

English Home Learning

Week Beginning

19.04.2021

This week...

- Day 1- Words of the Week and Past tense- Grammar
- Day 2 - Time Adverbials- Grammar
- Day 3- First Person- Grammar
- Day 4- Bug Club Reading Comprehension and Handwriting
- Day 5- Guided Reading

Words of the Week

1) chronological

2) bewildered

word : chronological

word class: adjective

definition: recording the events in the order they happened

Synonyms: ordered, consecutive

In Context: I put the events in my day in chronological order.

word : bewildered

word class: adjective

definition: confused or unsure of what has happened

Synonyms: perplexed, puzzled, confused

In Context: I was left feeling bewildered when I heard a huge bang from outside.

Grammar

Past Tense

Learning Objective

I can identify and use the past tense correctly

Success Criteria

On fire

I can identify what past tense looks like and can use it correctly within my writing.

Hotter

I can identify what past tense looks like and use it correctly most of the time.

Hot

I can identify past tense in a sentence

BLP: Managing Distractions

What is a past tense?

We use the past tense when we are writing about something that has already happened!

Lets find out more

<https://vimeo.com/208135492>

Look at these sentences

Can you find the one that is written in past tense?

I am enjoying eating my lunch.

I am going shopping next week and I can't wait.

Last week, I played in the park and had a really
good time.

Look at these sentences

Can you find the one that is written in past tense?

I am enjoying eating my lunch.

I am going shopping next week and I can't wait.

Last week, I played in the park and had a really
good time.



This one is past tense
because it's already
happened!

When writing in the past tense you sometimes change present tense verbs by adding the suffix 'ed'

Lets Recap

What is a verb?

A verb is a doing word

Think, Pair, Share

In your books write as many verbs as you can think
of.....

Next task.....

Lets change these verbs in to past tense verbs

walk

=

play

=

skip

=

eat

=

write

=

Next Task.....

Lets change these verbs in to past tense verbs

walk

=

walked

play

=

played

skip

=

skipped

eat

=

ate

write

=

written

Monday 19th April 2021

Grammar- Past tense

Change the verbs into past tense verbs

finish = _____

imagine = _____

swim = _____

remember = _____

pack = _____

make = _____

wake = _____

Use the past tense words above to write them in the correct space. One has been done for you!

Oliver _____ up at about 8 'o'clock and **went** downstairs for some breakfast. He _____ that his parents were missing and a feeling of anxious came over him. After he | _____ his breakfast, he _____ a plan to find his parents. Oliver didn't know where they were but _____ that they would be on the Islands. He _____ a rucksack with important items and _____ his way out to the undiscovered Islands.

Hermoine and Dumbledore

In your yellow home learning books complete the work neatly and carefully.

Grammar- Past tense

Change the verbs in to past tense verbs

skip = _____

finish = _____

imagine = _____

swim = _____

remember = _____

swam	remembered	woke	finished	imagined
made	packed	went		

Write the correct past tense word in the correct

Oliver _____ up at about 8 'o'clock and _____ downstairs for some breakfast. He _____ that his parents were missing and a feeling of anxious came over him. After he _____ his breakfast, he _____ a plan to find his parents. Oliver didn't know where they were but _____ that they would be on the Islands. He _____ a rucksack with important items and _____ his way out to the undiscovered Islands.

Potter and Weasley

In your yellow home learning books complete the work neatly and carefully.

Grammar- Past tense

Match the present tense to the past tense words. One has been done for you.

swim

remembered

wake

packed

remember

swam

make

woke

pack

made

Hagrid

In your yellow home learning books complete the work neatly and carefully.

Use the past tense words to fill in the missing spaces.

1. Oliver _____ up at about 8 'o'clock.
2. He _____ that his parents were missing.
3. He _____ a plan to find his parents.
4. He _____ a rucksack with important items.
5. Oliver _____ his way out to the undiscovered Islands.

swam

remembered

woke

packed

made

Day 2

Learning Objective

I can identify and use time adverbs correctly

Success Criteria

On fire

I can identify what time adverbs looks like and can use it correctly within my writing.

Hotter

I can identify what time adverbs looks like and use it correctly most of the time.

Hot

I can identify time adverbs in a sentence

BLP: Managing Distractions

Yesterday we looked at past tense and the verbs we use
whilst writing in past tense.

