

Home Learning – Mrs Ward: Week Beginning: 10th May Class 5/6 and Class 6

Hi!

I hope you and your families are all ok and that you've managed to enjoy some of the sunshine this bank holiday weekend. Did anybody do anything 'different' for VE Day on Friday? We had a picnic on our front garden and the kids made bunting to hang outside. They also made some of the paper plates from the designs on our school website – although my little girl couldn't use hers because she covered the wrong side in glue, stuck everything on and then had no room for her food! Missing you all and looking forward to when we can all be together in class again.

Look after yourselves.

Mrs Ward ☺

ENGLISH – All work can be done on paper if you are unable to print out the accompanying sheets. These can just be used on screen as a prompt/support.

Monday:

This week we are going to move away from our non-fiction (factual) focus on World War Two and apply what we have learnt to a fiction unit of work using the short film Beyond The Lines which is based upon World War 2.

Watch the film but pause it at 3:08 (be honest, no cheating! – you'll be able to watch the ending at the end of today's lesson...trust me!)

<https://www.youtube.com/watch?v=ncRsHc5bgVo> Beyond the Lines - ESMA 2013

Have a look at the BINGO sheet (**Resource 2A**). Look at the objects- are there any that you haven't seen before? (gramophone, mirror, baby buggy, tailor's mannequin, a box, letters, rocking horse, tricycle, toy truck, television, playing cards, rocking chair, cat box, lamp, headboard, toy train, suitcase). Can you suggest a way in which any of the items could be connected to the film or does it seem random at this point? Watch the opening scene of the clip again, only this time look carefully for these hidden objects, mark them off whenever you see one. Can you find them all? There is one box left empty- can you spot any other objects that seem strange to be there?

Reading Questions:

These objects seem strange or misplaced- they would not be found on a beach in the middle of a war,

- 1) Why are they there?
- 2) How did they get there?
- 3) Do the objects have anything in common?
- 4) Do they fit in with their surroundings in the film? Why not, where might you expect to find them?
- 5) Why might the other objects be old, but the children from modern times, and how did the children get there?
- 6) Are they actually there, amongst the soldiers as it happened?
- 7) What do you think happens at the end of the story? Write your own predicted ending...

Now you can watch the end of the film. Was your prediction correct? How do the 'strange and misplaced' objects link to the Grandfather?

Tuesday:

Vocabulary Ninja: Have a look at the Vocab Ninja Synonym Sheet – can you match the words on the left with their synonyms on the right (for example; deceased and lifeless) – or make a list of the matching pairs if you can't print the sheet off.

Challenge time – Have a look at the adjectives sheet; make a note of /highlight the words you have not heard before and use an online dictionary to define them (you can even use siri/Alexa and ask what the words mean)

How many new words have you learnt today?

Wednesday:

Yesterday, we were looking at 'stretching our vocabulary', which we know is such an important part of the best writing. Today, we are going to put all of that work to good use.

Can you remember the five senses we use to describe? (See, Hear, Smell, Touch and Feel). Today you are going to use these to describe the opening scene of the clip. Replay the opening scene from the film, pausing at 1:00. Draw a table with five columns- one for each of the senses. Can you add descriptive words and phrases in each column to describe the opening scene – remember to focus on the setting (floor, sky, light, weather etc.) as much as the action – *Do you remember the work we did weaving setting description and action together with the mysterious man walking down the abandoned path?*

Expand your notes to write full sentences, at least two for each of the senses- E.g. **'Exploding bombs could be heard as they plummeted from the sky above.'** Look at the sheet; I have included helping you think about varying your sentences by thinking about where to put the noun in your sentence (BTL Resource 1c)

Thursday:

Spelling and Grammar:

Year 6: Revise and revisit – semi colons and colons Spag.com – Semi Colons and Colons (B). *Can you beat your score from before on Semi Colons and Colons (A)?*

Go back and look at your descriptive sentences from Wednesday – *Can you use a semi colon or colon in any of these to add to the variety and interest in your writing?*

This week's spellings; List 31 Spelling Rules: Adjectives to describe settings

Year 5: Revise and revisit – Commas and Parenthesis (brackets – for adding extra information) (B).

