English Home Learning

Week Beginning

03.05.2021

This week...

- Day 1- Bank Holiday
- Day 2 -Paragraphs + Words of the Week + Handwriting
- Day 3- Recount Plan
- Day 4- Draft of the first paragraph.
- Day 5- Guided Reading- Chapter 4

Day 2

Lesson 1

Paragraphs

Learning Objective

I can look at WAGOLLS of a recount and identify features of a recount including how to write paragraphs.

Success Criteria

On fire

I can read a range of recounts and identify paragraphs and how to write them correctly.

Hotter

I can identify paragraphs within a recount and begin to understand how to write them.

Hot

With support, I can look at sentence structure within paragraphs.

BLP: Managing Distractions

Think, pair, share

What is our writing outcome?

We are writing a recount.

A recount is when we create a piece of writing retelling what's happened in a story....

Last week we identified the features of a recount and looked to see if we could identify the grammar foci we had been learning about such as;

Past tense verbs
First person pronouns
Time adverbials

Another part of recount is paragraphs.
Let have a look at a WAGOLL and see if we can identify any paragraphs within it.

Can you identify any paragraphs?

The Best Holiday...Ever!

Last week, my family and I set off on our three-hour journey to Blackpool. We were visiting my Auntie Sue and Uncle Paul, who had just had a baby.

Halfway into the journey, we stopped at the service station. Mum said we could choose whatever we wanted for lunch; I went for ham, egg and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

We arrived at the house just before 1pm. As Dad parked up, I felt like I could burst with excitement as I remembered that I was about to meet baby Eva for the first time. I jumped out of the car and rang the doorbell three times (just to make sure that they had heard me). I was the first to have a cuddle with Eva; she felt so tiny and warm. She didn't do much but she was very cute. After meeting Eva, we had to unpack.

Later on, Uncle Paul told us that he'd booked a table at a new seafood restaurant on the sea front. I had fish and chips and ate every last bit as they were the best I'd ever tasted. As we left, the waiter gave me a keyring for cleaning my plate.

The next day, Mum and Dad took us to the beach. We paddled in the chilly sea, built a few sandcastles, ate chocolate ice cream and buried Mum's legs in the sand so that she couldn't move. Back at the house, I fell asleep watching a DVD.

The day before we returned home, it was Eva's christening. Before we left the house, Dad explained to me that a christening is a very important religious occasion for Christians. The church was very old and music played as we went inside. Eva wore a beautiful white dress as it was her special day. Everyone else dressed up for the occasion too; Dad even wore a tie! Baby Eva cried really loudly when the vicar poured water over her head but Uncle Paul managed to calm her down. I think I cheered her up by pulling funny faces. After church, we all went back to Auntie Sue and Uncle Paul's house for a celebration barbecue. I ate a huge amount before finishing off with a piece of Eva's christening cake. The cake was white, pink and yellow and I was really pleased when I put the first piece in my mouth and realised that it was lemon cake. It was an extremely warm afternoon so Auntie Sue filled up the paddling pool. My brother and I had loads of fun getting completely wet through, until one of the godparents tripped up and fell in. I laughed so much that I could hardly breathe!

The next day, it felt hard to say goodbye. As we drove away in the car, I waved to Eva. The beach, the weather, the food, and most of all, being with my family, had made it the best holiday ever.

Can you identify any paragraphs?

The Best Holiday...Ever!

Last week, my family and I set off on our three-hour journey to Blackpool. We were visiting my Auntie Sue and Uncle Paul, who had just had a baby.

Halfway into the journey, we stopped at the service station. Mum said we could choose whatever we wanted for lunch; I went for ham, egg and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

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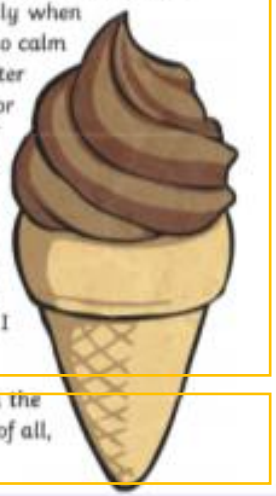


The next day, it felt hard to say goodbye. As we drove away in the car, I waved to Eva. The beach, the weather, the food, and most of all, being with my family, had made it the best holiday ever.