Today we are going to look at time adverbs which often
help us write in past tense....

Think, pair, share

Can you think of any time adverbs?

Lets look at some examples....

ADVERBS OF TIME



already	soon
finally	then
after	next
before	still
eventually	yet
since	when
for	while
one year	yesterday
two days	tomorrow
three weeks	ago

Time adverbials are used to tell us when an event happened.

For Example

Yesterday, I went to the park and played with my friends.

Time Adverb = Yesterday

This tells us when the event happened!

Next Task.....

Can you identify the time adverbials in the sentences below?

Last night, I had chips, beans and eggs for my dinner, it was yummy!

Before I go for my lunch, I have to wash my hands to make sure they are clean.

It is 4 weeks until my birthday!

Next Task.....

Can you identify the time adverbials in the sentences below?

Last night, I had chips, beans and eggs for my dinner, it was yummy!

Before I go for my lunch, I have to wash my hands to make sure they are clean.

It is 4 weeks until my birthday!

Grammar- Time Adverbials

Underline the time adverbials in the paragraph below.

Yesterday, my parents set off to discover the uncharted Islands but unfortunately, they didn't return. Today, I've decided to create a plan to go find my parents. I woke up early and ate my breakfast quickly whilst thinking of the busy day ahead. Then, I checked my backpack to make sure I had everything and after that, I set off on my journey. Suddenly a wave of worry fell over me as I wondered if I would ever find my parents. If I don't find them today, I will try again tomorrow.

Create your own sentences, including the time adverbials below. Make sure you used the rest of your writer's tools such as: adjectives, conjunctions and a range of punctuation.

Later	recently	first	tomorrow	<u>Finally</u>
The next day				

Hermoine and Dumbledore

In your yellow home learning books complete the work neatly and carefully.

Grammar- Time Adverbials



Use the time adverbials to fill in the blanks.

Later	recently	first	tomorrow	<u>Finally</u>
-------	----------	-------	----------	----------------

_____ in the day Oliver wondered where his parents were.

_____ I decided to create a plan to find my parents.

I ate my breakfast _____ and got dressed so I was ready to go.

If I don't find them today, I will try again _____.

_____, I set off on my journey into the unknown.

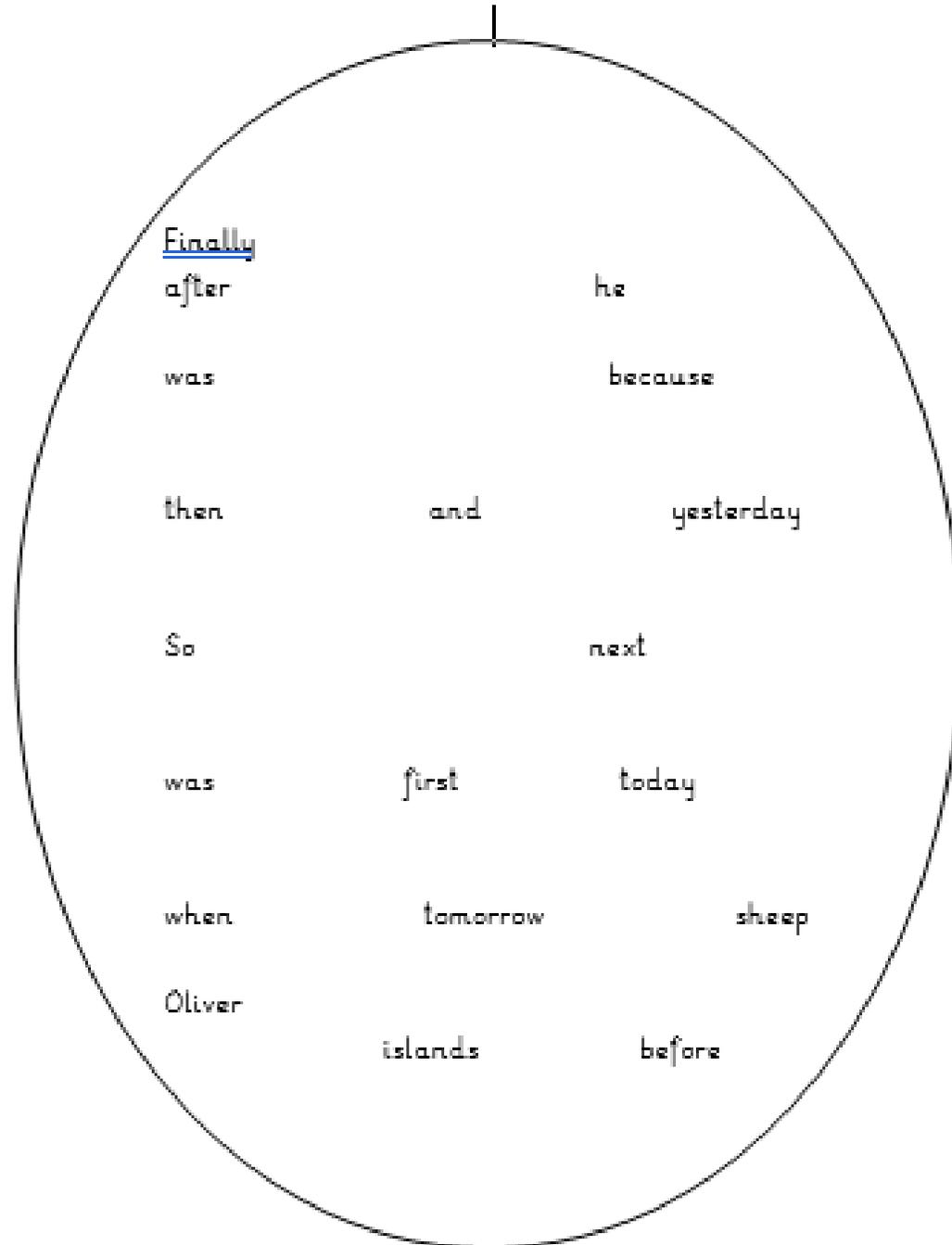
Underline the time adverbials in the paragraph below.