Go back and look at your descriptive sentences from Wednesday – *Can you use parenthesis in any of these to add to your variety and interest in your writing?*

This week's spellings; List 26 These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

Friday:

Can you summarise the key events in the film? (Maybe you could use the #summaries we have used in class).

Today you are going to write the diary entry from on the character's perspectives of that day. You can choose from a soldier, Grandad or as a challenge – one of the boy's who found Grandad's letters and the 'scene they imagined' (this is tricky as you have to recount real-life events; finding the letters etc and imagined events; the scene on the beaches). You need to write this in first person and apply what you have learnt this week; vocabulary you have learnt, descriptive sentences you have already written, how to vary and extend your sentences by thinking about where to put the noun and including the punctuation you practiced on spag.com. Remember the key to a good diary entry is that it can tell you details nobody else can such as; what it felt like, what thoughts went through their heads, what they imagined... It is these details that make it sound real, like you are really your character as anyone can *retell the events* they can't *retell what it was like* unless they were there! I would love to read these...look out for news on how you can send them to me!

ART AND DESIGN PROJECT:

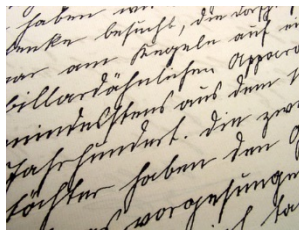
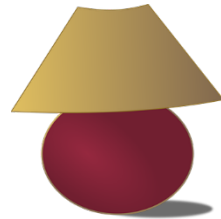
Last week, we looked at drawing figures using pencil. This week we are going to move your sketching expertise on to drawing perspective. Watch this clip from Bitesize and then have a go at the drawing perspective activity – either on the sheet, in your own sketchbook or on some plain paper <https://www.bbc.co.uk/bitesize/clips/zvq6sbk>

HISTORY

Something a bit different this week...You are living through History right now. In years to come, they will talk about these times, when the world locked down to protect those they loved and those they hadn't even met. Complete the Time Capsule Project – think about where you can put it to keep it safe and in years to come, you will be able to get it out and show your children or even grandchildren – maybe they'll find it in your attic, like the boys in our English work, and imagine what it was like...

RE

Read through the poem called HOPE in [this free book from the Literacy Trust](#) – Is Hope a real place? Can you make your own list of things you are hopeful for?



BTL Resource 2a

SYNONYM ALLEY

3 sets and space to create your own.

Draw a line from the words on the left to its synonym on the right.

inconsolable

lifeless

deadly

doomed

deceased

anonymous

brave

murderous

unknown

despairing

ill-fated

courageous

unscathed

dangerous

treacherous

turbulent

chaotic

unmarked



BEYOND THE LINES
VocabularyNinja



7 'Words unlock the doors to a world of understanding...'

BEYOND THE LINES ADJECTIVES

vulnerable inconsolable besieged murderous silent
ill-fated devastated chaotic anonymous distressed
brave unknown deafening ominous tormented
alarmed fearful wounded courageous tumultuous
gallant unknown concealed unscathed deadly
precarious motionless helpless doomed bombarded



BEYOND THE LINES

@VocabularyNinja



6 *'Words unlock the doors to a world of understanding...'*

Noun Placement

*In this sentence we are thinking about the **heavy boots** (expanded noun phrase) worn by the soldiers. The heavy boots are the subject of the sentence.*

As an opener (continue after the noun by adding detail)

Heavy boots pounded along the uneven ground and squelched through fetid, muddy puddles.

In the middle (think about a fronted adverbial to help)

From every perceivable angle came **heavy boots**, pounding upon the uneven ground and squelching through fetid, muddy puddles

At the end (verb starts can help here)

Pounding over the uneven ground and squelching through the fetid, muddy puddles came hundreds of pairs of **heavy boots**.

Note: Expanded noun phrases do NOT have to have two adjectives. They can also expand before or after the noun.





