

WEEK 10

Hello! Here are this week's English activities. There is no need to print out the sheets - just write the answers in the yellow exercise book that went home in your distance learning pack. If you would rather type some of your work, that's fine!

If you have any questions, or when you have completed your work, email me at:

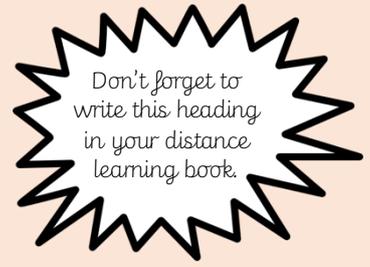
Beech@newvalleyprimary.com

You can send a photo of the answers in your distance learning book or add a document as an attachment.



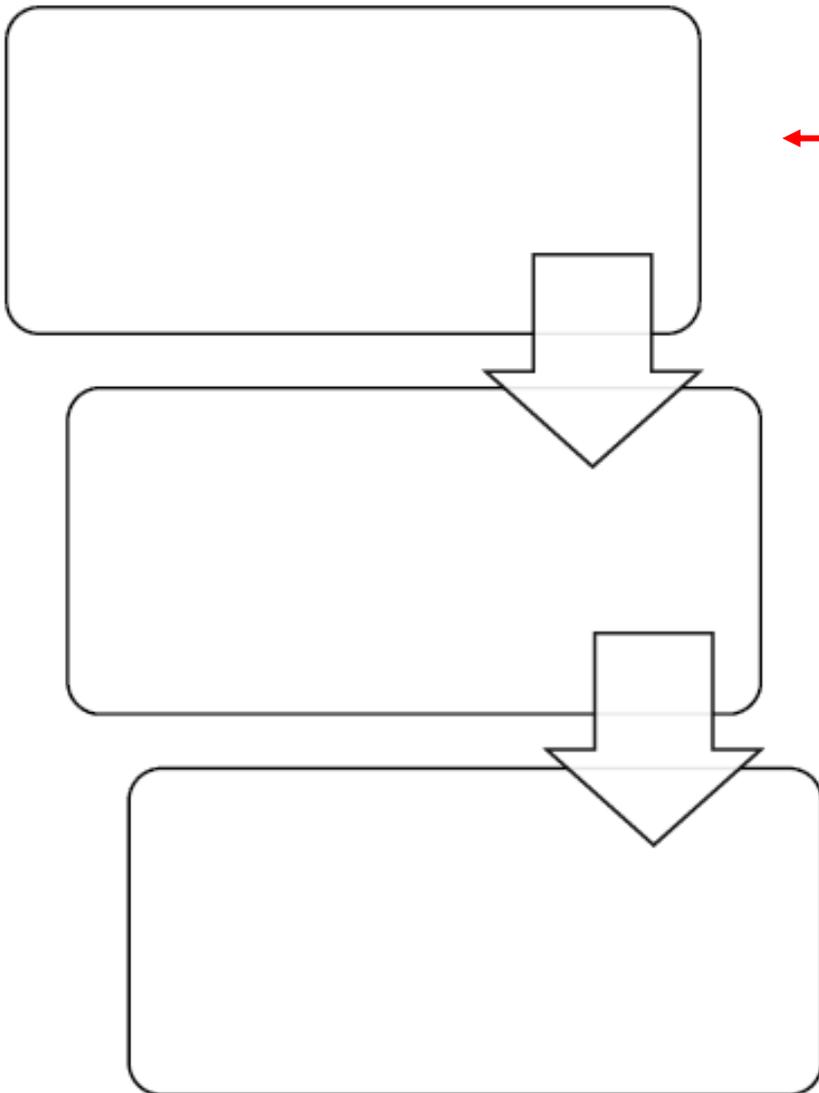
Week 10 English Lesson 1

Reread Page 94 or
ask someone to
read it to you.

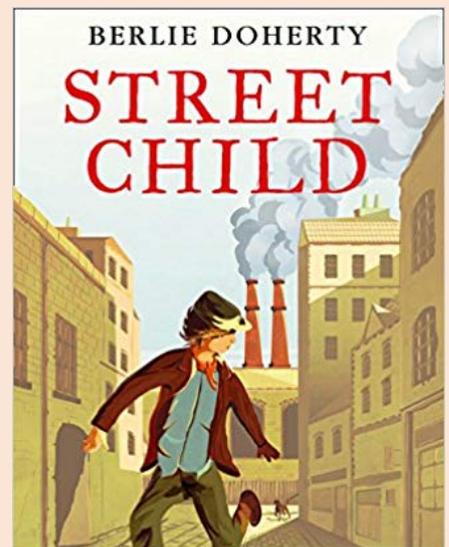


This is the last week that we will be using *Street Child* for our English work. Today, you are going to be thinking about what might happen next in the story in preparation for writing your own ending.

Some questions that may help: Rosie tells Jim that he isn't able to stay with her, where does he go next? What happens to him? Does he come across any obstacles? *Reread the very first chapter 'Tell Me Your Story, Jim'.* We know a man called Barnie changes Jim's life...who is he and how do you think they meet?



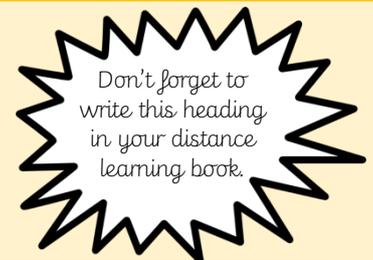
Create a diagram like this to make notes or draw what you think is going to happen next. Think of 3 key events to help you organise your thoughts.



