false?

A good friendship requires no effort.

T True

F False ✓

Why?

We all need to put in work to build and **maintain** friendships. Connecting with other people takes time, curiosity and acceptance of differences.

Listening is a really important part of a strong friendship.

We need to listen to:

- learn how our friends think and feel
- show our friends that we care about them
- know what our friends need, for example, someone just to listen or someone to offer advice



Sam

To listen properly, we need to focus on what our friend is saying and think about how they are feeling. It's important to not rush our friends when they are talking.

Sometimes, it can be hard to hear what our friend has to say.

They might be saying something that we disagree with, or they might be upset about something we've said or done.

It's important to try to see things from their perspective so that we can solve the problem together.



Aarnav

It's ok to need some space before listening to a friend, or to say we can't listen if we feel upset or overwhelmed. We should tell our friend when we are able to listen to them, and we can ask a trusted adult for support.

It’s important to remember that a strong friendship will have both people putting in effort.

It is everyone’s responsibility to **maintain** a friendship by listening and putting in time and effort.



Aarnav

It can be upsetting if we feel that we are the only one putting in effort into a friendship. If you feel this way, talk to your friend about how you feel, or speak to a trusted adult.

Check

Which scenario shows being a good listener?

a

When I'm listening, I pay attention to what my friend is saying and how they're feeling. I make sure not to rush them. ✓

b

When I'm listening, I think about how to respond to my friend and how they're making me feel while I'm waiting for them to finish.

Give Jun three pieces of advice on how he can build strong friendships.



Jun

I've been finding it hard to build strong friendships recently. I find it hard to know what **green flags** to look for and how to be a good listener. I'd also like to know what it means to put effort into **maintaining** a friendship.

Give Jun three pieces of advice on how he can build strong friendships. You might have said:



Jun

Jun should know that he should look for **green flags** like **respect**, feeling cared for and listened to and being able to be himself around his friends.

He can be a good listener by focusing on what his friend says and thinking about how they feel.

Putting effort into **maintaining** a friendship means being willing to make time for our friends, being curious and **celebrating** our friend's differences.