

## Writing: Year 5 – Summer 2 Week 1

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Writing</b>	<p><b>Writing about Reading</b></p> <p>This half term, you will be studying Louis Sachar's 'There's a Boy in the Girls' Bathroom'.</p> <p>Watch this <a href="#">video</a> on tenses and complete the grammar activity on tenses in Resource 1A.</p> <p>Watch the videos below of chapters 1-4 and answer the questions in Resource 1B after you have watched each video.</p> <p><a href="#">Chapter 1</a>, <a href="#">Chapter 2</a>, <a href="#">Chapter 3</a>, <a href="#">Chapter 4</a></p>	<p><b>Writing about Reading</b></p> <p>Watch the videos below of chapters 5-8 and answer the questions in Resource 2A after you have watched each video.</p> <p><a href="#">Chapter 5</a> <a href="#">Chapter 6 &amp; 7</a> <a href="#">Chapter 8</a></p>	<p><b>Plan a diary entry</b></p> <p>Watch this <a href="#">video</a> of chapter 9</p> <p>Plan a diary entry as Bradley Chalkers using the planning format.</p> <p>You should communicate how you are feeling as the character of Bradley.</p>	<p><b>Order events in a story</b></p> <p><b>Find features of a diary</b></p> <p>Order the events which happened when Bradley meets Carla.</p> <p>Use the timeline in Resource 4A as template</p> <p>Use the timeline in Resource 4B as a model</p> <p>Read the model example in resource 4C.</p> <p>Find the features of a diary entry and write them in Resource 4D.</p>	<p><b>Write a diary entry</b></p> <p>Write a diary entry describing how you felt when you first met Carla</p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>Time adverbials</li> <li>Rhetorical questions</li> <li>Relative clauses</li> </ul> <p>Challenge: use a variety of tense</p> <p>Watch this <a href="#">video</a> to help you to turn your plan into a diary entry</p>
<b>Resources</b>	<p>Resource 1A - Grammar worksheet on tenses</p> <p>Resource 1B - Comprehension Questions</p>	<p>Resource 2A - Comprehension Questions</p>	<p>Resource 3A - Planning format</p>	<p>Resource 4A - Timeline template</p> <p>Resource 4B - Timeline model</p> <p>Resource 4C - Model example</p> <p>Resource 4D - Features of Diary Entry activity</p>	

## Reading: Year 5 – Summer 2 Week 1

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	Whole class	<a href="#">Chapter 21- The Attack</a>	<a href="#">Chapter 22 - How My Sea Adventure Began</a>	<a href="#">Chapter 23 - The Ebb-tide runs</a>	<a href="#">Chapter 24 - The Cruise of the Coracle</a>	<a href="#">Chapter 25 - I Strike the Jolly Roger</a>
	I n d e p e n d e n t	* <a href="#">The Bremen Town Musicians</a> Pages 3-8	<a href="#">The Bremen Town Musicians</a> Pages 9-13	<a href="#">The Bremen Town Musicians</a> Pages 14-19	<a href="#">The Bremen Town Musicians</a> Pages 20-26	<a href="#">The Bremen Town Musicians</a> Pages 27-31
	**	<a href="#">The Story Behind Plastic</a> An Amazing Invention The History of Plastic	<a href="#">The Story Behind Plastic</a> So many kinds of plastic, so many uses Why plastics are special	<a href="#">The Story Behind Plastic</a> What plastics are made of How plastics are made	<a href="#">The Story Behind Plastic</a> Recycling plastic	<a href="#">The Story Behind Plastic</a> The future of plastic
	***	<a href="#">The Symphony That Was Silent</a> Chapter 1 & 2	<a href="#">The Symphony That Was Silent</a> Chapter 3 & 4	<a href="#">The Symphony That Was Silent</a> Chapter 5 & 6	<a href="#">The Symphony That Was Silent</a> Chapter 7 & 8	<a href="#">The Symphony That Was Silent</a> Chapter 9
<b>Spelling</b>		competition conscience conscious controversy convenience Challenge – choose 5 more words from the year 5 spelling list and practise spelling those, Use the school strategies to help you.				

## Resource 1A: Grammar worksheet on Tenses

A verb tense tells us when the action described by the verb has happened.

Past tense is made up of past simple, past progressive and past perfect.

Present tense is made up of present simple, present progressive and present perfect.

