

English Yr 5/6: 11.1.21

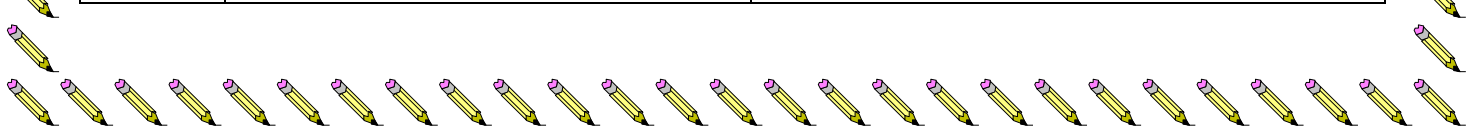
Look at the Remote-learning tasks below.

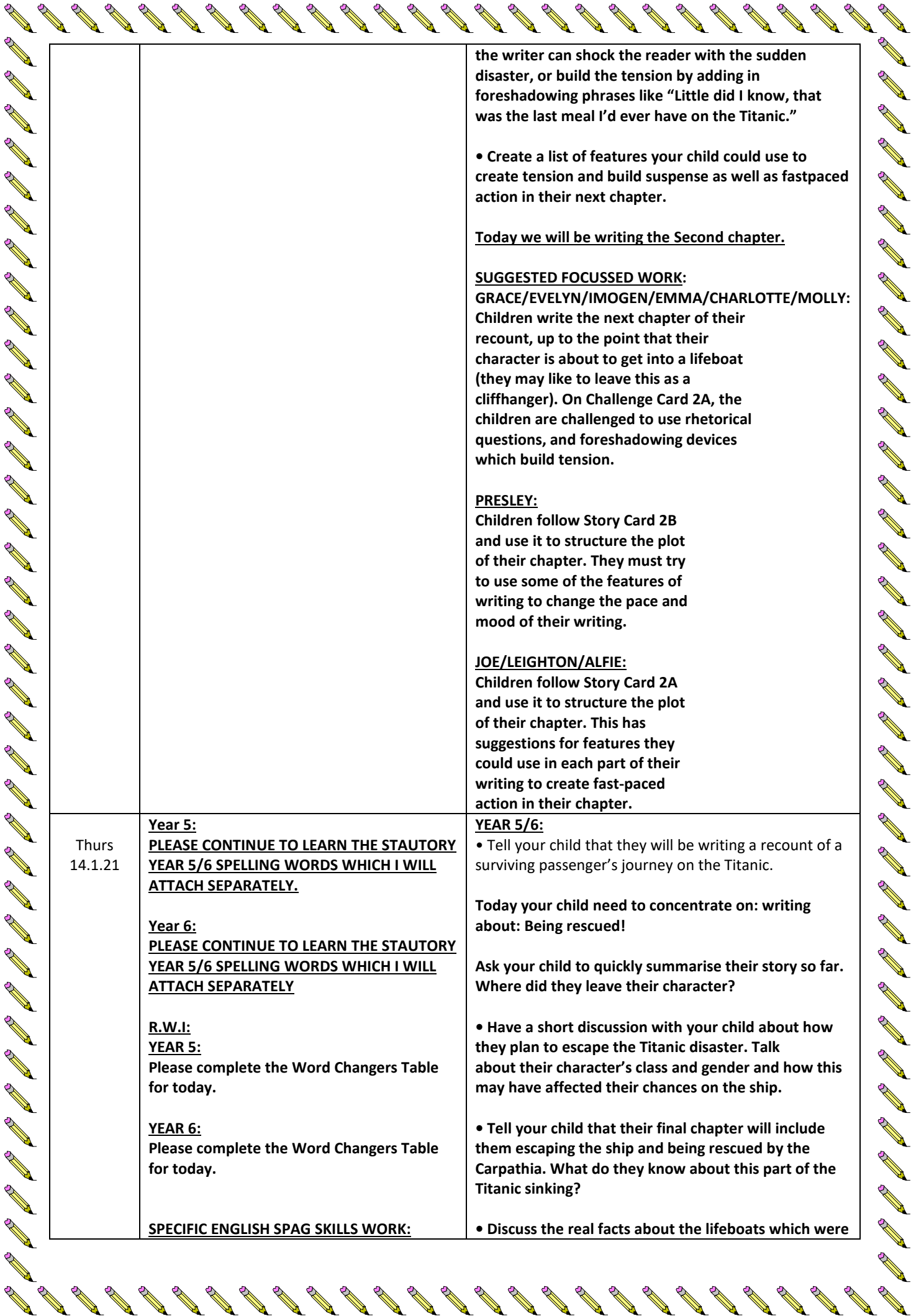
An adult can help you!

