

Writing: Year 5 – Summer 2 Week 5

	Lesson 1 Activity	Lesson 2 Activity	Lesson 3 Activity	Lesson 4 Activity	Lesson 5 Activity
<b>Writing</b>	<p><b>Introduction to a new text</b> Look at the illustration in resource 1A, which is the opening page for our new novel. We have removed the caption.</p> <p>Complete an expanded thinking map about the image using Resource 1A. What can you see? What can you infer based on what you can see? What questions do you have?</p> <p>Answer the following questions in full sentences:</p> <ol style="list-style-type: none"> <li>Where might this be?</li> <li>Why does it suggest will happen in the story?</li> <li>Why do you think the novel opens with this picture?</li> <li>From whose viewpoint may this be taken?</li> <li>What caption do you think would accompany this image?</li> </ol> <p>When you have finished the questions, scroll to the bottom of the resources to see the caption.</p> <p>Did it match your prediction?</p>	<p><b>Use the '4 Key Questions'</b> Look at the answers to your questions yesterday.</p> <p><a href="#">Listen to the first paragraph of the story here.</a> Today you are going to use <b>'4 key questions'</b> to help you to write about your reading:</p> <ul style="list-style-type: none"> <li>Was there anything you liked about this text?</li> <li>Was there anything you particularly disliked about this text?</li> <li>Was there anything that puzzled you?</li> <li>Were there any patterns or connections that you noticed?</li> </ul> <p>Answer these in Resource 2A.</p> <p>Have a think in your head or a discussion with someone:</p> <ol style="list-style-type: none"> <li>Was this paragraph what you were expecting? Why?</li> <li>How has the author made a sense of drama and intrigue?</li> </ol> <p>Write a summary which addresses these questions:</p> <ol style="list-style-type: none"> <li>Who do you think Zoe is? Why?</li> <li>What do you think has happened? Why?</li> </ol>	<p><b>Explore Characters</b> <a href="#">Listen to this part of 'Before: Chapter 1'.</a></p> <p>Use the <b>'4 key questions'</b> and write your thoughts on Resource 3A.</p> <p>Now think more specifically about what we know about the text. Have a think in your head or a discussion with someone:</p> <ul style="list-style-type: none"> <li>How do you think Zoe lost her parents?</li> <li>What could have happened?</li> <li>Why doesn't she trust people?</li> <li>What can we infer about her father and how he prepared her?</li> </ul> <p><a href="#">Listen to the last part of Chapter 1.</a> Using Resource 3B, write words and phrases inside the body to describe what we know about Zoe's feelings and personality. On the outside, write what we know about her appearance – or any other information we have about Zoe. <b>*Don't take up all the space – we will be using this again!</b></p>	<p><b>Consider Dystopian Tales</b> Listen to 'Before: Chapter 2'. <a href="#">Part a – Part b</a></p> <p>Use the <b>'4 key questions'</b> and write your thoughts on Resource 4A.</p> <p>Look at Resource 4B and learn about Norwich. Have a think in your head or a discussion with someone:</p> <ul style="list-style-type: none"> <li>What do you notice about the location of Norwich.?</li> <li>Imagine what might have happened to cause such a place to be surrounded by water.</li> </ul> <p>This type of story is called Dystopian fiction. Dystopia is a world that is familiar to you, but imagines a future where terrible things have happened and people have to fight for their future.</p> <p>Which other dystopian novels or movies can you think of? Write a very short summary of what they are and how they are dystopian on Resource 4C.</p> <p>Have a think in your head or a discussion with someone: Do you think this novel is set in the near or distant future? What clues tell you?</p>	<p><b>Explore Character</b> Re-read the extract from chapter 2 in resource 5A. Sketch what you imagine the building looks like.</p> <p><a href="#">Listen to 'Then: Chapter 1'</a></p> <p>Answer these questions in Resource 5B:</p> <ul style="list-style-type: none"> <li>What do the characters mean when they say 'cats/pigs/eels'?</li> <li>What could 'scrag' mean?</li> <li>Why do you think the characters are using language like this?</li> <li>Why doesn't Zoe understand them?</li> </ul> <p>Using a different colour than before, add on any information to character profile (from Lesson 3) about what we now know about Zoe's personality and character.</p> <p>Choose two of the following characters, and using resource 5B, complete a character profile for each of these, putting the characters feelings and personality on the inside and appearance on the outside in resources 5C &amp; D : Spat/Dooby/Munchkin/William.</p>