Yesterday, my parents set off to discover the uncharted Islands but unfortunately, they didn't return. Today, I've decided to create a plan to go find my parents. I woke up early and ate my breakfast quickly whilst thinking of the busy day ahead. Then, I checked my backpack to make sure I had everything and after that, I set off on my journey. Suddenly a wave of worry fell over me as I wondered if I would ever find my parents. If I don't find them today, I will try again tomorrow.

Potter and Weasley

In your yellow home learning books complete the work neatly and carefully.

Circle the time adverbials



Hagrid

In your yellow
home learning
books complete
the work
neatly and
carefully.

Tuesday 13th April 2021

Oliver's diary

Dear Diary

Day 3
Grammar
First Person

Learning Objective

I can identify and use first person pronouns correctly

Success Criteria

On fire

I can identify what first person pronouns are and can use them correctly within my writing.

Hotter

I can identify what first person pronouns look like and use them correctly most of the time.

Hot

I can identify first person pronouns in a sentence

BLP: Managing Distractions

Last week we looked at pronouns and how to use them to make our sentences more varied and interesting to read.

Think, pair, share

Can you remember what pronouns are?

Pronouns replace the noun to make sure that sentences are not repetitive...

Lets have a look at some examples!

ENGLISH PRONOUNS				
Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
I	me	my	mine	myself
you	you	your	yours	yourself
he	him	his	his	himself
she	her	her	hers	herself
it	it	its	(not used)	itself
we	us	our	ours	ourselves
you	you	your	yours	yourselves
they	them	their	theirs	themselves

Today we are going to be identifying first person
pronouns!

Can you think of what first person pronouns might
be and when we would use them?

First person pronouns are used when we are speaking about ourselves or a character in first person and we are writing about our own personal experience!

Examples of first person pronouns!

	Singular	Plural
First Person (The person speaking)	I, me, my, mine	we, us, our, ours

Lets see if we can identify them in a sentence!

I am going to look for my parents and hopefully find them on the Islands!

Do you think I will find them?

I'm feeling extremely worried as I don't know where they could be!

Lets see if we can identify them in a sentence!

I am going to look for my parents and hopefully find them on the Islands!

Do you think I will find them?

I'm feeling extremely worried as I don't know where they could be!

Now it's your turn....

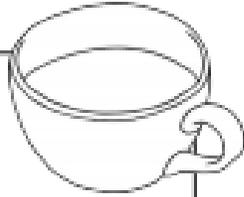
Use the first person pronouns to write a sentence in the character of Oliver. Use the information you already know from the story!