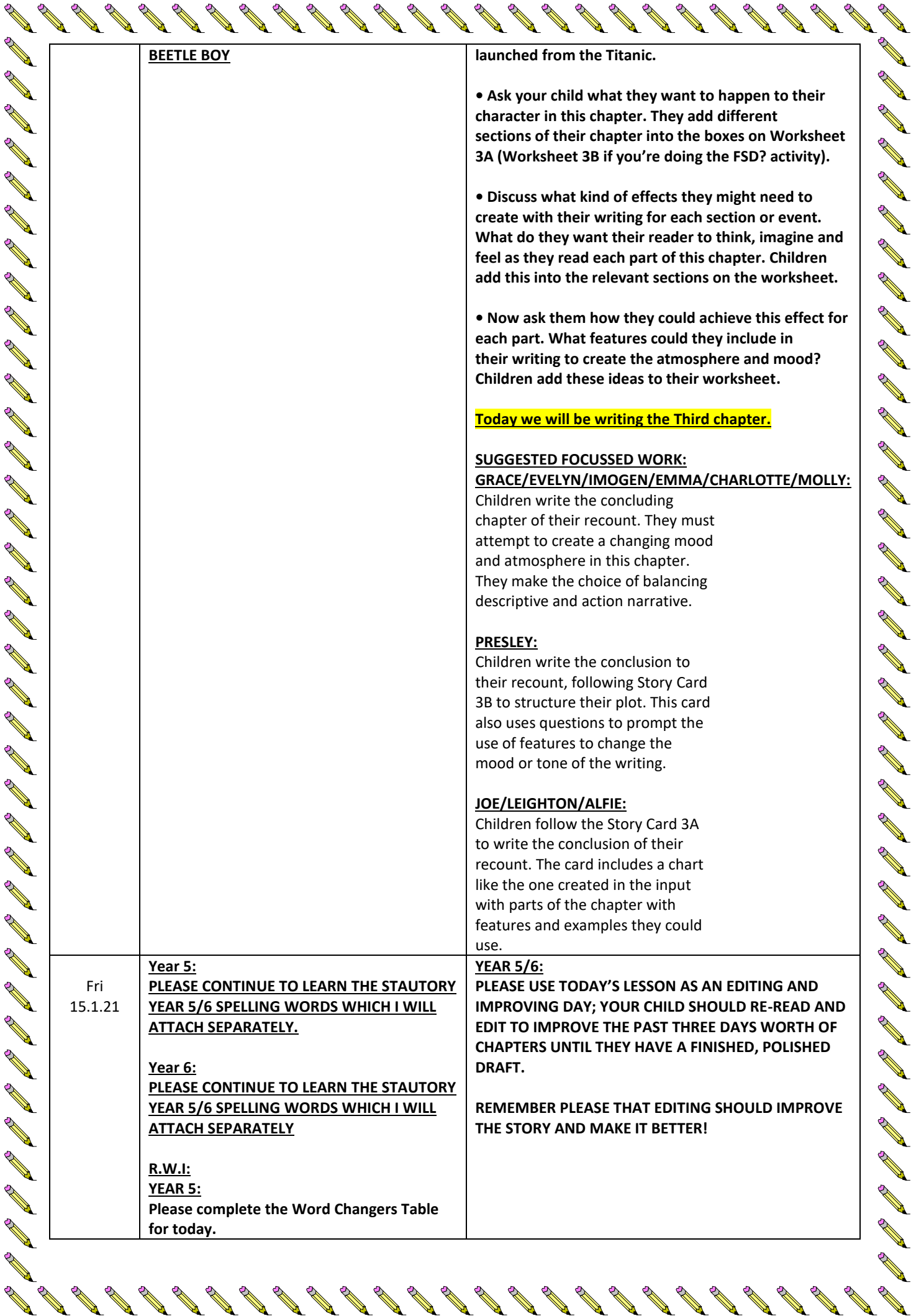
Day	Spelling	Writing/Reading:
<p>Mon 11.1.21</p>	<p><b>Year 5:</b> <u>PLEASE CONTINUE TO LEARN THE STAUTORY YEAR 5/6 SPELLING WORDS WHICH I WILL ATTACH SEPARATELY.</u></p> <p><b>Year 6:</b> <u>PLEASE CONTINUE TO LEARN THE STAUTORY YEAR 5/6 SPELLING WORDS WHICH I WILL ATTACH SEPARATELY.</u></p> <p><b>R.W.I:</b> <b>YEAR 5:</b> Please complete the Word Changers Table for today.</p> <p><b>YEAR 6:</b> Please complete the Word Changers Table for today.</p> <p><b>SPECIFIC ENGLISH SPAG SKILLS WORK:</b> <u>ALICE'S ADVENTURES IN WONDERLAND.</u></p>	<p><b>YEAR 5/6:</b> If we had been in school, the class would have carried out a "Hook" to give some background ideas and information to this topic. So for todays lesson, although it is English I think an hour spent talking to your child about what they may already know about the Titanic/what it was/what happened/when it happened etc would be very valuable, just to give some context. Then from Tuesday to Friday they will at least have some knowledge to start putting into their writing.</p> <p>Some time spent in this lesson doing some on-line research would be invaluable, via Google search engine/any books perhaps you may have at home etc.</p>
<p>Tues 12.1.21</p>	<p><b>Year 5:</b> <u>PLEASE CONTINUE TO LEARN THE STAUTORY YEAR 5/6 SPELLING WORDS WHICH I WILL ATTACH SEPARATELY.</u></p> <p><b>Year 6:</b> <u>PLEASE CONTINUE TO LEARN THE STAUTORY YEAR 5/6 SPELLING WORDS WHICH I WILL ATTACH SEPARATELY.</u></p> <p><b>R.W.I:</b> <b>YEAR 5:</b> Please complete the Word Changers Table for today.</p> <p><b>YEAR 6:</b> Please complete the Word Changers Table for today.