You use these all the time naturally in your speech and writing and have been taught simple and progressive tenses in earlier years. As you can see in the table below, the perfect tense is slightly more challenging!

The perfect tense refers to an action that has already been completed.

Look at these examples in Table 1 and then complete Table 2.

Table 1

<b>Past simple</b>	<b>Past progressive</b>	<b>Past perfect</b>	<b>Present simple</b>	<b>Present progressive</b>	<b>Present perfect</b>
Bradley sat at the back of the class.	Bradley was sitting at the back of the class.	Bradley had sat at the back of the class.	Bradly sits at the back of the class.	Bradley is sitting at the back of the class.	Bradley has sat at the back of the class.
Claudia laughed.	Claudia was laughing.	Claudia had laughed.	Claudia laughs.	Claudia is laughing.	Claudia has laughed.

Table 2

Past simple	Past progressive	Past perfect	Present simple	Present progressive	Present perfect
Bradley stayed in his room.					
	His voice was trembling.				
		She had smiled.			
			The teacher checks his hall pass.		

**Challenge:** Come up with your own sentence, based on 'There's a Boy in the Girls' Bathroom', in past simple tense and then convert it into past progressive, past perfect, present simple, present progressive and present perfect.

## **Resource 1B: Comprehension Questions**

### **Chapter 1**

1. Clarify/ find the meaning of 'bulging'.
2. What do you think the author means by the phrase 'He (Bradley) was an island'?
3. Predict why none of the other children wanted to sit next to or in front of Bradley. Use clues from the text in your answer to help you.

### **Chapter 2**

4. Why do you think that Bradley is thinking about what Jeff has said to him?

### **Chapter 3**

5. Summarize, using bullet points, the main events or key things you learn in this chapter.

### **Chapter 4**

6. Clarify/ find the meaning of 'hollered'.
7. Make a prediction about what kind of relationship you think Clara and Bradley will have. Use clues from the text to support your answer.

## **Resource 2A: Comprehension Questions**

### **Chapter 5**

1. Clarify/ find meaning of 'modestly'
2. What do you think the author means by the phrase 'side by side but not necessarily together'?

### **Chapter 6-7**

3. Summarise, using bullet points, the main events or key things you learn in this chapter

### **Chapter 8**

4. Write down 3 questions you have- could be about characters' behaviour, events that happen or what something means
5. Write down 3 predictions of things you think will happen in the book