	Singular	Plural
First Person (The person speaking)	I, me, my, mine	we, us, our, ours

Using Personal Pronouns

I or Me

1. Give that back to _____ !
2. _____ don't like going out in cold weather.
3. Don't wait for _____ , I'm going to be a long time.
4. Jade and _____ are going to go swimming today.
5. _____ need to buy some shopping for my mum.
6. _____ need to finish my tea first before dessert.
7. That was the day my sister and _____ went to Paris.
8. If you buy _____ some sweets I will be very happy.
9. _____ am going to visit the zoo with my little brother.
10. _____ love going to my art lessons!
11. My dad says he's going to take _____ to the seaside.
12. I don't think that girl likes _____ very much.
13. Sam told _____ that you have a new puppy.
14. _____ am getting very angry!
15. _____ am baking a cake later on.



Hagrid

Decide which personal pronoun 'I' or 'Me' needs to be added to the sentences.

In your yellow home learning books complete the work neatly and carefully.

Using Personal Pronouns

Subject pronouns	I	you	he	she	we	they	it
Object pronouns	me	you	him	her	us	them	it

1. _____ are not coming to our party anymore.
2. Would _____ like some cheesecake for dessert?
3. I love my sister. _____ 's really kind to _____.
4. _____ need to put _____ back on the shelf.
5. _____ love going on holiday to Spain.
6. I'm going shopping, do _____ want to come with _____?
7. Jack saw _____ in the park. _____ were on the swings.
8. _____ 's broken. Can you take a look at _____?
9. _____ were happy that our train had finally arrived.
10. That's _____ over there! _____ did it!
11. I love that sofa! _____ 's not too expensive for us, is _____?
12. I showed _____ a photograph. _____ was suspicious.
13. _____ is a brilliant dancer. We're proud of _____.
14. Are _____ going to finish that painting?
15. I went to see my Aunt in hospital. _____ 's recovering well.

Weasley, Potter,
Hermoine and
Dumbledore

In your yellow
home learning
books complete the
work neatly and
carefully.

Day 4

Bugclub-

Reading comprehension!

Day 2

Reading Comprehension!

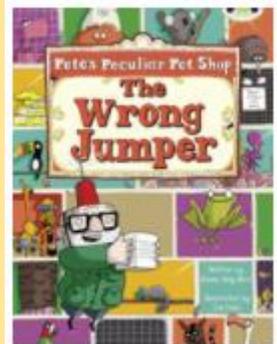
Task 1- Read the book

Task 2- Answer the questions!

Today you are going to read a book and answer questions about the text
'The Wrong Jumper'

You can access the text via bugclub using your login details!

Click the image below to follow the link!



Day 2- Reading Comprehension- Task 1



CLICK ME FOR A REMINDER

I hope you enjoyed reading all about 'The wrong jumper'

In your home learning book, answer the questions below.

1. Is this book fiction or non-fiction? How do you know?
2. Why wasn't Pete's shop ordinary?
3. Who are the characters in the story?
4. What did Mrs Muddyboot want to buy?
5. What does 'grumbled' mean? Can you find a synonym for it?

Day 4

Lesson 2

Handwriting

Let's remind ourselves of the important presentation rules we should always follow!



Presentation Rules



- We keep our books clean and tidy and we always take care with our handwriting, whenever we are writing and whatever we are writing on.
- We use a ruler to underline the date and title.
- We cross out mistakes using one straight line.
- We only use a rubber when told to and supervised by a teacher.
- In Maths, we write one digit per square, including the short date. The title of the lesson is to be in Nelson script.

Now it's time to warm up!

https://www.youtube.com/watch?v=r2tBH_XyeJc

Now your hands and fingers
are ready for today's
handwriting lesson.

Unit
13

ew



"Pheew, the storm is over," said Matthew

Focus

A Copy this pattern into your book.

ewew ewew ewew

B Copy these letters into your book.

ew ew ew ew ew

ev ev ev ev ev

ex ex ex ex ex

Remember:
the join helps
you leave the
correct space
between
your letters.



Extra

Copy these words into your book.

new even flex

blew ever next

flew every text



Extension

Copy this poem into your book.

Through every nook and every cranny
The wind blew in on poor old Cranny;
Around her knees, into each ear
(And up her nose as well, I fear).

