

## Friday 20<sup>th</sup> November

9.00am-9.15am	9.15am-10.00am	10.00am-10.30am	10.30am-10.45am	Break	11am-12pm	Lunch	1pm-2pm
Spelling	Writing	Reading	SPAG task		Maths		Golden Time @Home

### Spelling (9.00am-9.15am)

Today you take your weekly spelling test.

Ask an adult to read out our weekly spellings, 1 by 1, just like I would do at school on a Friday morning. To challenge you, ask them to read them out in a random order too.

Afterwards, mark them yourself to see how you have done and let me know your score, so that I can record it into our class scores on the computer.

Good luck!

### Writing (9.15am-10.00am)

Write a **free verse poem**, describing the moment when Wing and the girl fly away and are free from the crows. Perhaps describe how they both feel as they soar into the air, how the wind rushes through their hair, how their wings beat together in unison, how their teamwork is allowing them to escape, how they are thankful that they have found each other...

Read the example poem to help inspire you.

A free verse poem does not have a strict meter and it does not follow a rhyme scheme. However, if you choose to, you can make pairs of lines rhyme as a challenge to yourself.

You may want to use some ideas from Tuesday’s word bank, and your character description.

Remember, this is a free verse poem, which means that it doesn’t have a strict meter or rhyme scheme. Your poem does not need to rhyme – it is up to you.

I have made some suggestions to the side of the poem, which may help you to write a great one!

One brave step off the bough of the tree,  
To escape the entrapment, now I am free,  
Soaring,  
Gliding,  
Flying high,  
Above the forest where the sun meets the sky,  
A peaceful life, where I can be free,  
I wish those bullies could look and see,  
My tattered wing, a broken wreck,  
Like a useless tool beneath my neck.  
But a new invention on the other side,  
Allows me like a bird to glide,  
Away from the evil and darkness within,  
That wretched forest, the crows and their din,  
Like whinging babies who want their own way,  
I am now free to seize the day.

<i>Use these lines to show your reader how you (Wing) are feeling just before you begin to fly.</i>
<i>Use powerful and creative adjectives to describe the action of flying.</i>
<i>Use a preposition to show the reader where.</i>
<i>Explain to the reader what you (Wing) are trying to escape from.</i>
<i>Creatively describe your (Wing’s) broken limb to the reader.</i>
<i>Tell your reader about the new wing and what it lets you do.</i>
<i>Finish by letting the reader know how you (Wing) feel now you can fly.</i>

## Reading (10.00am- 10.30am)

### **Wrecked**

The wave that came upon me again buried me at once twenty or thirty feet deep in its own body, and I could feel myself carried with a mighty force and swiftness towards the shore - a very great way; but I held my breath, and assisted myself to swim still forward with all my might. I was ready to burst with holding my breath, when, as I felt myself rising up, so, to my immediate relief, I found my head and hands shoot out above the surface of the water; and though it was not two seconds of time that I could keep myself so, yet it relieved me greatly, gave me breath, and new courage. I was covered again with water a good while, but not so long but I held it out; and finding the water had spent itself, and began to return, I struck forward against the return of the waves, and felt ground again with my feet. I stood still a few moments to recover breath, and till the waters went from me, and then took to my heels and ran with what strength I had further towards the shore. But neither would this deliver me from the fury of the sea, which came pouring in after me again; and twice more I was lifted up by the waves and carried forward as before, the shore being very flat.

The last time of these two had well-nigh been fatal to me, for the sea having hurried me along as before, landed me, or rather dashed me, against a piece of rock, and that with such force, that it left me senseless, and indeed helpless, as to my own deliverance; for the blow taking my side and breast, beat the breath as it were quite out of my body; and had it returned again immediately, I must have been strangled in the water; but I recovered a little before the return of the waves, and seeing I should be covered again with the water, I resolved to hold fast by a piece of the rock, and so to hold my breath, if possible, till the wave went back. Now, as the waves were not so high as at first, being nearer land, I held my hold till the wave abated, and then fetched another run, which brought me so near the shore that the next wave, though it went over me, yet did not so swallow me up as to carry me away; and the next run I took, I got to the mainland, where, to my great comfort, I clambered up the cliffs of the shore and sat me down upon the grass, free from danger and quite out of the reach of the water.