Think, pair, share!

Why are paragraphs used?
Why are they important?
How do we write paragraphs correctly?

Paragraphs are used in recounts to separate writing into different themes, ideas and making sure they are written in chronological order.

Lets find out more

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

It's really important when writing paragraphs that we make sure that ideas are written together and our writing is easy to read and understand.

First task

Sorting Ideas in Topics

Can you read the sentences below and group them into sentences which talk about the same idea or topic?

Castles are a type of home that were built to protect the people inside.

People who lived in castles included royalty, noble people and soldiers.

You can still visit many castles today. Why not take a tour?

Everything about a castle was made that way to keep the people inside safe.

Famous castles include Windsor Castle, Dover Castle and Kenilworth Castle.

Castles could be very crowded places to live because there were a lot of people inside.

Lets see if you're right!

Sorting Ideas in Topics

Can you read the sentences below and group them into sentences which talk about the same idea or topic?

These two sentences are about castles as protection.

- Castles are a type of home that were built to protect the people inside.
- Everything about a castle was made that way to keep the people inside safe.

These two sentences are about the people who lived in castles.

- Castles could be very crowded places to live because there were a lot of people inside.
- People who lived in castles included royalty, noble people and soldiers.

These two sentences are about castles you can visit.

- Famous castles you can visit include Windsor Castle, Dover Castle and Kenilworth Castle.
- You can still visit many castles today. Why not take a tour?

Tuesday 4th May 2021

Hagrid, Weasley and Potter

Identifying paragraphs in a text.

Read the 9 sentences and decide which subheading they go underneath.

1. I swam out to the unchartered islands to see if I could see my parents.

2. I am an 11-year-old boy whose parents are explorers.

3. Suddenly, I looked out of the window to find that my parents had disappeared.

4. My parents have been exploring all my life, I have visited so many amazing places all over the world.

5. I just want to live a normal life and go to school like everyone else.

6. I arrived at a deserted island and couldn't see where my parents were.

7. I couldn't wait to unpack my belongings into my bedroom.

8. I was stood on the island asking myself, where could my parents be?

9. As I was unpacked my belongings, I noticed I could no longer hear my parent's voices or the sound of the boat.

Tuesday 4th May 2021

Paragraphs

All about me (Oliver)

Finding out my parents had disappeared.

Travelling to the Islands

Tuesday 4th May 2021

Hermoine and Dumbledore

Identifying paragraphs in a text.

Read the text and decide when a new paragraph would start by grouping the text under three subheadings: All about me (Oliver, Finding out my parents had disappeared and Travelling to the islands! Re-write the three paragraphs in your book.

I am an 11-year-old boy whose parents are explorers. My parents have been exploring all my life, I have visited so many amazing places all over the world. I just want to live a normal life and go to school like everyone else. However, my parents have other ideas. We've only come back home because they have discovered everything that is possible. We arrived at the top of the hill and right in front of my stood the house I so longed to live in. As I was staring at the house my parents were glaring at the 8 islands that stood in the shores below us. I knew right then that my parents were going to explore the islands so I decided to do my own thing. I couldn't wait to unpack my belongings into my bedroom. I now had a place for everything, which was amazing. After I was unpacked my belongings, I noticed I could no longer hear my parent's voices or the sound of the boat. Suddenly, I looked out of the window to find that my parents had disappeared. I swam out to the unchartered islands to see if I could see my parents. I arrived at a deserted island and couldn't see where my parents were. I was stood on the island asking myself, where could my parents be?

Day 2

Lesson 2

Words of the Week

Words of the Week

1) conquer

2) boulder

word : conquer

word class: verb

definition: to successfully overcome a problem or to climb successfully.

Synonyms: defeat, overcome, climb

In Context: The Crisp family conquered the mountains.

word : boulder

word class: noun

definition: a large rock, typically one that was been worn smooth by erosion.

Synonyms: rock, stone

In Context : You need to be strong to lift the huge boulder next to the house.

Day 2

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.