**Reading: Year 3 – Summer 1 Week 5**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	Whole class	Alice in Wonderland <a href="#">Chapter 6</a>	Alice in Wonderland <a href="#">Chapter 7</a>	Alice in Wonderland <a href="#">Chapter 8</a>	Alice in Wonderland <a href="#">Chapter 9</a>	Alice in Wonderland <a href="#">Chapter 10</a>
	Independent	<a href="#">Volcano</a>	<a href="#">Volcano</a>	<a href="#">Volcano</a>	<a href="#">Volcano</a>	<a href="#">Volcano</a>
	*	<a href="#">The Painting that Wasn't There</a>	<a href="#">The Painting that Wasn't There</a>	<a href="#">The Painting that Wasn't There</a>	<a href="#">The Painting that Wasn't There</a>	<a href="#">The Painting that Wasn't There</a>
	*	<a href="#">Off the Bench</a>	<a href="#">Off the Bench</a>	<a href="#">Off the Bench</a>	<a href="#">Off the Bench</a>	<a href="#">Off the Bench</a>
	*					
<b>Spelling</b>		Practice these words this week using the spelling strategies below: measure, treasure, creature, adventure, television, division, revision Challenge: Choose more words from the <a href="#">spelling list</a> below to practice spelling.				
<b>Extra if you'd like to read!</b>		Boy in the girls Bathroom <a href="#">chapters 30-31</a>	Boy in the girls Bathroom <a href="#">chapters 32-33</a>	Boy in the girls Bathroom <a href="#">chapters 34-35</a>	Boy in the girls Bathroom <a href="#">chapters 36-37</a>	Boy in the girls Bathroom <a href="#">chapter 38</a>

## Resource 1A:

What questions I have...

What I can infer...

What I can see...



**Resource 2A:**

Was there anything you liked about this text?	Was there anything that puzzled you?
Was there anything you particularly disliked about this text?	Were there any patterns or connections that you noticed?