From 'Granny' by Sylvia McEwen

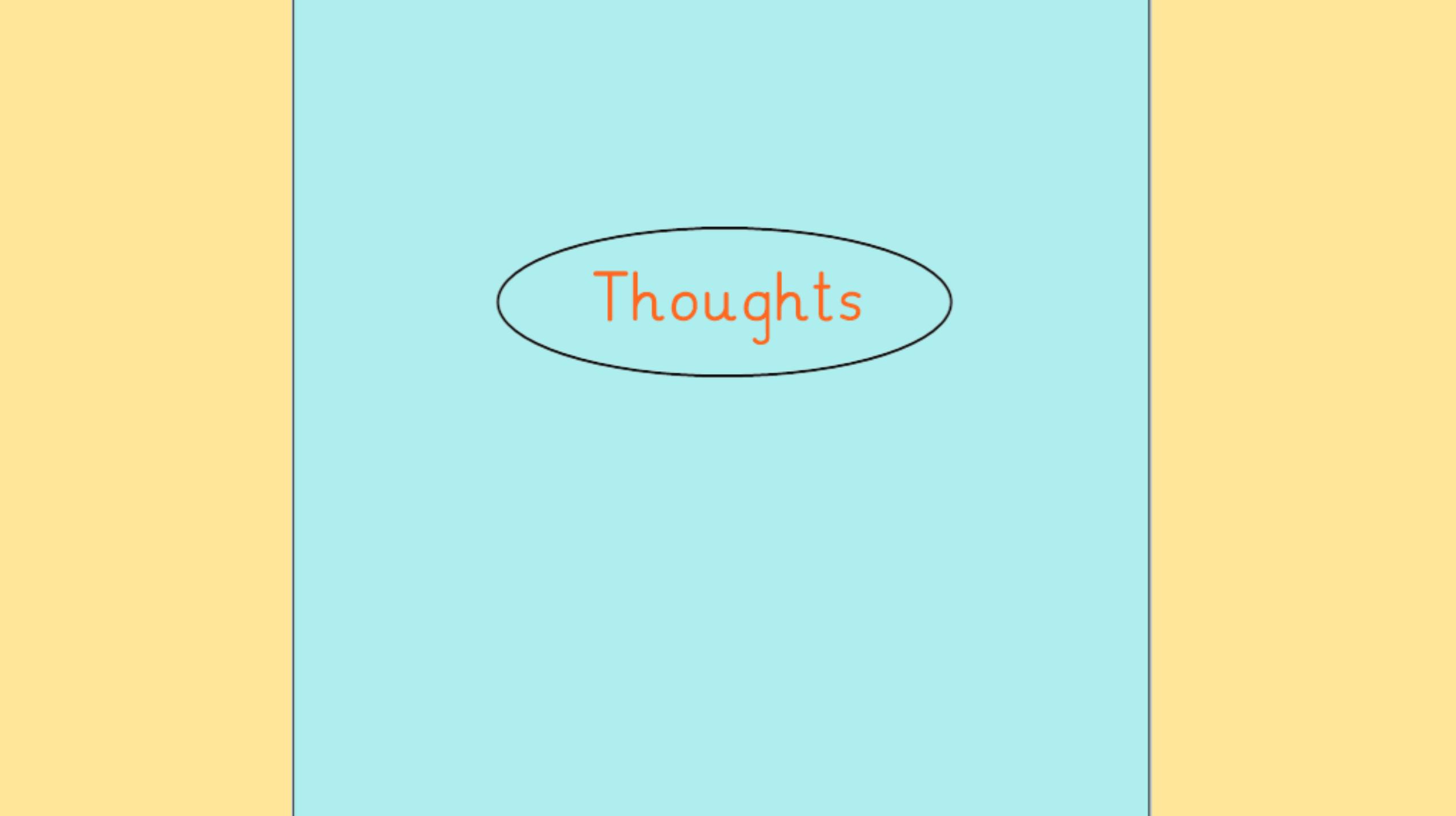


Check you have
joined your
letters carefully
and slanted
your writing
slightly to
the right.