*An extract of Robinson Crusoe by Daniel Defoe*

## Wrecked on a Desert Island



1. Find and underline the phrase which shows that the character almost died.



2. Where do you think the man was before he ended up in the water?




3. Where do you think the man has been shipwrecked? Predict what you think he will do next immediately after this extract.




4. Find and copy five words from the text which show the speed and power of the sea.




## Wrecked on a Desert Island



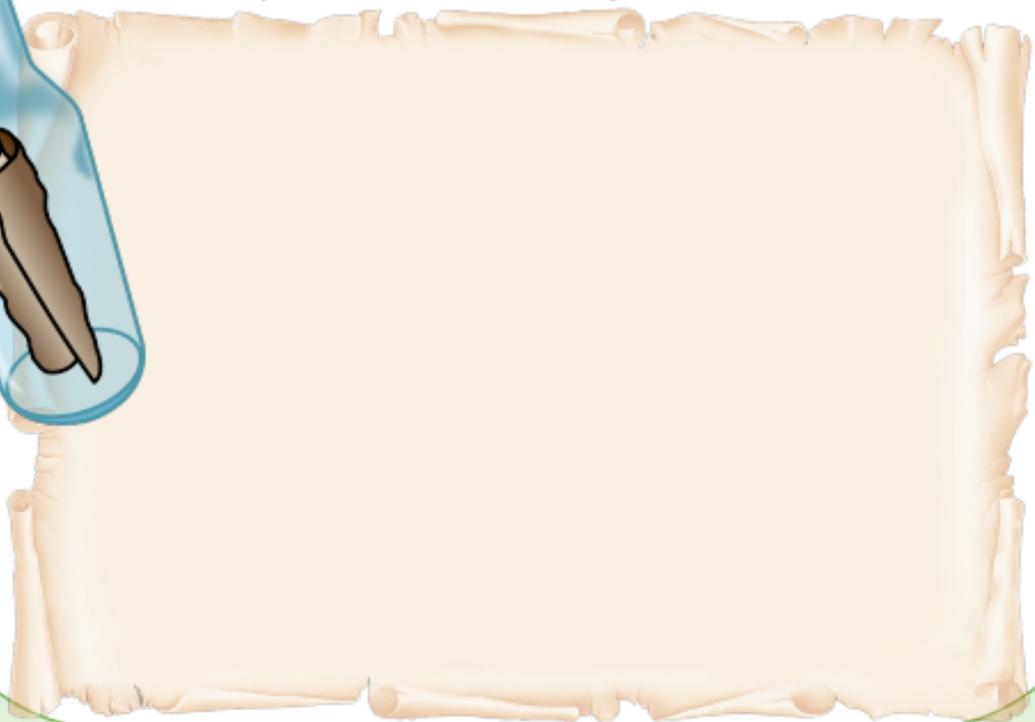
5. Where did the waves begin to get smaller?




6. How does the characters mood change throughout the extract?  
Use evidence from the text to support your answer.




Sailors would sometimes write a message and put it in a bottle. Write down what you think this sailor's message would be.



**SPAG Task (10.30am 10.45am)**

**Plural and Possessive S**

## Possessive -s

An -s can be added to show possession of a **singular** noun, however it needs to have an apostrophe in the correct place to make it grammatically correct.

The new teacher belongs to the school, which is singular.

**School's new teacher**

To form the possession of a singular noun, add an apostrophe, followed by the letter -s.

Singular	Plural	Singular Possession
dog	dogs	The dog's fur.
garden	gardens	The garden's flowers were pretty.
handbag	handbags	The handbag's handles were big.

1. Copy the table below and fill in the missing boxes.

Short form with apostrophe	Long form
a) The girl's hat.	<i>The hat belonging to the girl.</i>
b) The boy's shoes.	
c) The park's flowers.	
d) The bike's bell.	
e)	The drink belonging to the boy.
f)	The walking stick belonging to the lady.
g)	The song belonging to the bird.

2. Look at the sentences below. When I was typing them, I forgot to use apostrophes. Decide which sentences need apostrophes and re-write them correctly. Not all sentences need apostrophes, so look closely and choose wisely.

I enjoyed using my friends scooter.

I borrowed my dads trainers to go to the park but they were too big.

The dogs were barking wildly by the gate.

The birds sat in the trees and twittered.

Jack had two dogs, which he had taken for a walk.

The wheels on my bike were flat.

Johns running shoes were brightly coloured.

The ducks ate the break that I fed them.

There were two slides. One for the babies and one for the older children.

