

Tuesday 17th November

9am-9.45am	9.45am-10.00am	10.00am-10.30am	10.30am-10.45am	Break	11am-12pm	Lunch	1pm-2pm
Writing	Spelling	Reading	SPAG task		Maths		Music

Writing (9am-9.45am)

Character Description

Use an image of Wing (you can draw your own or print the image at the bottom of today's plan) and label it with adjectives and noun phrases (e.g. dishevelled clothes) and similes (e.g. he fell like a stone). Use the word bank below to help and/or a thesaurus at home or online to enhance your vocabulary choices.

dull	unusual	hair	contented
dishevelled	curious	eyes	frightened
worn	alien	skin	edgy
feathery	impression	clothes	harmony
scaled	appearance	image	lost
broken	flute	physical	alone
threadbare	neglected	belongings	stray
young	wary	demeanour	happy

Next plan and write **2 paragraphs** to describe Wing, using a variety of sentence structures. Look at the **'Sentence Type Recap'** below to recall how to use different sentence structures, including sentences with relative clauses and fronted adverbials.

Next think about how to use your ideas to write your description.

- Remember a description is not only about Wing's physical appearance. Describe his feelings and explain your ideas by using the story. For example, you may describe how Wing is anxious when the crows find him because they are mean to him.
- Think about grouping your ideas together so your ideas flow together well. Which ideas should go in the first paragraph? Which ideas go well together in the second paragraph?

Sentence Type Recap

Look at these two sentences:

Sentence no. 1: He has one wing.

Sentence no. 2: Sprouting from his left shoulder, he has a feathery, white wing.

See how sentence no.2 is more effective with the addition of the fronted adverbial phrase at the start, and the use of adjectives to expand the noun.

Types of sentences

1. Sentence with just a main clause: **Wing has a feathery, white wing.**
2. Sentence with a subordinate clause: The earth cracked beneath him **when Wing suddenly fell to the ground.**
3. Sentence with a subordinate clause at the beginning of the sentence: **When Wing suddenly fell to the ground,** the earth cracked beneath him.
4. Sentence with a relative clause: Wing, **who unfortunately cannot fly,** has a feathery, white wing.
5. Sentence with a fronted adverbial: **Shivering with shock,** Wing realised he could no longer fly.

Challenge

If you want to challenge yourself further, perhaps you could use one or more of these sentence openers?

1. Sentence with an -ing opener: **Crashing to the ground,** Wing cried out in agony.
2. Sentence with an -ed opener: **Frightened by the strange creatures,** Wing ran home as fast as his legs could carry him.
3. Sentence with a simile opener: **Squeaking like a delirious mouse,** the strange contraption was pushed onto the tree house's balcony.

Try to use each of these sentence structures in your description.

Spelling (9.45am-10.00am)

- Investigate syllables
- Highlight the tricky parts/sounds in the words
- Sky write the spellings
- Apply the words into sentences

Reading (10.00am- 10.30am)

Look at the e-book provided- Firebird.

Today is our last day working with our eBook, Firebird. I hope you have enjoyed reading it.

Read Chapter 5

p.33 What is the main thing that happens in the first paragraph of this chapter?

p.33-34 Choose only ten words from the first two pages of this chapter. Put the book to one side. Using the ten words you picked out, turn these into a summary paragraph about the entire book.

P35-37 Summarise what happens from the point where the wolf reappears until the end.

Can you describe what happened in this chapter in three sentences?

Deeper Reading

What is the most important message in this book?

Using less than 20 words, write a blurb for this book.

Predict

Write down your ideas for what will happen after the end of this story. What will happen to the firebird? What will happen to the wolf? What will happen to Dmitry and Vasily? What about the other tsars? Do they come in search of the things they have taken from them?

Challenge

Consider what the title of a sequel to this book would be. Explain your reasons for choosing this title.

SPAG Task (10.30am 10.45am)

Using Commas

Part A

You can use commas:

- to separate items in a list;
- to separate extra information in a sentence;
- between clauses;
- when using direct speech;
- after fronted adverbials.

Insert the missing commas in the following sentences:

1. "You have been a good friend to me" said the wolf.
2. Ivan said "You have been a great friend."
3. Vasily can play the flute the guitar and the harp.
4. The firebird enjoys singing eating and flying.
5. Without hesitation Ivan jumped onto the wolf's back.
6. Suddenly a wolf appeared in the forest.
7. Although Ivan enjoyed his adventure he was glad to be heading home.
8. Would you like to rest awhile here Princess Helena?
9. Whenever Ivan needed help the wolf was there to help him.
10. "Thank you for all your help" Ivan said to the wolf.