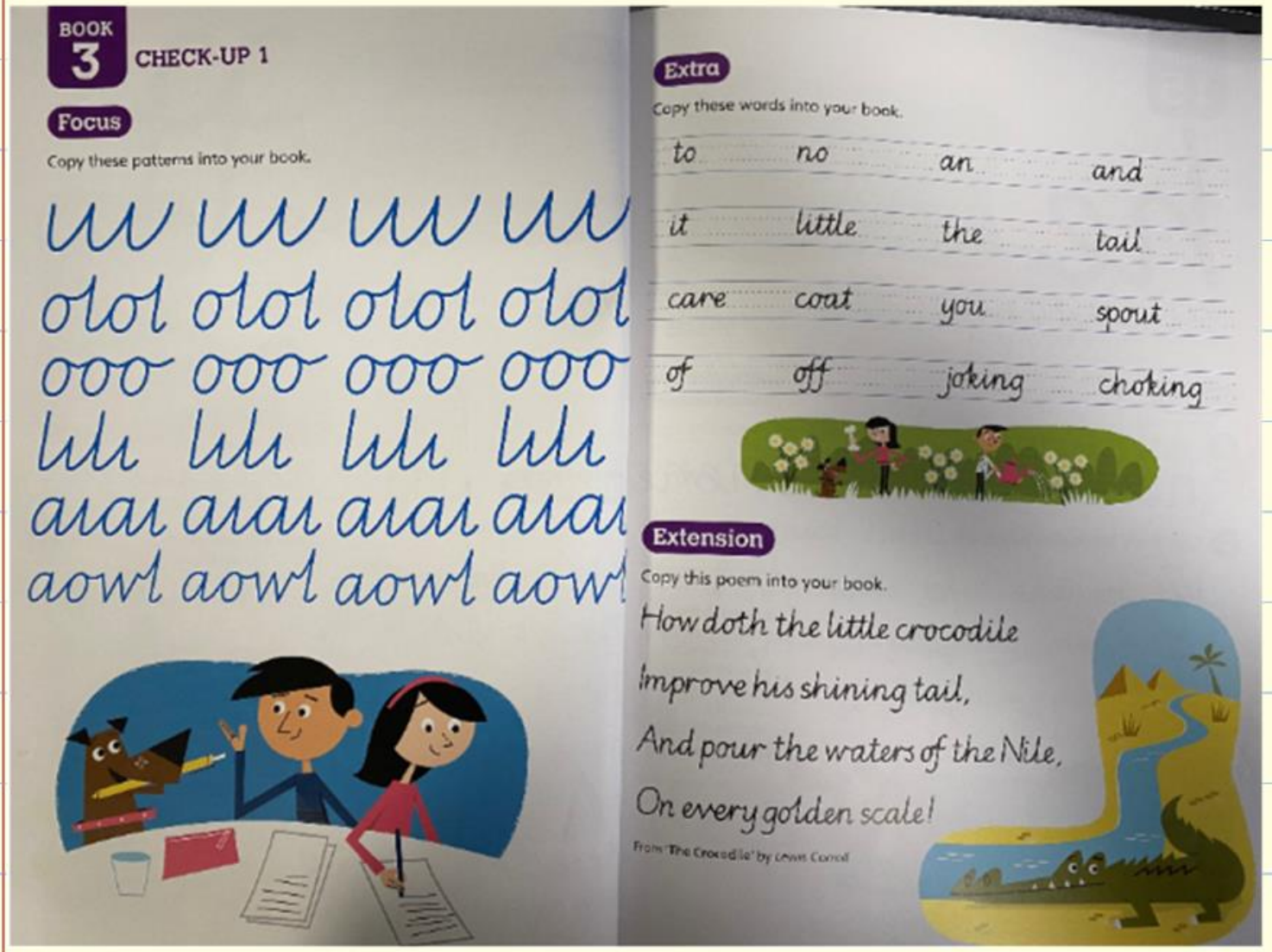
Now it's time to warm up!