The parks sign asked us to not drop litter.

We ate our lunch at the cafes outdoor seating area.

Adam and Kamal played hide and seek in the trees.

The ice cream vans music was playing as it drove along the street.

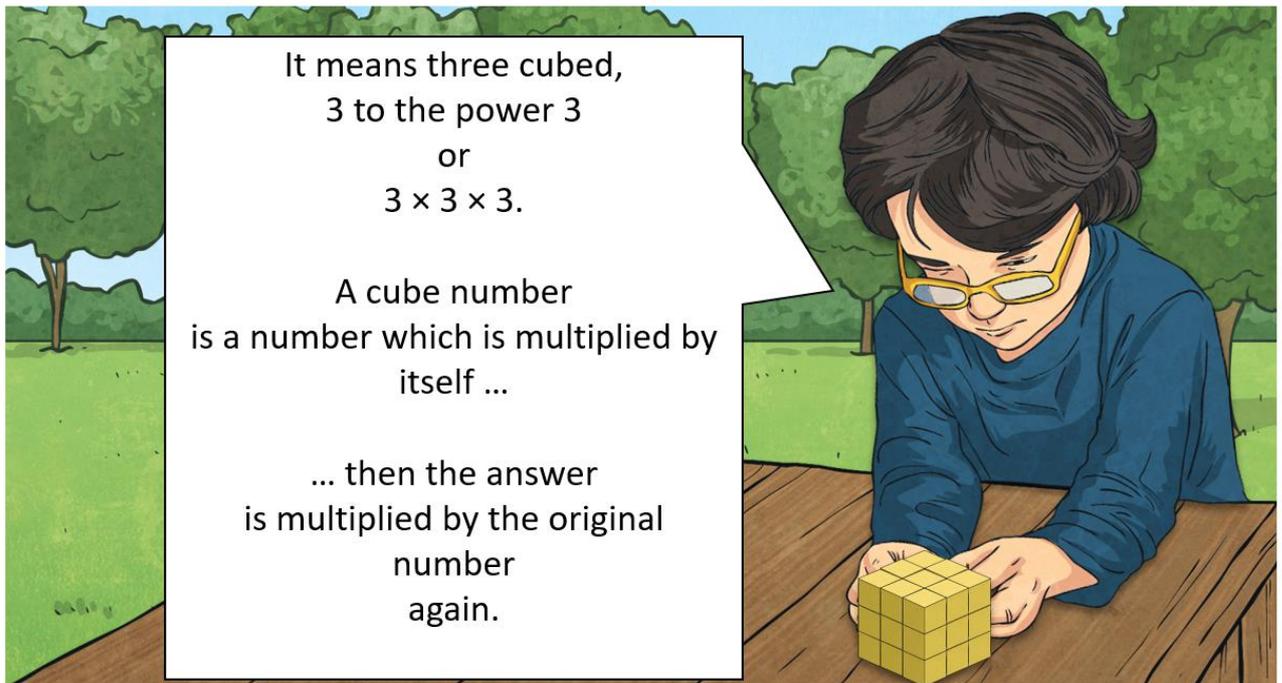
Sarahs mum was ready for home.

## Maths (11am- 12pm)

Before you begin today's maths work, have a glance back at yesterday's work where we learned about **square numbers**.

Today we are going to learn about **cube numbers**.

What does this mean?  $3^3$



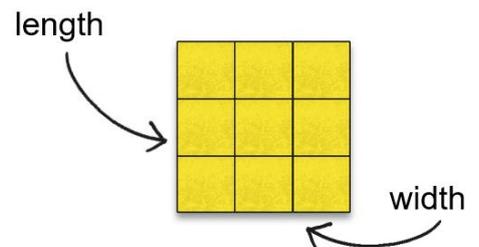
Let's look at some arrays to help us.

**Square number arrays have two dimensions.**

$$3^2$$

$$3 \times 3 = 9$$

Three rows of three equals 9 altogether.