### Resource 3A: Planning format

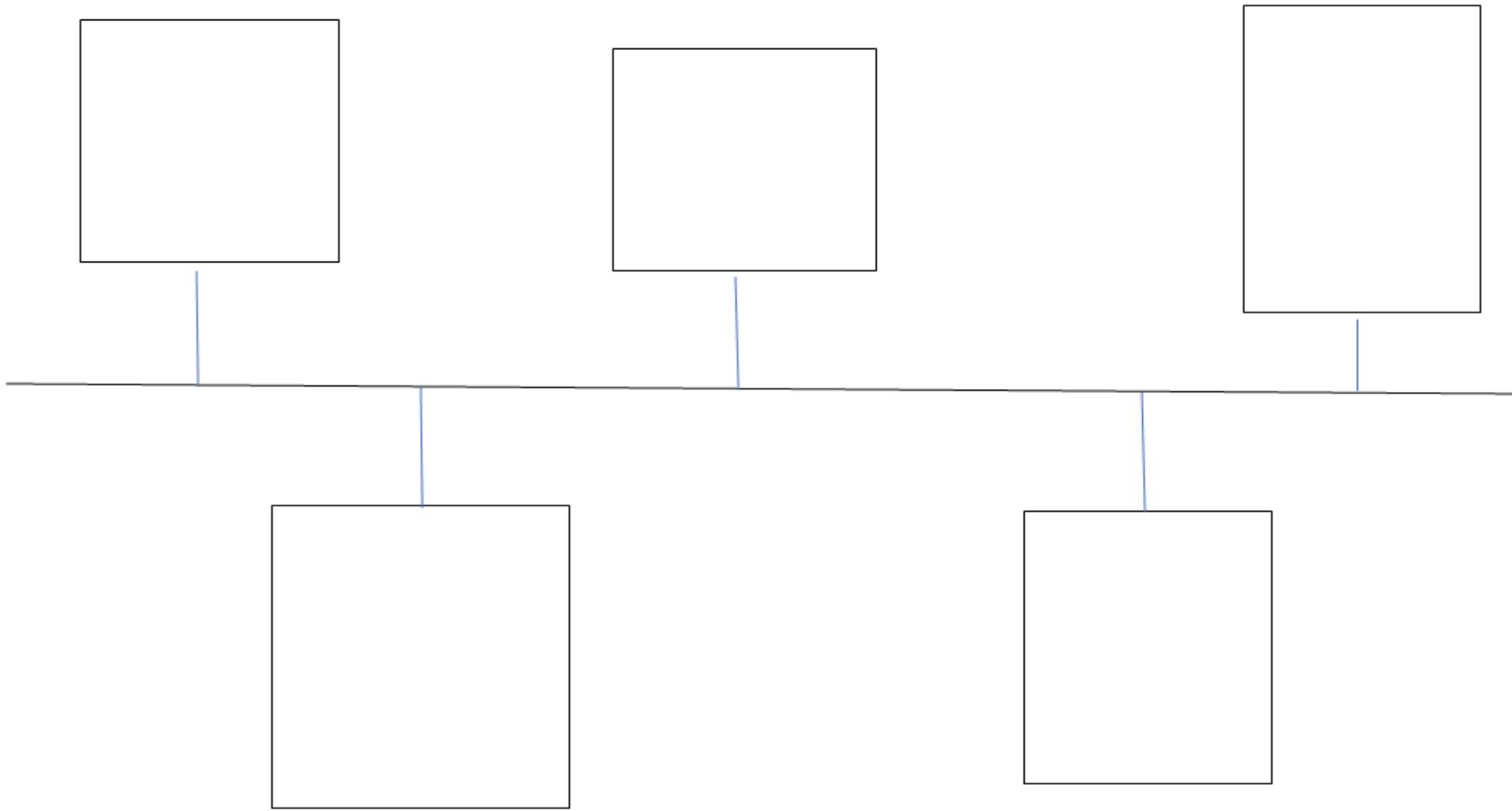
<b>Who are you writing for? (Audience)</b>	Myself (as the character of Bradley Chalkers) Expert language – familiar – written like
<b>Why are you writing? (Purpose)</b>	To inform (character's feelings) To narrate

<b>Title</b>	Date
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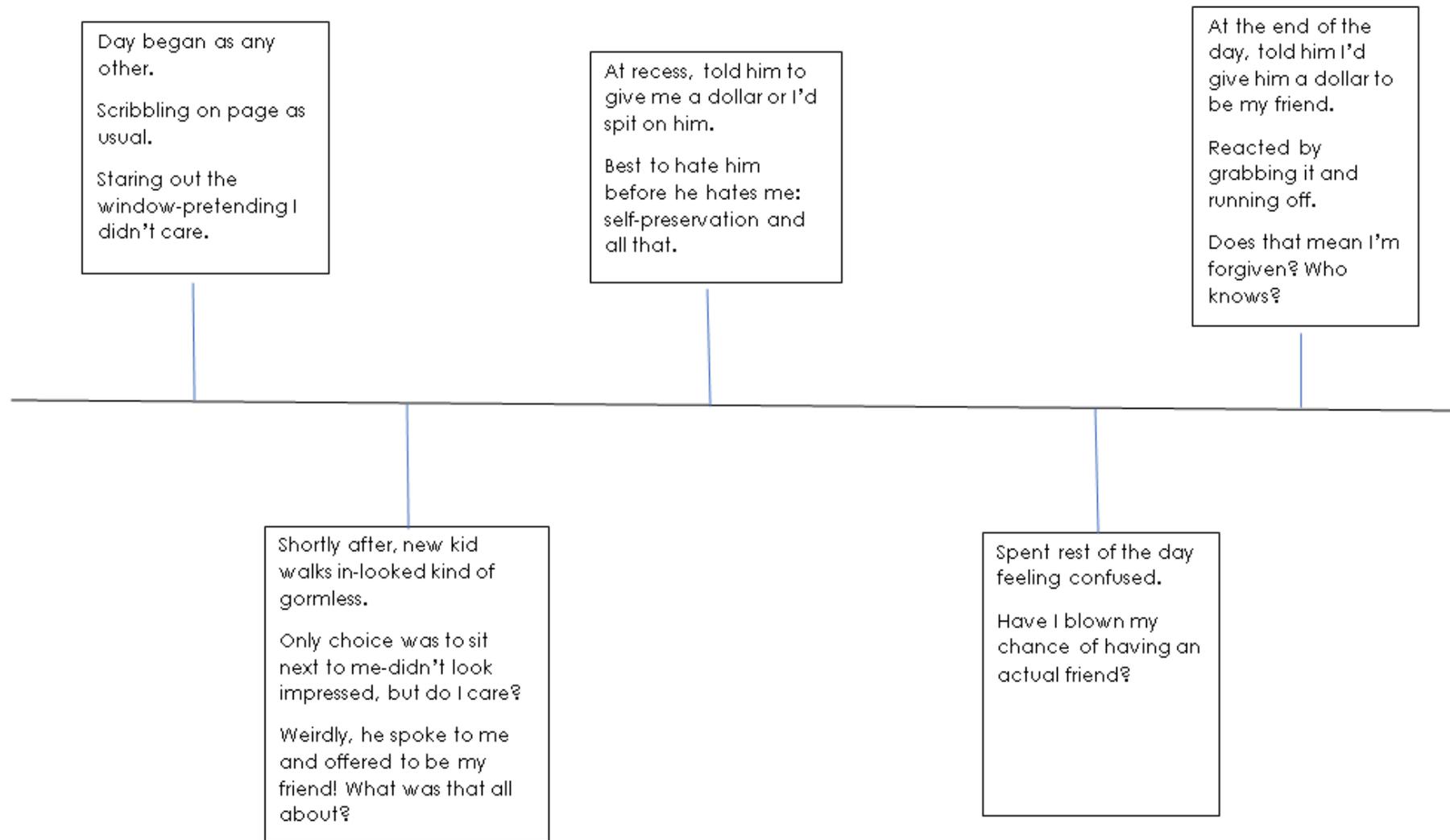
<b>Intro</b>	G	How are you feeling?
	S	Why are you feeling this way?
	V	What should you do?
<b>Paragraph 1</b>	<i>First impressions of Carla</i> <i>What were your actions towards her?</i>	