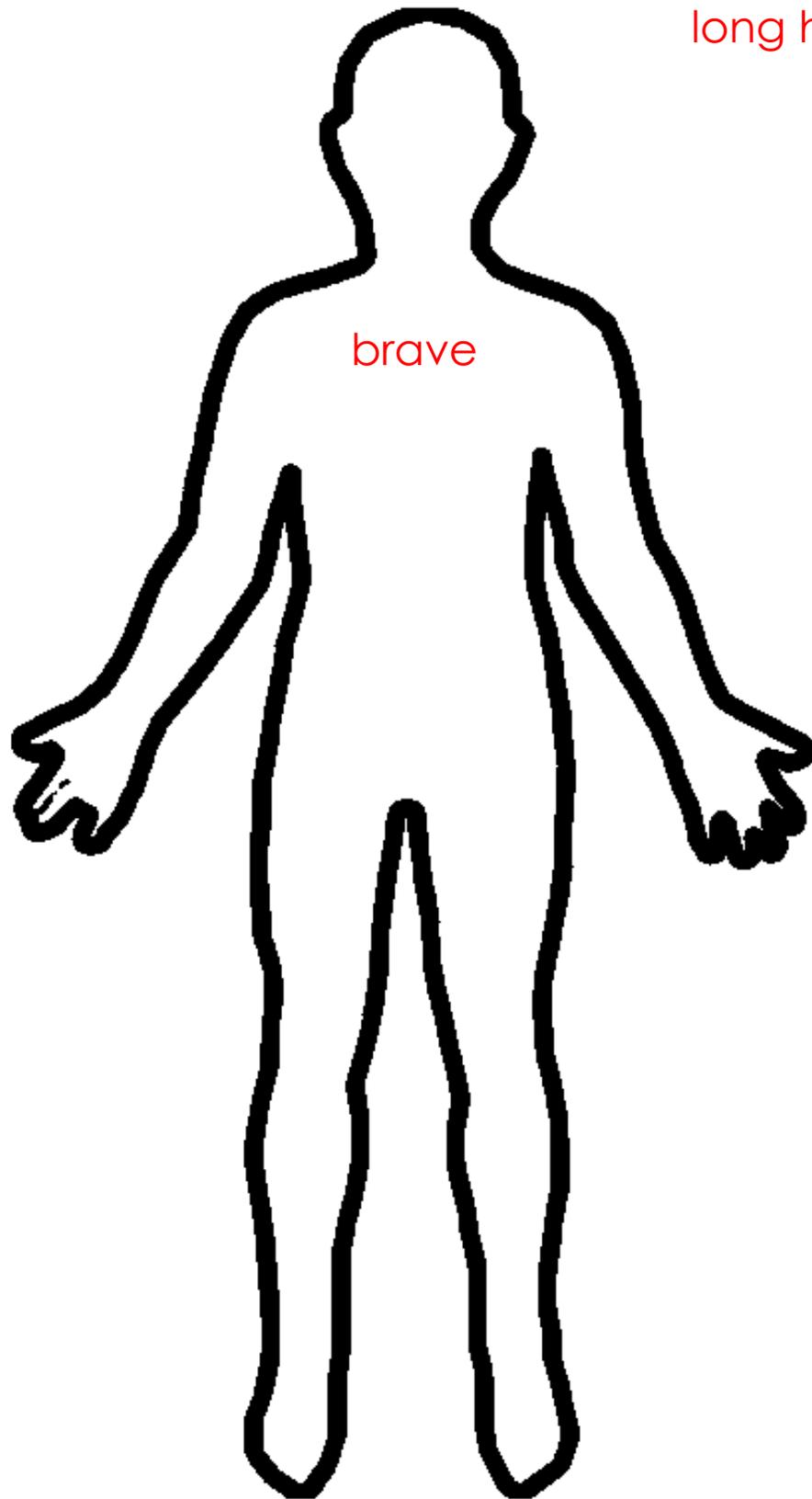
**Resource 3A:**

Was there anything you liked about this text?	Was there anything that puzzled you?
Was there anything you particularly disliked about this text?	Were there any patterns or connections that you noticed?

Resource 3B:

Zoe

long hair



brave

**Resource 4A:**

Was there anything you liked about this text?	Was there anything that puzzled you?
Was there anything you particularly disliked about this text?	Were there any patterns or connections that you noticed?



(4.5 °F)<sup>[205]</sup> during January 1979. In a typical year however, the coldest night should only fall to  $-7.5$  °C (18.5 °F).<sup>[206]</sup> On average 39.4<sup>[207]</sup> air frosts will be recorded during the course of the year. More recently, the temperature at Norwich airport fell to  $-14.4$  °C (6.1 °F)<sup>[208]</sup> on 18 December 2010 with unofficial weather stations reporting localised readings of  $-17$  and  $-18$  °C (1 and 0 °F).

The nearest sunshine monitoring weather station for which records are available is [Morley](#) agricultural research centre, about 11 miles (18 km) southwest of Norwich city centre. For the 1961–90 period, it averaged 1558 hours<sup>[209]</sup> of sunshine a year, a relatively high total for an inland part of the British Isles outside of southern England. In reality, given Norwich's position nearer to the coast and as such suffering from less convective cloud development during summer, true totals may even be slightly higher than this.

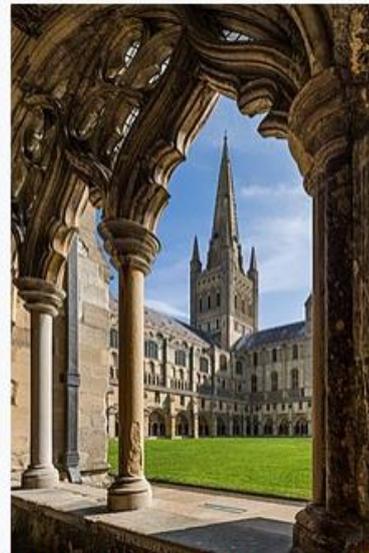
Rainfall, at around 650 mm (25 inches), is low, although as much as 100 mm (4 inches) higher than other, more sheltered parts of East Anglia, as Norwich is more prone to showers originating from the North Sea.<sup>[210]</sup>



[Sea fog](#) clinging to the East Anglian coast, February 2008; Norwich is denoted by the yellow dot.

### Norwich Cathedral

Cathedral Church of the Holy and Undivided Trinity



Spire and south transept viewed from the cloisters



Shown within Norwich

## Resource 4C

### **Book/Movie: Hunger Games**

The Hunger Games trilogy takes place future time, in the dystopian nation of Panem, located in North America. The country has a wealthy Capitol city, located in the Rocky Mountains, surrounded by twelve (originally thirteen) poorer districts ruled by the Capitol. The Capitol is rich and technologically advanced, but the districts are in varying states of poverty. The trilogy's narrator and main character, Katniss Everdeen, lives in District 12, the poorest region of Panem where people regularly die of starvation.

