



Year 5 Remote Learning

English Week 16

Message

Hello everyone,

This week, there are only **3 daily lessons** as you will be in school for two days this week. You can choose when to do them, but just make sure you do them **in order** as they build up on each other!

On each day, there is a **SPaG** (Spelling, Punctuation and Grammar) **starter activity**. This may or may not be the same topic we are focussing on in the rest of the lesson. The main point of this is to keep all our other writing skills sharp.

There is an answer sheet for all the SPaG starters. Each SPaG lesson is on a separate page (3 in total). Make sure you don't scroll too far down and ruin the fun for the next day!

Just like we do in school, make sure you **keep your notes** from each writing lesson as you will need them in later lessons.

Some lessons have extra **resources** saved, and some have **videos**. Some videos are of other people and some will be from Mr Chamberlain.

If you have any questions or comments, please send us an e-mail at year5@coleridgeprimary.net.

We hope you enjoy yourselves!

Ms Razimbaud, Ms Horton, Mr Breuer and Mr Chamberlain

25 Daily Reading Challenge!

How many of these reading challenges can you complete? Tick them off once you've achieved them, and if you can, send us a photo of you doing the challenge!

Don't forget to visit the library at school every **Thursday (9.30am-12pm and 1pm-2.30pm)** outside the West office to pick up or swap new books!



Lesson 1

SPaG Starter

Drop in some info!

1. *Kate pushed the button.*

Can you add in more words to tell me:

- Sentence 1: What colour / size is the button?
- Sentence 2: How did she push it?
- Sentence 3: Why did she push it?
- Sentence 4: Who is Kate?

Extra challenge: Can you add all this information into ONE sentence (that makes sense!)?

2. *Carl dug a hole.*

Can you add in more words to tell me:

- Sentence 1: How big was the hole?
- Sentence 2: How did he dig?
- Sentence 3: Why did he dig?
- Sentence 4: Who is Carl?

Extra challenge: Can you add all this information into ONE sentence (that makes sense!)?

Check your answers in the document titled '**Year 5 SPaG Starter Answers - Week 16**'.

Writing

This week, you are continuing your work on poetry, looking at some more poems from *Moon Juice* by Kate Wakeling. You have **three lessons** this week, with each one following on from the other so it is important that you do them in order.

Watch the video below to see Mr Chamberlain reading *Rita the Pirate* by Kate Wakeling:
<https://youtu.be/zQj4RQsJ68o>

Activity 1:

You will look at and analyse the poem three times, looking for something different each time.

- Watch Mr Chamberlain again and listen out for words or phrases that describe Rita. Highlight these words and add your own ideas, e.g., what does a certain word tell you about her? Does it just describe her appearance or can we learn something about her personality?
- Read the poem (**Y5 English - L1 Rita the Pirate**) and highlight the descriptive language that stands out for you. Why do these words or phrases have such an impact? Remember to look out for assonance and alliteration and make a note of any words or phrases you really like.
- Re-read the poem and pay attention to the rhythm, trying to feel the natural pulse and beat of the lines. What do you notice? How does this affect the poem?

Activity 2:

Look at the poem *Skig the Warrior* (**Y5 English - L1 Skig the Warrior**). In what ways is the poem similar and different? Focusing on the rhythm, explore the following:

- Is the rhythm different? In what ways?
- Is there a regular rhythm, as in the first poem?
- Where are the rhyming words?

Lesson 2

SPaG Starter



Adjectives Swap!

Uh oh! The mischievous grammar pixies have mixed up all the adjectives in the following passage. Can you sort out where they should go?

Ella took the wooden knife from the centre of the strange table and held it in front of the sharp creature. It reared back, its dim fangs glimmering in the small light of the room.

Tip: Underlining all the adjectives will make it easier to start.

Check your answers in the document titled '**Y5 SPaG Starter Answers - Week 16**'.

Writing

Watch this video of Mr Chamberlain reading the poem 'Hamster Man' by Kate Wakeling:

<https://youtu.be/atoPQKG-Fjs>

In what ways is this poem similar and different to the other character poems, looked at in Lesson 1? What feelings does this poem evoke? How is the poem written? Can you think of other writers that write in rhyming couplets?

Add any words or phrases you like to your notes.

Activity 1:

Look at the poem 'Hamster Man' (**Y5 English - L2 Hamster Man**), paying particular attention to words and phrases that create humour. Highlight and annotate the parts of the poem you found humorous.

Activity 2:

Re-read the poem and make a sketch of what comes into your mind when you think of Hamster Man. Once you have finished drawing, annotate your sketch with words and phrases that most helped to build a picture of this character - these could be from the poem or some of your own.