Stage: 6

Spelling Rules: Adjectives to describe settings

List: 31

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
picturesque					
magnificent					
regal					
tranquil					
sinister					
unsightly					
spectacular					
majestic					
noiseless					
bustling					



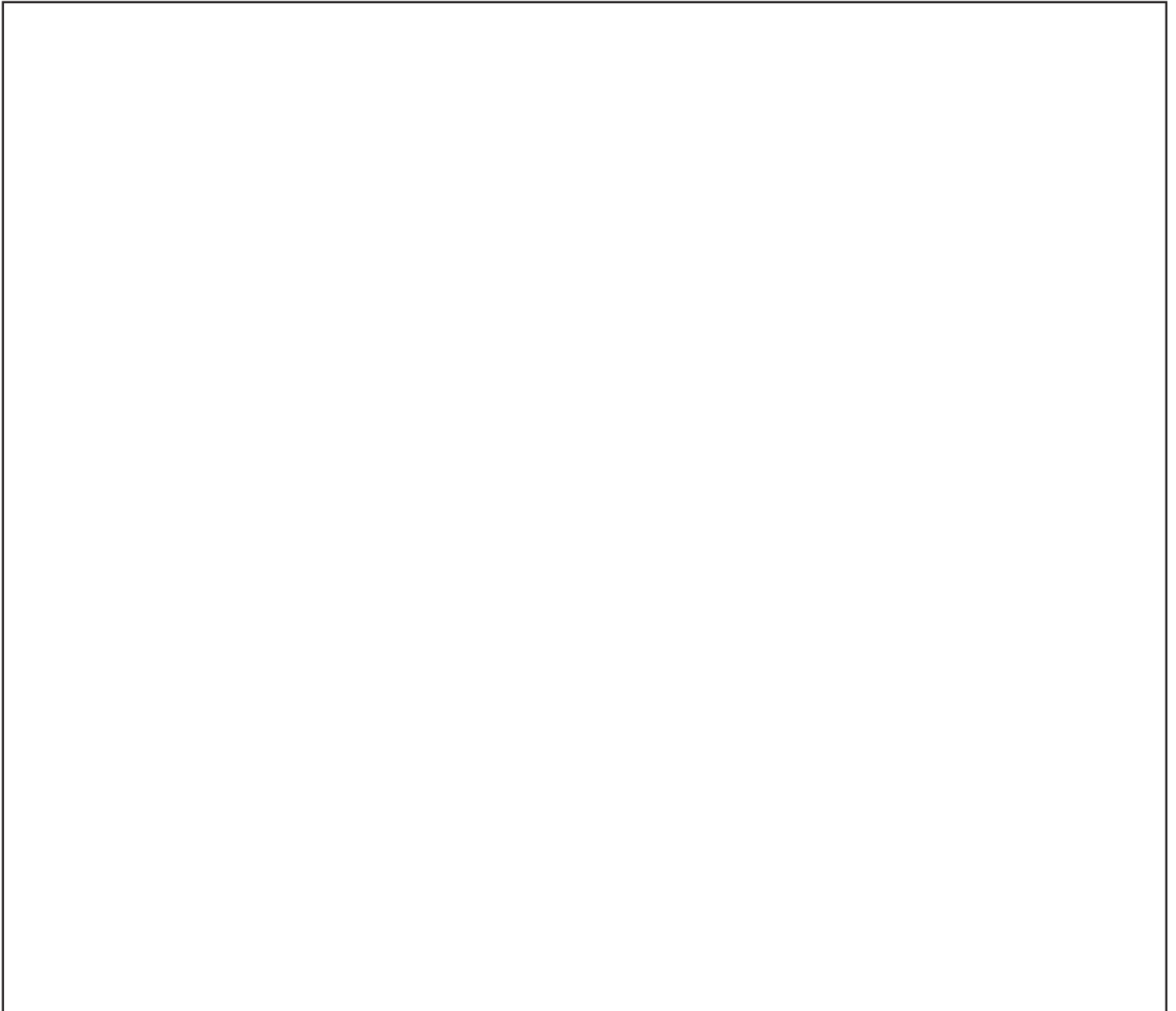
Stage: 5	These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
List: 26	
Name: _____	