</p> <p><b>SPECIFIC ENGLISH SPAG SKILLS WORK:</b> <u>ALIENS INVADED MY TALENT SHOW.</u></p>	<p><b>YEAR 5/6:</b></p> <ul style="list-style-type: none"> <li>• Tell your child that they will be writing a recount of a surviving passenger's journey on the Titanic.</li> </ul> <p>Over the next three lessons, they will write three chapters of their recount: Boarding the ship, the disaster and being rescued. <b><u>Today we will be writing the first chapter.</u></b></p> <ul style="list-style-type: none"> <li>• Explain to your child that they will be writing in role as one of the passengers aboard the ship. They need to decide who they are. Give them Character Sheet 1A and ask them to fill out some information about their character, including the class of their ticket, who they're travelling with and why.</li> </ul> <p>Alternatively, you can give each child one of the Character Cards 1A with a pre-made character.</p> <ul style="list-style-type: none"> <li>• Ask your child some of the grammatical features of a recount. How should it be written? e.g. the first person, past tense, chronological order.</li> <li>• Now begin giving your child the context for their first chapter and explain that they will be focusing on the descriptive language that they can use to describe the setting around them.</li> <li>• Ask your child to imagine being their character walking up to the ship for the first time. How does it feel? What does it look, smell, sound like? Make a note of all your child's ideas on a separate board or large sheet of paper. Children can look at Picture Cards 1A to</li> </ul>