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

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

Tuesday 4th May 2021

Handwriting p32-33



BOOK 3 CHECK-UP 1

Focus

Copy these patterns into your book.

uu uu uu uu

olol olol olol olol

ooo ooo ooo ooo

lulu lulu lulu lulu

aiai aiai aiai aiai

aowl aowl aowl aowl

Extra

Copy these words into your book.

to	no	an	and
it	little	the	tail
care	coat	you	spout
of	off	joking	choking

Extension

Copy this poem into your book.

How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile,
On every golden scale!

From 'The Crocodile' by Lewis Carroll

Day 3

Recount Plan!

Learning Intention:
To use paragraphs and to organise writing appropriately

Success Criteria:

<u>On fire</u>

I can use my writers tools and plan my recount.

<u>Hotter</u>

I can begin to plan my recount using writing frames to help me.

<u>Hot</u>

With support, I can start to plan my recount using pictures and word banks to help me.

BLP: Managing Distractions

Think, pair, share

What is our writing outcome?

We are writing a recount.

A recount is when we create a piece of writing retelling what's happened in a story....

Last week we identified the features of a recount and looked to see if we could identify the grammar foci we had been learning about such as;

Past tense verbs

First person pronouns

Time adverbials

Yesterday we looked at paragraphs

Who can remember what the purpose of a paragraph is?

Today we are going to start writing the first paragraph of our recount. We are going to use the writers tool table we created last week. Can you find yours?

Past tense	first person pronouns	Time adverbials	adjectives
unpacked	I	next	worried
fetched	my	last night	anxious
opened	me	last month	distraught
loved	mine	yesterday	conjunction
waved	our	first	and
shouted	we	tomorrow	because
explored			if so
sighed			but
realised			
heard			
deserted			
vanished			
alarmed			
disappeared			
panicked			

Now, lets have a look at a WAGOLL of a recount of Oliver.

I am an 11-year-old boy whose parents are explorers. My parents have been exploring all my life, I have visited so many amazing places all over the world such as the Lost Temple and the Elephant Graveyard and we had never stayed in one place for more than a few months. I knew from a young age that I didn't want to be an explore, I just wanted to live a normal life and go to school like everyone else. However, my parents had other ideas. We've only come back home because they have discovered everything that is possible. After travelling in the explorecrubile for what felt like forever, we arrived at the top of the hill and right in front of my stood the house I so longed to live in. As I was staring at the house my parents were glaring at the 8 islands that stood in the shores below us. They couldn't believe that the islands existed and they were surprised and shocked with amazement!

After we finally travelled down to our house, I knew right then that my parents were going to explore the islnnds so I decided to do my own thing. I couldn't wait to unpack my belongings into my bedroom. I now had a place for everything, which was amazing. For most of my life, I had to store my belongings underneath the chairs in the explorecrubile and I was forever losing things. Later in the down, after I had unpacked my belongings, I noticed I could no longer hear my parent's voices or the sound of the boat in the sea. Suddenly, I looked out of the window to find that both my parents and the islands had disappeared. I looked out across the bay and saw that the beach and surroundings were deserted.

Later that day, I created a plan and packed my bag ready to go find my parents. I could have panicked but I had witnessed lots more frightening situations in my life and my parents were used to unchartered places. I swam out to the unchartered islands to see if I could see my parents. I arrived at a deserted island and couldn't see where my parents were. I was stood on the island asking myself, where could my parents be? Would I ever see them again? Would I live in the house all on my own?

Wednesday 5th May 2021 Hagrid

Recount Plan

My Recount Plan.

When?	Who?	What?	Where?

First...	Then...
Next...	Finally...

WOW Words

Wednesday 5th May 2021

Potter and Weasley
Hermoine and Dumbledore

Recount Plan

My Recount Plan.

When?	Who?	What?	Where?	Time Adverbials	Personal Pronouns

Day 4

Drafting the first paragraph of our recount!

Learning Intention:
To use paragraphs and to organise writing appropriately

Success Criteria:

On fire

I can use my writers tools and start drafting my first paragraph for my recount.

Hotter

I can begin to draft my first paragraph and use my writers tools and writing frames to help me.

Hot

With support, I can start to draft my first paragraph

BLP: Managing Distractions

Think, pair, share

What is our writing outcome?

We are writing a recount.