You could draw this by hand, create a collage or use a computer/tablet and a paint/draw program. You could even send us some of your sketches, we would love to see them:

year5@coleridgeprimary.net

Lesson 3

SPaG Starter

Survival: Can you write some **instructions** for surviving this dangerous situation?!

You accidentally fall into the tigers' enclosure at the London Zoo. The tigers are ravenous (a word that means that you are on the menu!). By your feet, you find a rucksack with the following five items:

rope

biscuits

scissors

bucket

lamb chops



Explain how you could save yourself from this situation using the items above.

Extension: Can you use three different cohesive devices in your instructions?

Cohesive devices: *Whilst, Furthermore, Equally, Therefore, Consequently, Subsequently, Naturally, Obviously, Generally, As a rule, Particularly, Alternatively, Conversely, However*

Check your answers in the document titled '**Y5 SPaG Starter Answers - Week 16**'.

Writing

Watch the video of Mr Chamberlain explaining Lesson 3:
<https://youtu.be/QWYc7subfIY>

Have you seen a Jungle cat before? What do you think they are like?

Watch these videos of Jungle cats:

<https://www.youtube.com/watch?v=whzX4BXjV9Q>

<https://www.youtube.com/watch?v=-pXAp0KBPac>

What are these animals like? What do they do?

Watch this video of Kate Wakeling performing her poem 'Jungle Cat'
<https://vimeo.com/217980952>

Activity 1:

Read the poem *Jungle Cat* (**Y5 English - L3 Jungle Cat**) and think about the following:

- How does the poem make you feel?
- What words/phrases stay in your mind from the reading?
- What feelings do they evoke? *Think about phrases such as 'scratch' or 'rumble', 'fire-eyed', 'trick-tailed'

Using your copy of the poem, annotate the text to identify the imagery used in the poem.

Activity 2: Write your poem

Think of some different creatures, e.g., narwhal; dog; sloth etc. and then focus on one in particular. Draw a picture of this creature and then think of descriptive words and phrases to evoke visions, sounds and feelings of the animal and write them around it.

Using the notes you have gathered throughout the week, put together some ideas and make a rough plan of your poem. Which features do you want to include: humour; assonance; rhyming? Once you have planned your poem, write it in full. Draw a picture to accompany your poem, or perhaps make it a shape poem.

Send us your finished poems, we would love to see them:

year5@coleridgeprimary.net

Reading

This week, there are **three reading activities to choose from**.

Each one is based on a non-fiction text about the British musician, Stormzy. They are split into three categories, shown in the bottom left corner of the page:

- **1 Star - challenging**
- **2 Stars - more challenging**
- **3 Stars - most challenging**

You only have to choose one to do, but you may look at them all before making your choice.



The reading booklet, questions and answer key are all in one document titled: **Y5 Reading - Week 16**.

Remember to look at the answers only **after you have finished!**

Spelling

Activity

This week, we are going to look back at an assortment of spellings we have learnt this term.

Have a go at the activity to the right.

The correct spellings are on the next page!

Spot Mr Whoops' Mistakes

Mr Whoops is a little bit clumsy; in fact, he's very clumsy!! Even though he's really trying hard with his writing, he's still accidentally misspelt TEN of his Year 5 Term 3B spelling words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr Whoops to practise?



Mr Whoops is in special ops training. He is taking lessons in asertive but mercyful behaviour, how to deafuse bombs and deecoad spy messages.

He is currently in a secret tropickal location. Here, among other things, he must slide across a log over a crocodile-infested swamp and not overbaluns. He must also show how not to overreact in the face of definate danger.

His final test will be an imaginary offensieve in which he and the other trainees must overturn a corrupt leader and free some prisoners.

Rather him than me!

Mr Whoops needs to practise these words:

Spelling Answers

Mr Whoops is in special ops training. He is taking lessons in **assertive** but **merciful** behaviour, how to **defuse** bombs and **decode** spy messages.

He is currently in a secret **tropical** location. Here, among other things, he must slide across a log over a crocodile-infested swamp and not **overbalance**. He must also show how not to **overreact** in the face of **definite** danger.

His final test will be an imaginary **offensive** in which he and the other trainees must **overturn** a corrupt leader and free some prisoners.

Rather him than me!

<i>assertive</i>	<i>merciful</i>	<i>defuse</i>	<i>decode</i>
<i>tropical</i>	<i>overbalance</i>	<i>overreact</i>	<i>definite</i>
<i>offensive</i>	<i>overturn</i>		