

**Writing: Year 5 – Summer 2 Week 6**

	<b>Lesson 1 Activity</b>	<b>Lesson 2 Activity</b>	<b>Lesson 3 Activity</b>	<b>Lesson 4 Activity</b>	<b>Lesson 5 Activity</b>
<b>Writing</b>	<p><b>Introduction to a new text</b></p> <p>Re-read '<a href="#">Then</a>' <a href="#">Chapter 1</a>. Explain that Zoe has ended up in a new city. <a href="#">Look at the map</a>. Based on the name 'Eels', where do you think she may have arrived? Remember she was aiming south west.</p> <p>Use <a href="#">this website</a> to help you learn about the setting of the chapter.</p> <p>In your head or with a friend, consider how might it feel to be in a place like this? What would you notice? How would you behave?</p> <p>Listen to the extract again and sketch the cathedral as you see it in your mind. Annotate what you have drawn.</p> <p>Make some comparisons between the cathedral now (in real life) and in the future using resource 1A.</p> <p>Read <a href="#">Chapter 2</a> and <a href="#">Chapter 3</a>.</p>	<p><b>Introduction to a new text</b></p> <p>Read <a href="#">Chapters 4 and 5</a>.</p> <p>Zoe is trapped on the island and is unsure if she can trust Dooby.</p> <p>In your head or with a friend, consider what advice would you give Zoe?</p> <p>Write Zoe a letter. Include what advice would you give her. Remember that you need to advise Zoe on how to handle her situation, what to do, who to speak to – but remember to sensitive to her feelings.</p> <p>You can see an example in Resource 2A.</p>	<p><b>Write a persuasive</b></p> <p>Read <a href="#">Chapter 6</a>.</p> <p>Go back to the section on Munchkin (Starting at 2:00 until 3:30).</p> <p>How do you think the children felt before Dooby arrived and took control of everyone and everything?</p> <p>Imagine that you are Dooby. In the next lesson, you will prepare a speech as Dooby to convince the islanders that you should be their leader.</p> <p>Listen to these speeches from famous public figures to inspire you:</p> <ul style="list-style-type: none"> <li>- <a href="#">Emmeline Pankhurst</a></li> <li>- <a href="#">Michelle Obama</a></li> <li>- <a href="#">Malala Yousafzai</a></li> </ul> <p>Whilst you watch and listen, consider the questions in Resource 3B. This will prepare you for the next lesson.</p>	<p><b>Introduction to a new text</b></p> <p>Using your knowledge of speeches from the last lesson, write a speech that will convince the islanders that you should be the leader.</p> <p>You can make it in your own style and own way but do try to take some themes or ideas from the speeches you have read or watched.</p> <p>Once you have finished, read through your speech using CUPS and ARMS.</p> <p>Once you have checked your speech, read it aloud to someone at home or in school. Ask them for feedback and revise a final draft of your speech.</p>	<p><b>Introduction to a new text</b></p> <p>Read <a href="#">Chapters 7</a> and <a href="#">Chapter 8</a>.</p> <p>Today you will be writing free-verse poetry. Look at the examples in Resource 5A to guide you to what sort of writing you are aiming to achieve.</p> <p>Consider how you think Zoe would write about the sea or the water that has changed her life so dramatically. What emotions may she want to express about what has happened to her? People often reflect on the soothing and calming effect the sight and sound of water has upon them; however, Zoe is trapped by the sea, it has destroyed her home and family, therefore how would she respond to the sea and water? What feelings would it evoke within her? Write a poem about elements of this.</p> <p>Remember – there is no wrong answer! Do not worry about what your poem looks like or sounds like. It can be as short or as long, or as simple or as complex as you like.</p>



**Reading: Year 3 – Summer 1 Week 6**

		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 11</a>	Alice in Wonderland <a href="#">Chapter 12</a>	Alice in Wonderland <a href="#">Chapter 13</a>	none	none
	Independent	<a href="#">Horseback Hopes</a>	<a href="#">Horseback Hopes</a>	<a href="#">Horseback Hopes</a>	<a href="#">Horseback Hopes</a>	<a href="#">Horseback Hopes</a>
	*	<a href="#">Blackbeard's Sword</a>	<a href="#">Blackbeard's Sword</a>	<a href="#">Blackbeard's Sword</a>	<a href="#">Blackbeard's Sword</a>	<a href="#">Blackbeard's Sword</a>
	*	<a href="#">Jane Goodall: Chimpanzee Protector</a>	<a href="#">Jane Goodall: Chimpanzee Protector</a>	<a href="#">Jane Goodall: Chimpanzee Protector</a>	<a href="#">Jane Goodall: Chimpanzee Protector</a>	<a href="#">Jane Goodall: Chimpanzee Protector</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>If you'd like to...</b>			Boy in the girls bathroom <a href="#">Chapters 39-41</a>	Boy in the girls bathroom <a href="#">Chapters 42-44</a>	Boy in the girls bathroom <a href="#">Chapters 45-47</a>	