Day 5

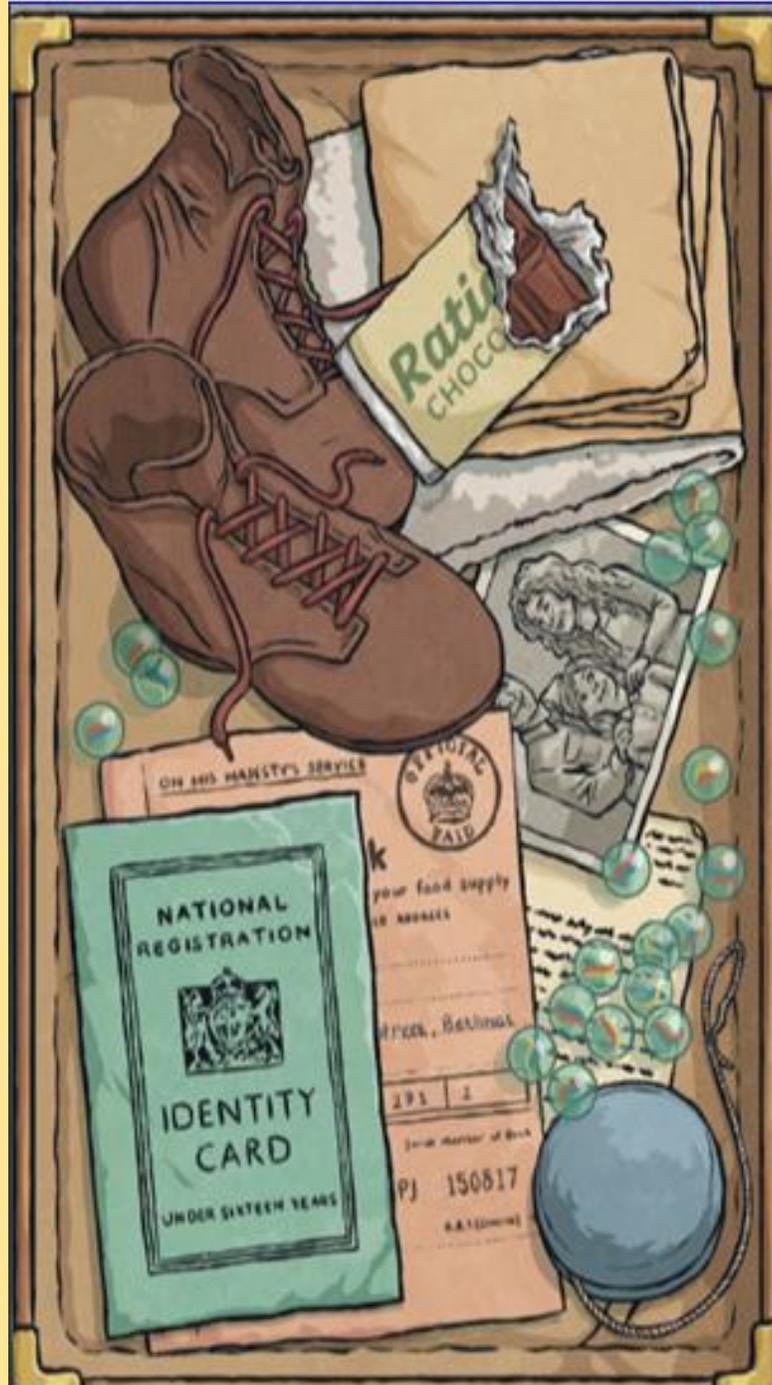
Guided Reading



Thoughts

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Chapter One

Far Too Young to Be a Hero

Death was coming. It would fall from the skies like a hail of deadly meteors – not dropped by some malevolent force from outer space, but spawned from the iron bellies of Hitler’s deadly Luftwaffe bombers.

Sirens wailed their nightly warning, conducting a drumbeat of frightened feet across the pavements of London’s East End. Streams of panicked citizens spewed through the narrow streets; children screamed their resistance as mothers and fathers hauled them through jostling crowds. Wardens barked orders and pointed instructions at the hordes, but few people paid any

attention. They were too fearful of the fire and fury that was roaring over the English Channel towards them. Terror had already turned pretty young faces into ugly balls of fear, and the eyes of thousands were turned constantly upwards, pulled wide and white by dread.

Eleven-year-old Samuel Hunt watched all of this from beside the mouth of Bethnal Green tube station. He had long since grown used to the sirens and fright that gripped his city most evenings. For him, the piercing howl was oddly reassuring – a sign that life and London were still functioning. What he feared much more was the silence that came afterwards. That was where the Grim Reaper's work could usually be found.