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4th Attempt	5 th Attempt
aisle					
isle					
aloud					
allowed					
altar					
alter					
ascent					
assent					
farther					
father					

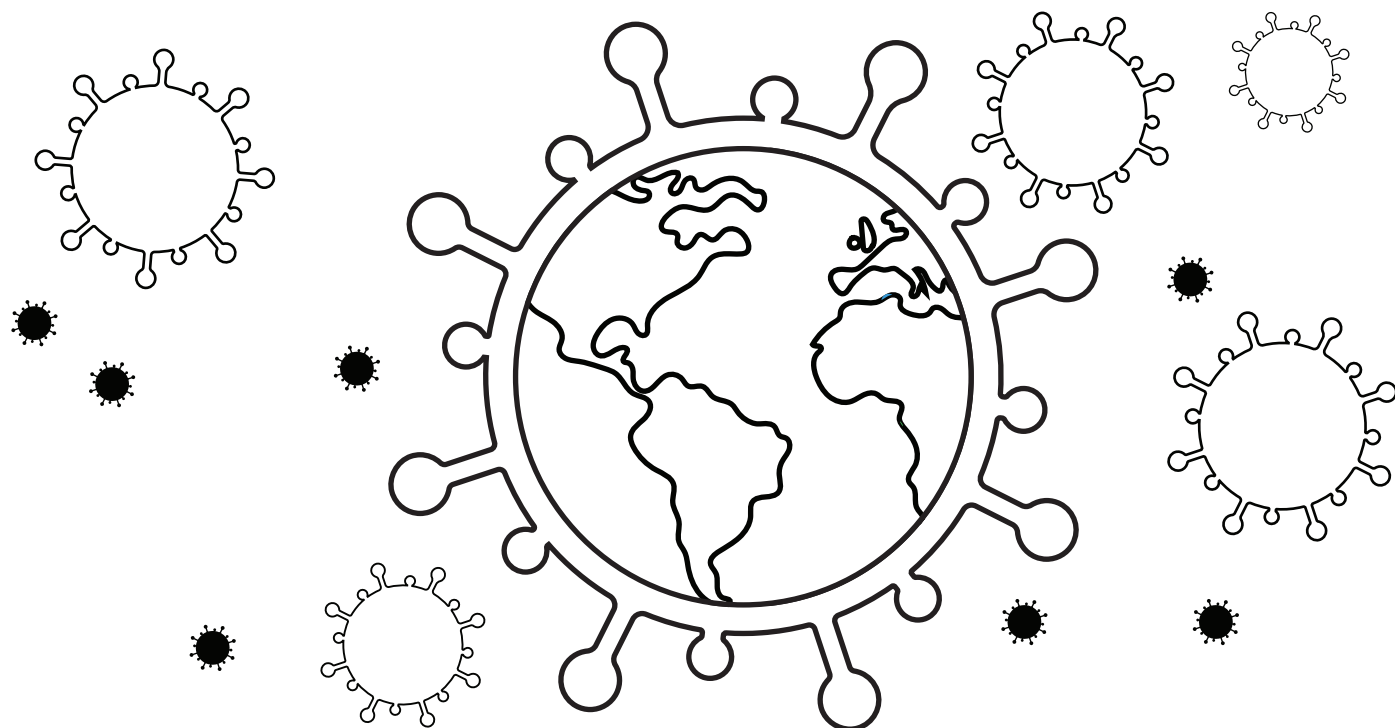
Drawing Perspective

Find a photo or image which shows a perspective view. Following these instructions, try to draw this image making it look as realistic as possible.

1. Draw the object in the foreground.
2. Draw in the other objects, making sure they get smaller and smaller the further away they are.
3. Draw the horizon line.
4. Follow the corners of the object to the horizon line and to the same point (known as the vanishing point).
5. Add in detail, colour and shading.