**Resource 1A:**

<b>The cathedral now</b>	<b>The cathedral in future</b>
<i>Pristine clean polished aisles</i>	<i>Floor 'thick with dirt and heaps of rubbish'</i>

## Resource 2A

Dear Zoe,

Being alone is really hard. You need to be really careful about who you make friends with. Stay private, don't trust anyone, and keep yourself safe.

You should keep private. Don't tell anyone anything that they can use against you. Keep all the information about where you are heading to yourself and definitely don't tell people about your parents leaving you – those nasty girls may use it against you.

Any information or plans you have, you shouldn't share – especially with Dooby. He can't be trusted. I wouldn't even trust William – who knows if he is crazy? He might tell Dooby everything.

Finally, make sure you stay safe. I know you like to go wondering off to old buildings and I know you really want to find your boat, but you must not put yourself in danger. Make sure you are in by curfew and don't make the others too suspicious.

Remember – trust no one. Keep yourself to yourself and you should stay safe. Even though you feel alone, it won't be forever.

All my love,

Joanne

## Resource 3B:

<b>Speech Name:</b>			
What is the purpose of the speech?			
How does it make you feel and why?			
In what ways has the speaker considered their audience?			
What do you think makes it a good speech?			
How does the speaker use their words?			
How does the order of what is said have an effect?			
How does the speaker use their voice?			

# Resource 5A - Examples

## I Asked the River

*Valerie Bloom*

'Why do you run?' I asked the river,  
'So fast I can't compete.'

'I run,' the river said, 'because  
I have some streams to meet.'

'Where do you go?' I asked the river,  
'And what do you do there?'

'I go to the valley,' the river said,  
'Where I wash the rushes' hair.'

'Why do you sing?' I asked the river,  
'Such a sweet and happy tune?'  
'Because,' the river smiled,  
'I'm having lunch with the sea at noon.'

'Why do you laugh?' I asked the river,  
'You'll share the joke I suppose?'  
'I woke the mountain,' the river grinned,  
'By tickling his toes.'

Then the river shuddered, groaned and sighed,  
The song of the streams and the laughter died,  
And it whispered sadly, 'I can't, I can't,'  
As it limped along like an ancient aunt.

'Now why do you wait?' I asked the river,  
'And why is your current so slow?'  
'Something holds me back, ' it said.  
Its voice was faint and low.

'And is that why you're getting small?  
Is that why you sigh?'  
'I sigh,' the river said, 'because  
I know that soon I'll die.'

'Why don't you fight for your life?' I asked,  
'You only foam and seethe.'  
'My lungs are clogged,' the river moaned,  
'And I can hardly breathe.'

'Perhaps a rest,' I told the river,  
'Would help to clear your head.'  
'I cannot rest,' the river said,  
'There's garbage in my bed.'

'What's this garbage,' I asked, disturbed,  
'Which is clogging up your sand?'  
'Poisonous waste and wrappers like this,  
Which just fell from your hand.'

# The sea's hands

George Szirtes

The sea lays big glass hands on the sand,  
spreading its fingers out as if new  
to the shore. It can't quite believe in it.  
It wants to hold on before the glass breaks.

And it does break, giggling with froth,  
lets go and slips back as it always knew  
it would and the waves clap their hands  
erupting broad cream flakes

of pleasure into the air which is moving  
and will move for ever, through  
any fingers. And the sea doesn't mind.  
It is the glass not the heart that breaks.

# River reflection

*Poem from Red Cherry Red by Jackie Kay*

Standing by the river, my face grew  
into a flat fish and floated off  
to a lily pad, and I was lonely  
without myself, without my twin.

The river kept going on and on,  
talking to itself dark thoughts,  
and the rain started pattering on my face,  
so that I looked like a spotted leaf.

And my eyes searched the river for my past  
that might lie thick and slow underneath –  
until somebody called my name,  
and I walked home, turning my back on myself.