		<p>inspire their ideas.</p> <ul style="list-style-type: none"> <li>• Now ask your child for some of the descriptive writing features they could use in their writing e.g. adjectives, adverbs, similes, metaphors, fronted adverbials or personification. There are optional slides to discuss and remind about each of these features if needed.</li> <li>• Children start to write <b>CHAPTER 1</b>.</li> </ul> <p><b><u>SUGGESTED FOCUSED WORK:</u></b> <b><u>GRACE/EVELYN/IMOGEN/EMMA/CHARLOTTE/MOLLY:</u></b> Write the first chapter of their recount, focusing on descriptive language and varied descriptive features alongside the challenge of creating a desired mood with their choice of words as stated on Challenge Card 1a.</p> <p><b><u>PRESLEY:</u></b> Loosely follow the story structure on Story Card 1A to write the first chapter of their recount. They can use thesauruses. They must use varied descriptive features in their writing.</p> <p><b><u>JOE/LEIGHTON/ALFIE:</u></b> Follow the story structure on Story Card 1A to write the first chapter of their recount. They can use thesauruses.</p>
<p>Wed 13.1.21</p>	<p><b><u>Year 5:</u></b> <b><u>PLEASE CONTINUE TO LEARN THE STAUTORY YEAR 5/6 SPELLING WORDS WHICH I WILL ATTACH SEPARATELY.</u></b></p> <p><b><u>Year 6:</u></b> <b><u>PLEASE CONTINUE TO LEARN THE STAUTORY YEAR 5/6 SPELLING WORDS WHICH I WILL ATTACH SEPARATELY</u></b></p> <p><b><u>R.W.I:</u></b> <b><u>YEAR 5:</u></b> Please complete the Word Changers Table for today.</p> <p><b><u>YEAR 6:</u></b> Please complete the Word Changers Table for today.</p> <p><b><u>SPECIFIC ENGLISH SPAG SKILLS WORK:</u></b> <b><u>ARMISTICE RUNNER.</u></b></p>	<p><b><u>YEAR 5/6:</u></b></p> <ul style="list-style-type: none"> <li>• Tell your child that they will be writing a recount of a surviving passenger’s journey on the Titanic.</li> </ul> <p><b>Today your child need to concentrate on: writing about: The disaster itself.</b></p> <ul style="list-style-type: none"> <li>• Explain to your child that they will be writing the part of their recount which will involve the Titanic hitting the iceberg and beginning to sink. What kind of mood or image do your child want to create in their writing? Will it be soft and descriptive, scary and panicked, rushed or relaxed?</li> <li>• Ask your child how they can create this mood or image in their writing? What features can they include to make their reader feel the tension in this part of the writing.</li> <li>• Discuss the fact that shorter sentences are good for the action. They increase the pace of the writing and create tension and even suspense if used effectively.</li> <li>• Discuss how tension, suspense and action need to be built up to. As a writer, having a character complete some ‘normal’ activities first, might lull the reader into a false sense of security. This means</li> </ul>









	<p><b><u>YEAR 6:</u></b> Please complete the Word Changers Table for today.</p>	
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**SPECIFIC ENGLISH SPAG SKILLS WORK:**  
**CARRIE'S WAR.**

**Reading Suggestions:**

Try to read at least 15 minutes per day, if you can.

THIS WEEK START TO READ "TITANIC-DEATH ON THE WATER" EITHER ONLINE OR WITH THE BOOK, IF YOU HAVE IT!

Please record what you do in GOOGLE CLASSROOM ONLINE.