A recount is when we create a piece of writing retelling what's happened in a story....

Last week we identified the features of a recount and looked to see if we could identify the grammar foci we had been learning about such as;

Past tense verbs

First person pronouns

Time adverbials

Paragraphs

Yesterday you created your plan that should help you to write your recount!

My Recount Plan.

When?	Who?	What?	Where?	Time Adverbials	Personal Pronouns

You are going to use both your recount plan and writers tools to write the first paragraph of your recount.

Past tense	first person pronouns	Time adverbials	adjectives
unpacked	I	next	worried
fetched	my	last night	anxious
opened	me	last month	distraught
loved	mine	yesterday	conjunction
waved	our	first	and
shouted	we	tomorrow	because
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sighed			but
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After we finally travelled down to our house, I knew right then that my parents were going to explore the islands so I decided to do my own thing. I couldn't wait to unpack my belongings into my bedroom. I now had a place for everything, which was amazing. For most of my life, I had to store my belongings underneath the chairs in the explorecmobile and I was forever losing things. Later in the down, after I had unpacked my belongings, I noticed I could no longer hear my parent's voices or the sound of the boat in the sea. Suddenly, I looked out of the window to find that both my parents and the islands had disappeared. I looked out across the bay and saw that the beach and surroundings were deserted.

Later that day, I created a plan and packed my bag ready to go find my parents. I could have panicked but I had witnessed lots more frightening situations in my life and my parents were used to unchartered places. I swam out to the unchartered islands to see if I could see my parents. I arrived at a deserted island and couldn't see where my parents were. I was stood on the island asking myself, where could my parents be? Would I ever see them again? Would I live in the house all on my own?

Thursday 6th May 2021

First Paragraph

I am an 11-year-old boy whose parents are explorers. My parents have been exploring all my life, I have visited so many amazing places all over the world such as the Lost Temple and the Elephant Graveyard and we had never stayed in one place for more than a few months. I knew from a young age that I didn't want to be an explore, I just wanted to live a normal life and go to school like everyone else. However, my parents had other ideas. We've only come back home because they have discovered everything that is possible. After travelling in the explorermobile for what felt like forever, we arrived at the top of the hill and right in front of my stood the house I so longed to live in. As I was staring at the house my parents were glaring at the 8 islands that stood in the shores below us. They couldn't believe that the islands existed and they were surprised and shocked with amazement!

As a class can we write our own?

Task for today!
In your yellow books you can use your recount plan and writer's tools to start writing your first paragraph of your story!

REMEMBER
To speak, count and write your sentences carefully!

Day 5

Guided Reading

Guided Reading

Focus

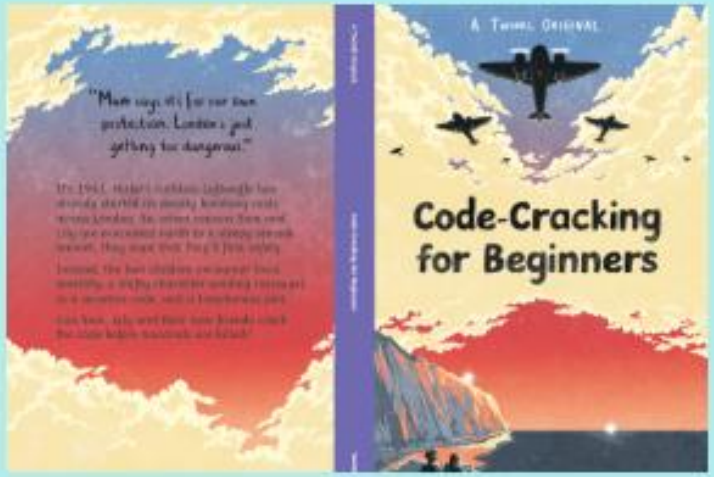
Vocabulary!

Learning Intention
To understand texts

On Fire
I can independently read chapter four and draw on the vocabulary used within the text to see what effect it has.

Hotter
I can explore some of the vocabulary used to answer questions.

Hot
With support, I can discuss some of the vocabulary.



What do we know about our story so far?