As punishment for a past rebellion against the Capitol (called the "Dark Days"), in which District 13 was destroyed, one boy and one girl from each of the twelve remaining districts, between the ages of 12 and 18, are selected by lottery to compete in an annual pageant called the Hunger Games. The Games are a televised event in which the participants, called "tributes", are forced to fight to the death in a dangerous public arena. The winning tribute and his/her home district are then rewarded with food, supplies, and riches. The Hunger Games were created to provide entertainment for the Capitol and to remind the districts of the Capitol's power and that they won the battle in the rebellion.

### **Book/Movie:**

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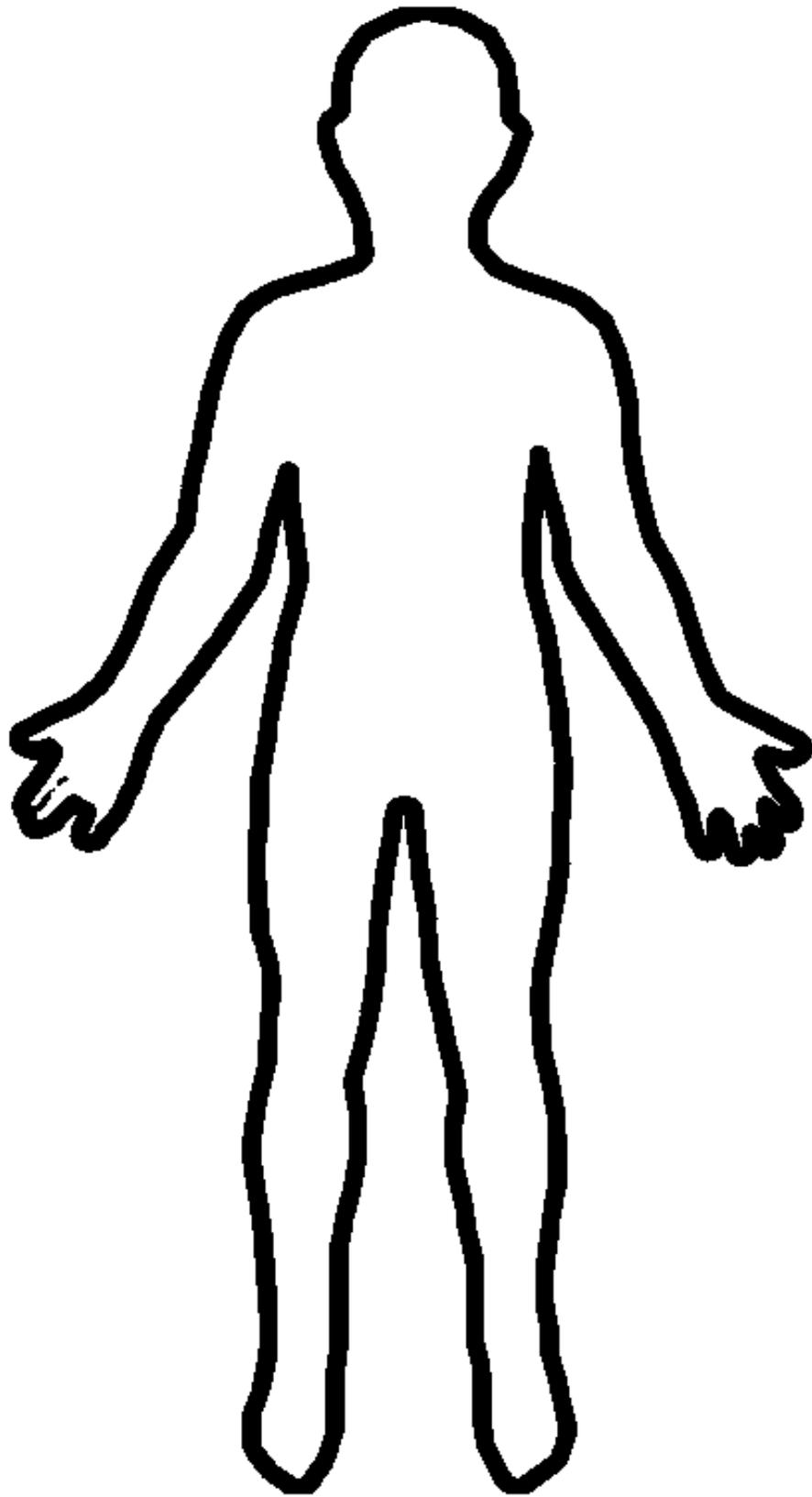
## **Resource 5A – Before Chapter 2 Extract.**