MY 2020 COVID-19 TIME CAPSULE

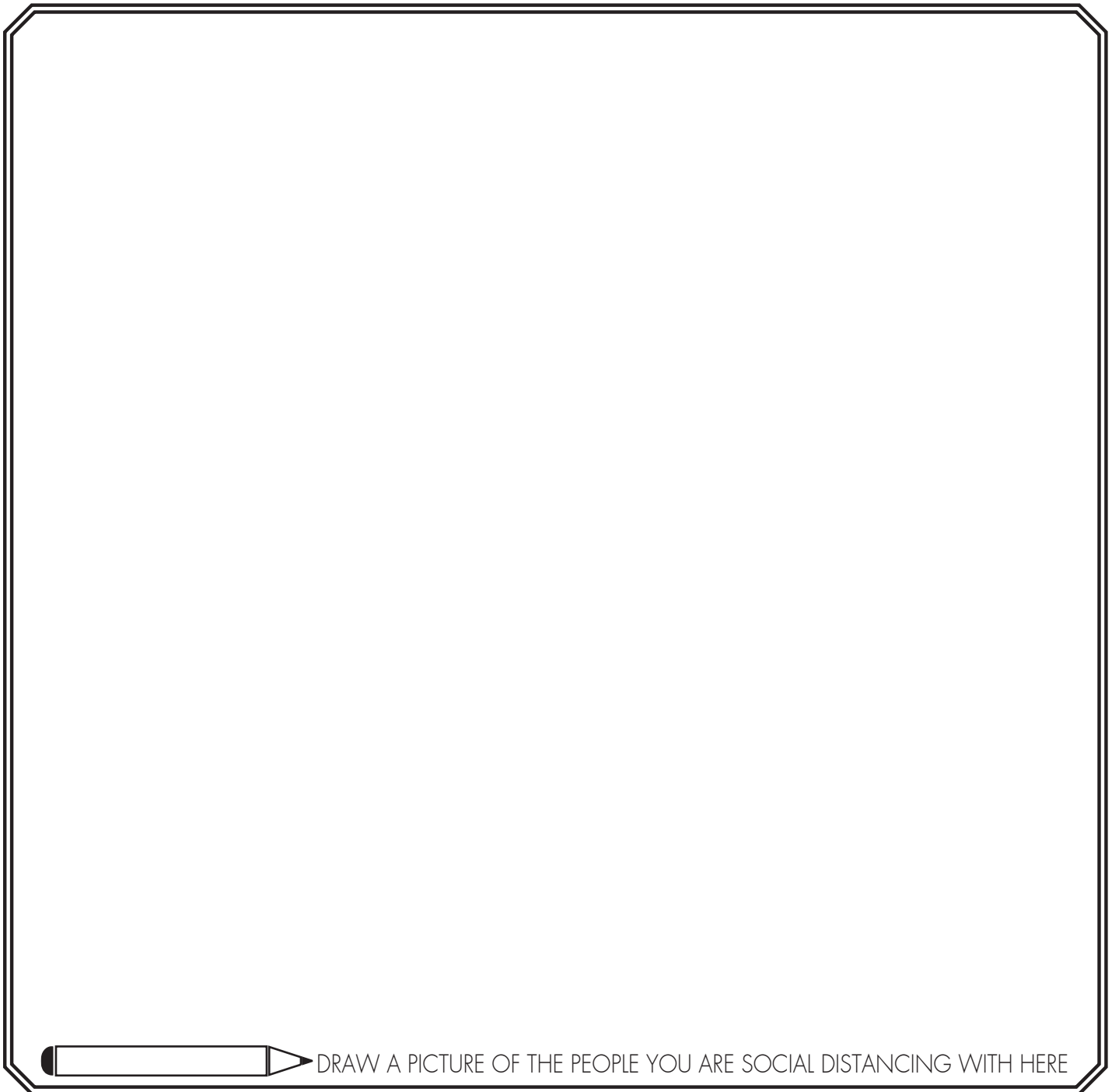



BY: _____

YOU ARE LIVING THROUGH HISTORY RIGHT NOW

TAKE A MOMENT TO FILL IN THESE PAGES FOR YOUR FUTURE SELF TO LOOK BACK ON. AND HERE ARE SOME OTHER IDEAS OF THINGS TO INCLUDE:

- SOME PHOTOS FROM THIS TIME
- ANY ART WORK YOU CREATED
- A JOURNAL OF YOUR DAYS
- FAMILY / PET PICTURES
- LOCAL NEWSPAPER PAGES OR CLIPPING
- SPECIAL MEMORIES



 DRAW A PICTURE OF THE PEOPLE YOU ARE SOCIAL DISTANCING WITH HERE

♥♥ ALL ABOUT ME ♥♥

I AM _____
YEARS
OLD

I STAND _____
INCHES
TALL

I WEIGH _____
POUNDS

SHOE SIZE _____

MY FAVOURITES

TOY: _____

COLOUR: _____

ANIMAL: _____

FOOD: _____

SHOW: _____

MOVIE: _____

BOOK: _____

ACTIVITY: _____

PLACE: _____

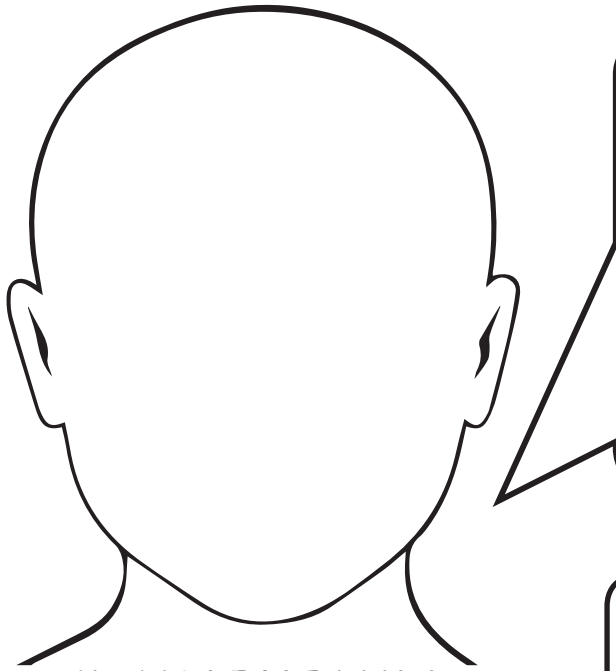
SONG: _____

MY BEST FRIEND/S:

WHEN I GROW UP I WANT TO BE:

DATE: _____

HOW I'M FEELING



HOW MY FACE LOOKS



WORDS TO DESCRIBE HOW I FEEL:

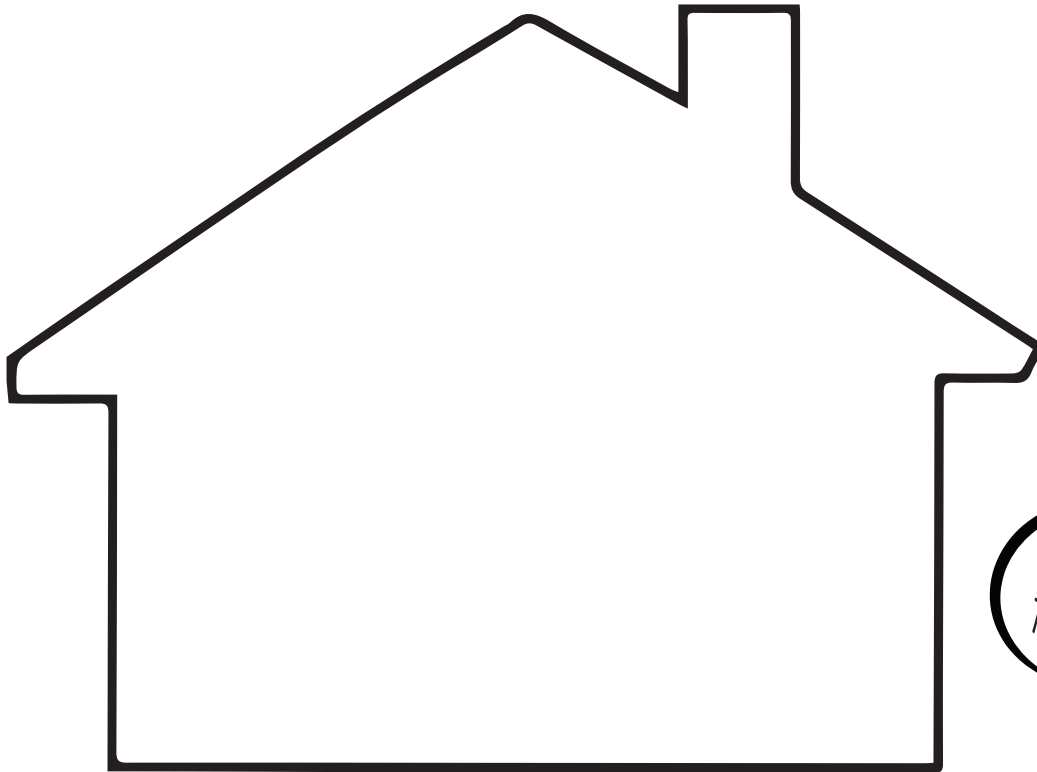
WHAT I HAVE LEARNT MOST FROM THIS EXPERIENCE:

I AM MOST THANKFUL FOR

THE 3 THINGS I AM MOST EXCITED TO DO WHEN THIS IS OVER:

<p>1</p>	<p>2</p>	<p>3</p>
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MY COMMUNITY



COLOUR THIS HOUSE
TO LOOK LIKE YOURS

WHERE I AM LIVING DURING THIS TIME:



WHAT THINGS ARE YOU DOING TO HELP FEEL CONNECTED/HAVE FUN
OUTSIDE (e.g hearts in windows, chalk notes on sidewalk, etc)

HOW ARE YOU CONNECTING WITH OTHERS?



YOU ARE NOT STUCK AT HOME,
YOU ARE SAFE AT HOME!



WHAT I AM DOING TO
KEEP BUSY AT HOME:

OUR HANDPRINTS



PRINT THE HANDS OF ALL THE PEOPLE LIVING IN YOUR HOME
(IN DIFFERENT COLOURS) AND PLACE YOUR HANDS HERE



SPECIAL OCCASIONS

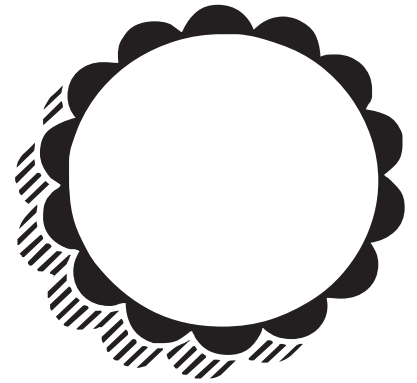
WHAT OCCASIONS DID YOU CELEBRATE DURING THIS TIME?
WRITE THE LIST DOWN HERE AND WHAT YOU DID TO CELEBRATE
(E.G. ST. PATRICK'S DAY, EASTER, BIRTHDAYS, ANNIVERSARIES)

EVENT	DATE	HOW YOU CELEBRATED

INTERVIEW YOUR PARENTS

WHAT HAS BEEN THE BIGGEST CHANGE?

HOW ARE YOU FINDING HOMESCHOOLING?



DAYS SPENT INSIDE

HOW ARE YOU FEELING?

YOUR TOP 3 MOMENTS FROM THIS EXPERIENCE:

1. _____
2. _____
3. _____

WHAT ACTIVITIES/HOBBIES HAVE YOU MOST ENJOYED DOING?

WHAT ARE YOU MOST THANKFUL FOR?

WHAT TV SHOW YOU WATCHED : _____

GOAL/S FOR AFTER THIS:

YOUR NEW FOUND FAVOURITE INSIDE FAMILY ACTIVITY:

FAVOURITE FOOD TO BAKE: _____

FOVOURITE TIME OF DAY: _____