Predictions

Think, pair, share

What do you predict will happen next in the story?

Before we read the story we are going to find the definition of some of the vocabulary in the text.

Word:surviving (p702)	Word :distressed (p207)	Word : weary (p785)
Word Class:	Word Class:	Word Class:
Definition	Definition	Definition

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Chapter Four

Two Pairs of Underpants

"Is this our punishment?" Lily whispered to her cousin, as herds of sobbing children streamed past them. "Is that why we're being sent away?"

It was less than a week since they had sheltered in the old mill's coal bunker and, despite surviving several nights of Luftwaffe bombing raids since, they now faced what felt like a much worse threat: evacuation.

Sam snaked a comforting arm around his younger cousin. "Mum says it's for our own protection. London's just getting too dangerous."

What does the picture tell you this chapter might be about?

They both coughed as a thick billow of acrid steam spewed from the locomotive in front of them, engulfing them entirely. Two aching faces seemed to float down through the cloud towards them.

"It won't be for long," Sam's mother promised. "The war will be over soon and then everything will be back to normal."

The tears that fell like tiny jewels from the corners of his mother's eyes told Sam that she didn't believe those words.

Aunt Peg dabbed her own eyes with a damp handkerchief before planting a kiss on her daughter's cheek. "There are loving families waiting up north to take good care of you," she sniffed. "It'll be like having a second mother – and there will be woodlands and meadows to play in, not those stinking derelict buildings."

"But I like those stinking buildings," Lily blubbed. "They're *our* stinking buildings. I don't wanna go up north. You didn't send us away last time."

Sam remembered the last time. It had been two years earlier, straight after war had been declared. Half of

his classmates had vanished overnight, evacuated to all corners of the country. Some had even found themselves in Scotland.

Several came back weeks later, but most had remained missing from the school register. Their empty school desks and chairs became a daily reminder of their absence. Now, it seemed that Sam and Lily would be added to that list.

All around them, hundreds of mothers and children were having nearly identical conversations. The distressed howls and cries of families being separated were almost loud enough to drown out the chuffs and wheezes from the waiting trains. Carriages already bustled with reluctant children. Most were hanging out of the windows, begging to be taken home.

"Think of it as being like one big adventure," Aunt Peg suggested. "Or an extended holiday – how exciting is that?"

As Lily argued that she didn't want to go on holiday, especially one that didn't include her mother, Joan Hunt waved a couple of large cardboard labels towards the two children.

"You're actually very lucky," she said as she began to tie the first label to the buckle of Sam's brown cotton rucksack.

She had packed her son's bag the night before. They'd both been aghast at the few items of clothing that they were allowed to pack, but the government's instructions had been very clear: the evacuees were to travel light.

Still, just two vests and two pairs of underpants, a single pair of trousers and only one jersey or pullover hardly seemed enough for a weekend away, let alone weeks or perhaps even months in a strange town. Sam had squeezed a couple more items in, stuffing extra pants and socks deep into the toes of his boots, and his mum had rolled two additional shirts tightly into the pockets of his overcoat. But that was the only extra clothing that they had dared to stash, just in case the bag was checked at the station.

"How is Lily supposed to survive with just one extra pair of knickers?" Aunt Peg had complained as they approached King's Cross station. "I've told her to wear three pairs beneath her skirt, but even that's not enough. And I don't care what they say about only packing one blouse – I've hidden two more in her

rolled-up cardigan."

The rucksack's large side pockets bulged with sandwiches made from the last of their hoarded rations. Nestled between two pairs of underpants, half-hidden by a facecloth that was folded around Sam's toothbrush, comb and soap, was half a bar of chocolate. It would make for a much tastier treat than the nuts, raisins and barley sugar that they were allowed to take with them.

Aunt Peg seemed to gasp in genuine delight as she read from the second label. "Scarborough! It says you're both going to Scarborough." She looked across at her sister. "We've always wanted to go there, haven't we Joan?"

Sam's mother nodded. Her face showed none of her sister's happiness. "Apparently, it's a beautiful place. It's got a lovely spa and people from Yorkshire are so friendly. You'll be well looked after."