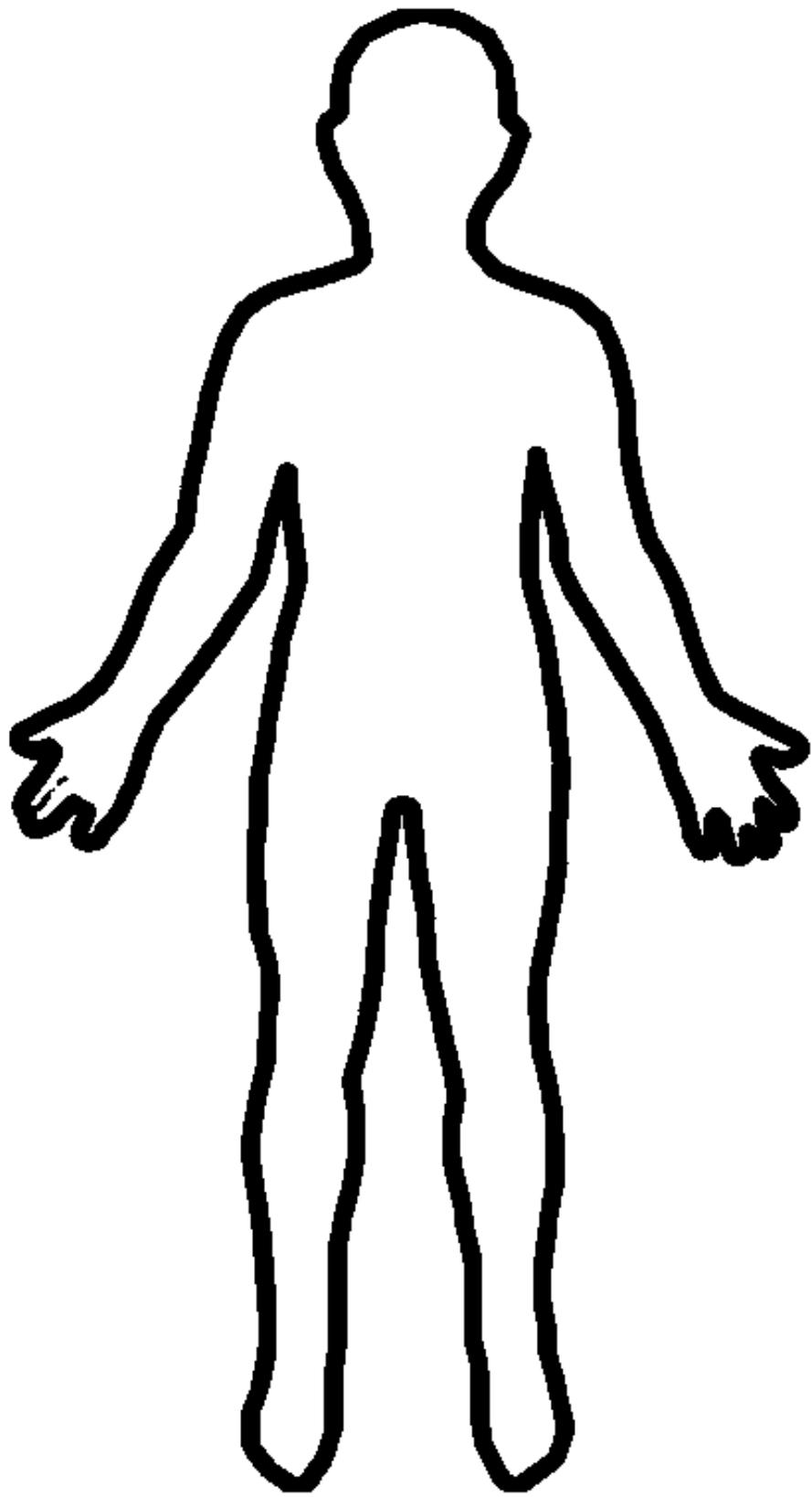
Far away on the horizon was a massive, ancient, stone building. It had two tall towers that stuck into the sky, one at the end and another shorter one in the middle. She couldn't see that there was any land underneath it, and it looked as if it was floating on the sea.

## Resource 5B

Was there anything you liked about this text?	Was there anything that puzzled you?
Was there anything you particularly disliked about this text?	Were there any patterns or connections that you noticed?

## Resource 5C







**The Caption with the picture = 'before'**