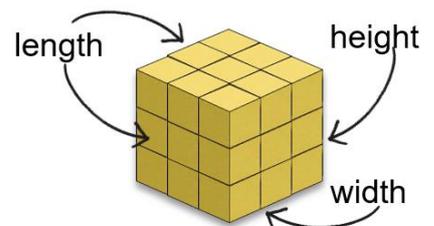


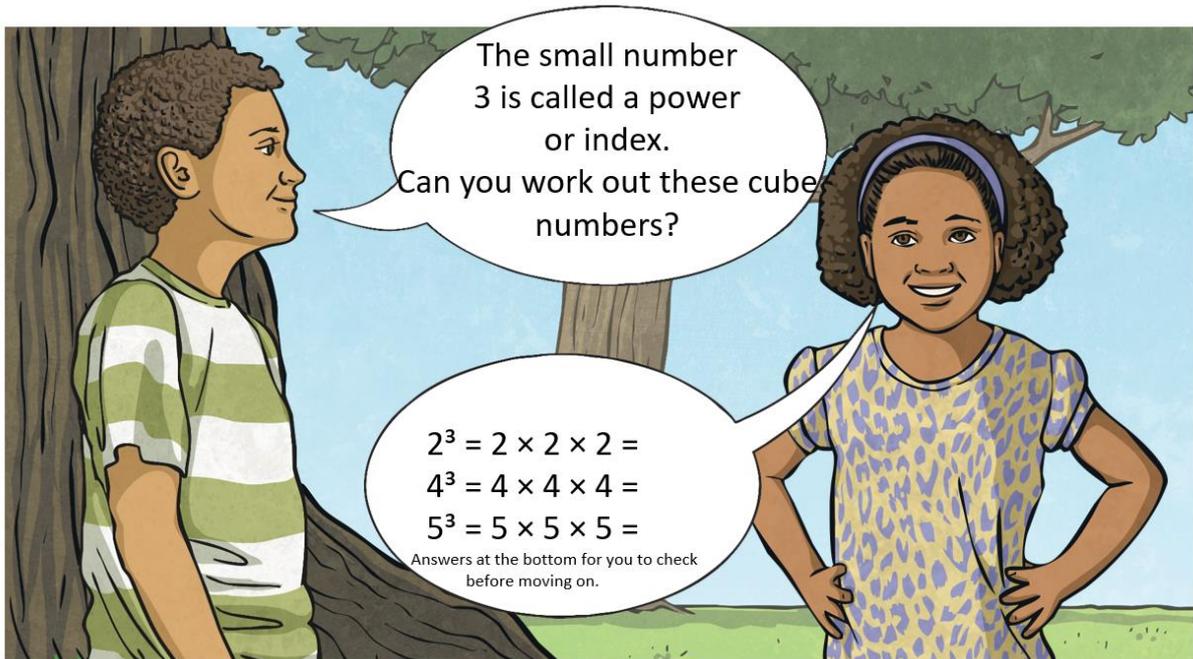
**Whereas cube numbers have 3 dimensions.**

$$3^3$$

$$3 \times 3 \times 3 = 27$$

Three rows of three (9) multiplied by three equals 27 cubes altogether.





Can you calculate these cube numbers?

Use a written method to help you, like this:

$$12^3 = 12 \times 12 \times 12$$

$$12 \times 12 = 144$$

$$144 \times 12 = 1728$$

H	T	U	
1	4	4	
×	1	2	
2	8	8	
1	4	4	0
1	7	2	8
1			

- a)  $5^3 =$  \_\_\_\_\_
- b)  $6^3 =$  \_\_\_\_\_
- c)  $7^3 =$  \_\_\_\_\_
- d)  $8^3 =$  \_\_\_\_\_
- e)  $9^3 =$  \_\_\_\_\_
- f)  $10^3 =$  \_\_\_\_\_
- g)  $11^3 =$  \_\_\_\_\_



### **Golden Time (1pm- 2pm)**

I have been very impressed by the level of effort and hard work that you have all put into your learning at home this week, so it is time you had some Golden Time!

For your Golden Time this week, I would like you to play a game of your own invention.

The only stipulation is that it is not allowed to involve technology of any kind- I'm sure you have spend more than enough time looking at digital screens whilst you have been working this week.

Try and involve other people in your house and have fun with them too- remember, your parents have been working hard to support your learning at home, so they need to have fun too!

### Example maths answers to check

$$2^3 = 2 \times 2 \times 2 = 8$$

$$2 \times 2 = 4$$

$$4 \times 2 = 8$$

$$4^3 = 4 \times 4 \times 4 =$$

$$4 \times 4 = 16$$

$$16 \times 4 = 64$$

$$5^3 = 5 \times 5 \times 5 =$$

$$5 \times 5 = 25$$

$$25 \times 5 = 125$$