Sam screwed his face up tight. "Yorkshire? Isn't it meant to be freezing cold up there?"

"It's not the North Pole, Samuel Hunt," Aunt Peg reminded him. "I'm sure that the sun shines just as

brightly in Yorkshire as it does in London."

"So why can't you come with us, Mum?" Lily wept. She'd barely stopped snivelling since they'd arrived at King's Cross station.

Aunt Peg shook her head. "Me and your Aunt Joan have both got important jobs. Those navy uniforms won't sew themselves, Lily. We've all got to pitch in if we're going to win this war."

"Well, you won't defeat Jerry by standing on this platform," a red-faced man told them loudly. His reddened eyes stared down at a sheet of paper pinned to a board. The man leaned back against a large metal strut, apparently glad of the break. "Who do we have here?"

"Samuel Hunt and Lily Taylor," Sam's mother said.

The man scanned the sheet of paper. It was filled with several columns of names and destinations. His finger ran up and down the columns like a rollercoaster carriage until it stopped abruptly.

"Here you are: Samuel and Lily. You're both allocated seats on the eleven-forty train to York."

He turned his head and craned backwards to catch sight of the station's huge clock. When he saw the time, his eyebrows sprang to attention.

His voice was suddenly thick with worry. "It leaves in seven minutes. You'll be lucky to get a seat together – standing room only all the way."

As the man turned to leave, Sam's mum grasped his wrist. "They're cousins. More like brother and sister." The man offered a weary shrug.

Aunt Peg gripped his other arm, holding him hostage. "We don't want them to be separated. They must stay together."

"I just deal with departures, sweetheart..." he told her.

Perhaps it was the two anxious scowls that prompted him to continue. "...but I'm sure the authorities in Yorkshire will do all they can. The host families receive eight shillings a week and extra rations for each child. I reckon they'll be fighting each other to look after two lovely children like yours."

Now we have read the text discuss with your partner what you think the vocabulary meant within the story.

surviving

distressed

weary

Can you match the images to the vocabulary?

weary

distressed

Friday 7th May 2021 Hagrid

Guided Reading- Vocabulary

Friday 7th May 2021

Code Cracking for Beginners- Chapter 4

(Two Pairs of Underpants)

Chapter Four
Two Pairs of Underpants

"Is this our punishment?" Lily whispered to her cousin, as herds of sobbing children streamed past them. "Is that why we're being sent away?"

Where were Sammy and Lily being evacuated to?

Circle the correct answer

Bradford Leeds Scarborough

cheek. "There are loving families waiting up north to take good care of you," she sniffed. "It'll be like having a second mother – and there will be woodlands and meadows to play in, not those stinking derelict buildings."

Which two adjectives in the text above describes the buildings? (Page 20)

_____

_____

_____

Do you think Lily and Sam felt?

Circle the correct answer

Excited frightened overjoyed

Hagrid

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

Friday 7th May 2021

Potter and Weasley

Guided Reading- Vocabulary

Code Cracking for Beginners- Chapter 4

(Two Pairs of Underpants)

Chapter Four

Two Pairs of Underpants

"So this was punishment?" Lily whispered to her cousins, as herds of sobbing children streamed past them. "Is that why we're being sent away?"

Use a dictionary to find the definitions of the words below

Word: surviving (p702)	Word : distressed (p207)	Word : weary (p785)
Word Class:	Word Class:	Word Class:
Definition	Definition	Definition

Which two adjectives in the text describes the buildings? (Page 20)

Find and copy one word which shows you that the children didn't want to be evacuated. (Page 21)

Weasley and Potter

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

Friday 7th May 2021

Hermoine and Dumbledore

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Code Cracking for Beginners- Chapter 4

(Two Pairs of Underpants)

Chapter Four

Two Pairs of Underpants

Use a dictionary to find the definitions of the words below

Word: overcrowding (p702)	Word: distressed (p207)	Word: weary (p785)
Word Class:	Word Class:	Word Class:
Definition	Definition	Definition
Synonym	Synonym	Synonym

Which two adjectives in the text describes the buildings?

Find and copy two which shows you that the children didn't want to be evacuated. (Page 2)

Hermoine and Dumbledore

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