"Better head down the steps, Sammy," a familiar voice urged him. The heavy-set butcher's wife herded her two toddlers past him. "Adolf's bombs can't reach you down on the tube."

Sam smiled a thank-you. "I'll be down in a minute, Mrs Griffiths – just as soon as Lily gets here."

"Don't let that cousin of yours be the death of you, Samuel Hunt," Mrs Griffiths warned as the crowd swept her and her children down into the underground station. "You've got to look after yourself in times like these."

Sam wasn't listening. He was too preoccupied with scanning the faces that were pouring towards him. He searched anxiously for the ones that belonged to him.

"Sammy! Sammy!"

He saw the waving arms before he pinpointed their owner. A wave of relief swept goosebumps down his arms as his blue eyes locked onto a pair that were almost identical to his own. The beacon of red hair that bobbed in the sea of hats and scarves could only belong to one person.

"Mum! Over here!" Sam waved back, knowing that his own thatch of ginger hair would guide his mother straight to him.

He felt the squeeze of pure love as his mother enveloped him in a hug. She planted a warm kiss on his cheek, then landed a sharp slap across the back of his head.

"How many times have I told you not to wait?" Joan Hunt growled at her son. "The Germans won't wait until you're safe before they drop those blasted bombs."

"Dad told me that I'm the man of the house while he's away," Sam reminded his mother. "I'm just doing what

he would do."

"Well, he would want you to be safe," Joan snapped. "You're only eleven, Sammy. That's far too young to be a hero."

Sam peered over his mother's shoulder. Although he'd only just turned eleven, he was already several inches taller than her. Sometimes he felt like a beanpole. "Where are Aunt Peg and Lily?"

"Where we should both be, if they've got any sense," Joan told her son. "They're probably keeping us a space clear beside the heating vents." She shivered and pulled the collar of her woollen coat up around her ears. It wasn't yet autumn, but there was already an early chill to the late August evening.

"But I haven't seen them yet," Sam said, searching the crowd for a set of familiar ginger curls, "and I've been here since the sirens started."

It was unusual for his mother not to be accompanied by her sister and young niece. The two families lived on neighbouring streets and usually did everything together. His cousin Lily spent so much time at Sam's house that their relationship felt more like that of a

brother and a sister.

Sam watched a veil of worry slip across his mother's freckled face. She was still a beautiful young woman, but the stresses of war were beginning to draw wrinkles around her eyes and lips.

"The house was empty when I passed," she told him. "I thought they'd be here."

"Get down those steps," an angry voice barked behind them.

Sam didn't need to look over his shoulder to know that it belonged to a warden called Jack. The booming voice and bullying tone was almost as familiar as the air raid sirens.

A heavy hand shoved against Sam's shoulder, spinning him towards the station's stairwell.

"You're blocking the entrance," the warden growled. "That's how people get killed."

Sam steered his mother towards a huddle of families heading to the safety of the stairs. When she was locked between two waddling grandmothers, he whispered,

"I'll meet you by the cigarette machine."

"What? No!" His mother twisted and threw a hand out towards him, but Sam moved too quickly. Her straining fingertips lightly grazed against his shoulder as he dodged back towards the street.

"Samm-eeeeee!!!"

"It'll only take a minute," he assured her, watching the crowd carry his mother towards the underground sanctuary. Then, he added under his breath, "Dad would want me to check."

Think about what has happened in the story so far and create a spider diagram with all your ideas!



Chapter Two

Dogs without Owners

The streets of Bethnal Green were deserted. Even the wind seemed to have been chased away by the sirens. Everywhere looked frozen in time and, as he navigated his way across the paved streets, Sam felt like an intruder.

He was surprised to see a trio of bewildered dogs cross his path. The fugitive terriers trotted round a corner and paused to stare at him, their little, dark eyes shining like buttons. Sam hoped that a friendly

smile would put them at ease – beneath their coats of matted fur, they looked half-starved and he felt sorry for them. Once beloved family pets, the dogs no longer had owners or homes and ran a daily gauntlet of danger. They now survived on what scraps of food they could scavenge and the good will of strangers, even though it was an offence to feed them.