You need your copy of...

Week 10

English Lesson 2



Today, you get to start writing your own ending to Street Child! Be as creative as you can with your descriptions and help the reader visualise what is going on. The three key events that you used in your plan yesterday will help you structure your writing. Don't forget to use paragraphs!

Figurative language

- Personification:** The angry clouds swallowed the sky.
- Metaphor:** It was a rollercoaster of emotions.
- Onomatopoeia:** CRASH! BOOM!
- Alliteration:** Pretty, purple purses.
- Simile:** As pure as snow

Relative clauses

I called my friend **who lives in America.**

- who
- which
- whose
- that
- where
- when

Subordinating conjunctions



Inverted commas

"Are you ready for bed?" shouted Mum.
"Not yet," moaned Greg.

Brackets, dashes and commas

- Ben Nevis **(the tallest mountain in the UK)** is located in Scotland.
- The whale shark, **a very large fish,** is found in tropical waters.
- The train - **which was already running late** - was delayed by a fallen tree.

Fronted adverbials

Without warning, the dog barked aggressively.

Coordinating conjunctions

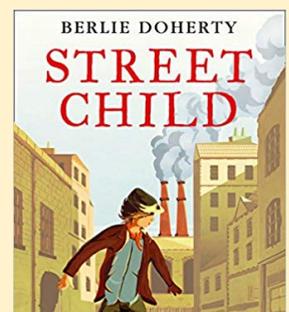


Embedded clause

My phone, **which is brand new,** has stopped working.

What can I include in my writing?

Here is a reminder of things to include in Year 5 writing!



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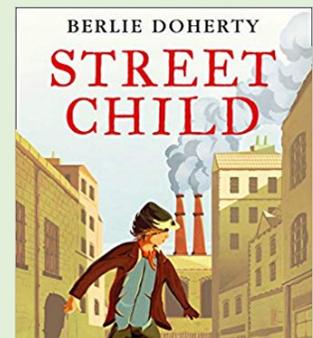
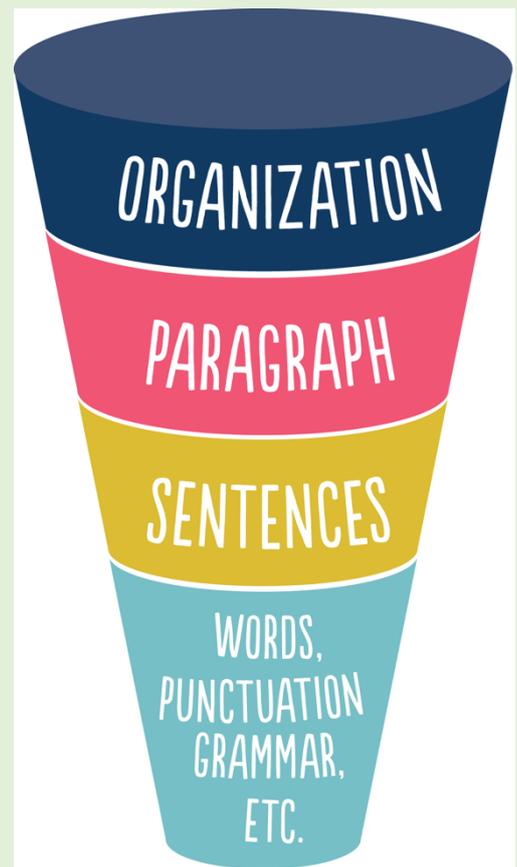
English Lesson 3

Don't forget to write this heading in your distance learning book.

Reread what you have written so far. With a different coloured pen or pencil, you are going to do some editing! Editing is an important part of the writing process and allows you to make your writing as effective as possible.

Things to look out for when editing...

- Do your ideas flow clearly? Have you missed out any words or any of your ideas?
- Have you got a capital letter at the beginning of every sentence?
- Does every sentence have the correct punctuation at the end (.?!)
- Have you used powerful descriptions? Is it exciting to read?
- Is it all written in the correct tense?
- Have you used some of the Year 5 writing tools from Lesson 2?
- Is your writing organised clearly? Have you used paragraphs? If you haven't, put a // to show where you would start a new paragraph.



You need your copy of...

Poem of
the week

Refugee
Week



Refugees

by Brian Bilston

They have no need of our help
So do not tell me
These haggard faces could belong to you or me
Should life have dealt a different hand
We need to see them for who they really are
Chancers and scroungers
Layabouts and loungers
With bombs up their sleeves
Cut-throats and thieves
They are not
Welcome here
We should make them
Go back to where they came from
They cannot
Share our food
Share our homes
Share our countries
Instead let us
Build a wall to keep them out
It is not okay to say
These are people just like us
A place should only belong to those who are born there
Do not be so stupid to think that
The world can be looked at another way

(now read from bottom to top)

WHAT IS A REFUGEE?

A refugee is a person who has been forced to leave their country because they fear they may be punished or mistreated due to their race, religion, opinions or because of where they are from.

Pick one, or more, of these
questions...

What is your opinion of the
poem when you read it top to
bottom. What is your opinion of
the poem when you read it
bottom to top?

What do you think the poet is
trying to communicate in this
poem?

Joke of the week



What time do
ducks wake up?



Email me what you think the punch line is!