Detail		
Detail		
Detail		
<b>Paragraph 2</b>		<i>What did you talk about?</i> <i>Why did you act the way you did?</i>
Detail		
Detail		
Detail		
<b>Conclusion</b>	V	What have you decided to do?
	S	Why have you decided this?
	G	Closing statement on your thoughts and feelings

**Resource 4A: Timeline template**



## Resource 4B: Timeline example



### **Resource 4C: Model example**

Dear Diary,

Today started like any other day at school - boring! I sat in my seat; in the last seat, in the last row. I scribbled on my desk, trying to stop myself looking at the chart full of gold stars. The chart with one empty row. One empty row next to my name. Typical. Not that I even care!

Then, without warning, this new kid walked in. He looked seriously gormless. Mrs Ebbel started to introduce him to the class. He's called Jeff and is from Washington. (Big deal! I've met the president a bunch of times.) When he looked next to me- where the only spare seat is- he looked seriously nervous. Ha! As if I care! Mrs Ebbel (who is an evil toad) told him nobody likes to sit next to me. Unfortunately, he had no choice. Would you believe it though, he actually spoke to me? He said he'd like to be my friend! I didn't know what to think!

After that (at recess) I told him to give me a dollar or I'd spit on him. To tell you the truth, I don't really know why I did that. I guess I have to not like him before he doesn't like me. Everyone always ends up hating me, so I might as well not bother giving them a chance.

Anyway, for the next two lessons (French-ugh! and maths- double ugh!) I just stared at the wall. I felt so confused. Maybe he was telling the truth. Maybe this was my chance. Maybe I could finally have a friend.

At the end of the day, I told him I'd give him his dollar back if he became my friend. He looked seriously confused, grabbed it and then ran off! Can you believe that? Now I'm just confused. Hopefully, he'll forgive me for the way I acted in the morning and we can hang out. For once, I feel like I might have someone to play with at lunch. But who knows? Knowing my luck, it won't last long and he'll hate me like everyone else does.

I'll let you know how it goes tomorrow. Fingers crossed.

## **Resource 4D: Features of a Diary Entry activity**

Contractions to show everyday language e.g. 'We'll'

1

2

Time adverbials

1

2

Parentheses

1

2

Rhetorical questions

1

2

Relative clauses

1

2