Despite all this, Sam knew that these dogs were the lucky ones – they were still alive. Since Winston Churchill's government had banned the ownership of pets, hundreds of thousands had simply vanished from the country's streets. Sam still remembered shedding a tear when he'd read the Home Office pamphlet telling owners what to do with their 'non-essential animals'.

"Food is rationed now and the animals would only panic during the air raids," his mother had explained. "There's no other way, Sam... blame Hitler, not Mister Churchill."

Sam had been glad that they hadn't owned a dog or a cat, but that didn't stop him from now wanting to reach out and comfort the mangy strays. Before he had a chance, the largest of the three gave a yelp and the trio bolted for the nearest alley – probably pursuing the scent of a tasty rat or mouse.

"Good luck," Sam whispered after them as he broke into a trot himself, heading in the opposite direction.

The haze of twilight was beginning to fall across the borough like a shawl. The street lights no longer functioned and London would fall into total darkness as soon as the sun dipped below the horizon. If Sam didn't reach the underground before night fell, he'd have to take his chances against the Luftwaffe's merciless cargo.

As his legs carried him onto the narrow street that he called home, a sound as familiar as that of his own breathing told him that he wasn't the only resident not yet taking shelter in the underground.

"Lily!" His aunt Peg's voice was shrill with panic. "Where are you, Lily? LIL-EEE!"

Sam found his mother's sister roaming the next street, frantically pounding on locked and silent doors. Tears of worry and fear had already made her freckled cheeks shiny.

"Has anyone seen my daughter?" Peg yelled desperately as she pressed her face against the glass of a darkened window. "Lily, are you in there?"

"These houses are empty." Sam's voice made his aunt gasp with shock. "Everyone is on the tracks."

His mother's younger sister rushed towards him, grabbing Sam's shoulders and hugging him. Spirals of red hair tickled his cheeks. He breathed in her familiar scent; she wore the same cheap perfume as his mother.

Peg wiped the tears from her eyes and fixed her nephew with what was supposed to be a glare. "What are you doing here, Samuel Hunt? Where's your mother?"

"She sent me to get you," he lied. "Lily, too."

Hope briefly softened his aunt's glare. "So, you know where she is?"

Without replying, Sam took his aunt's hand and guided her along the pavement. Black shadows were chasing away the last strands of daylight now but, even in the thickening gloom, Sam navigated their route with ease. He'd always boasted that he could find his secret hiding place blindfolded – this was his chance to prove it.

With your
partners
discuss what
has happened
in the story so
far...

Friday 23rd April 2021

Code Cracking for Beginners- Chapter 1 and 2

(Far too young to become a hero) and (Dogs without owners)



What has happened in the story so far?

How often did the sirens go off? Circle the correct answer (Page 1)

every night every week every month never

Hagrid
Use the text to answer the questions
carefully

Where were the people rushing to? (Page 1)

How old was Samuel Hunt? (Page 2)

Friday 23rd April 2021

Code Cracking for Beginners- Chapter 1 and 2

(Far too young to become a hero) and (Dogs without owners)



What has happened in the story so far?

How often did the sirens go off? Explain your answer (Page 1)

Where were the people rushing to? (Page 1)

Weasley
Use the text to answer the questions
carefully

How old was Samuel Hunt? (Page 2)

How were the dogs eyes described like in the text? (Page 7)

Why did the dogs no longer have homes? (Page 8)

Friday 23rd April 2021

Code Cracking for Beginners- Chapter 1 and 2

(Far too young to become a hero) and (Dogs without owners)



What has happened in the story so far?

How often did the sirens go off? Explain your answer (Page 1)

Who said "Adolf's bombs can't reach you down on the tube"? (Page 2)

Potter and Hermoine
Use the text to answer the questions
carefully

How were the dogs eyes described like in the text? (Page 7)

Why did the dogs no longer have homes? (Page 8)

Where did Sam think Lily was? (Page 10)

Friday 23rd April 2021

Code Cracking for Beginners- Chapter 1 and 2

(Far too young to become a hero) and (Dogs without owners)



What has happened in the story so far?

What does it mean by 'wardens barked orders' (Page 1)

What does "That's far too young to be a hero" mean? (Page 4)

Dumbledore!

Use the text to answer the questions carefully!

How were the dogs eyes described like in the text? (Page 7)

Why did the dogs no longer have homes? (Page 8)

Where did Sam think Lily was? (Page 10)