Part B

Write a paragraph based on the story of 'Firebird' to show you can use commas in the following ways:

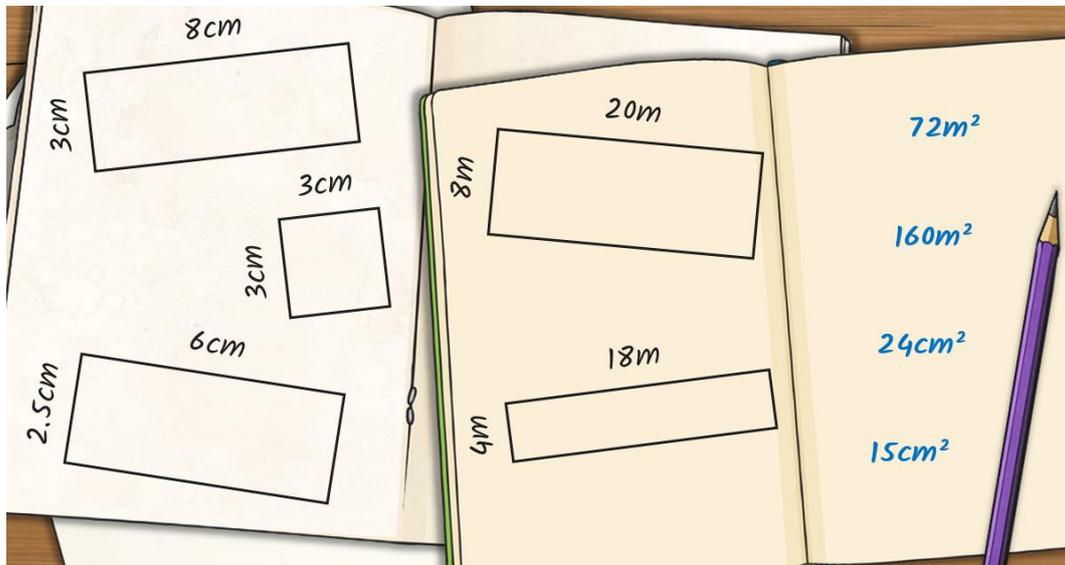
1. before closing speech
2. to introduce speech
3. after a fronted adverbial
4. to separate clauses
5. in a list

Maths (11am- 12pm)

Compare the areas of rectangles

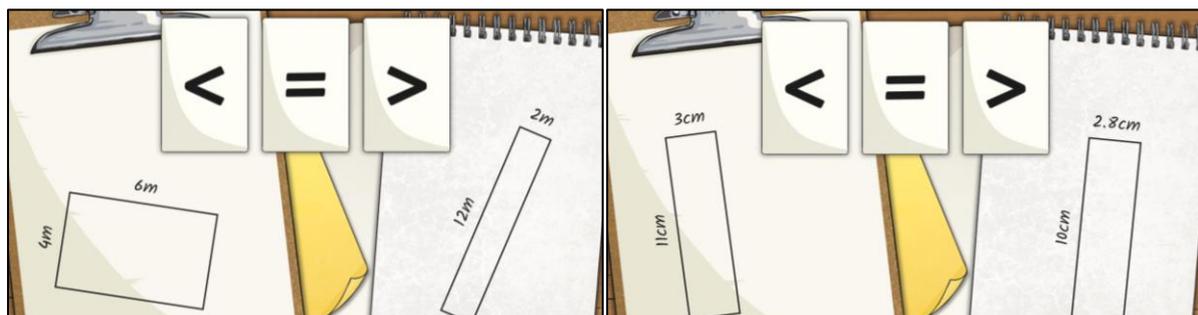
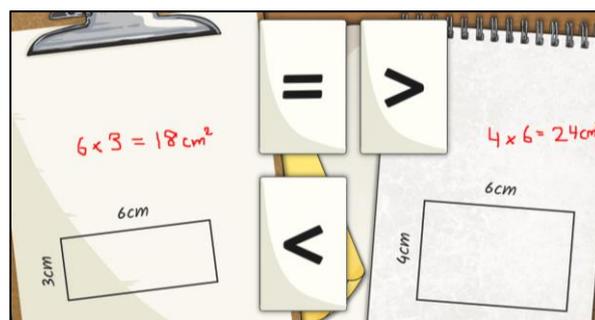
1. Each of these shapes, except one, has a matching answer. Sketch them into your book (remember to use each square in your book as a representation of either 1cm^2 or 1m^2).

If you are unsure of how to calculate area, look back at yesterday's work.

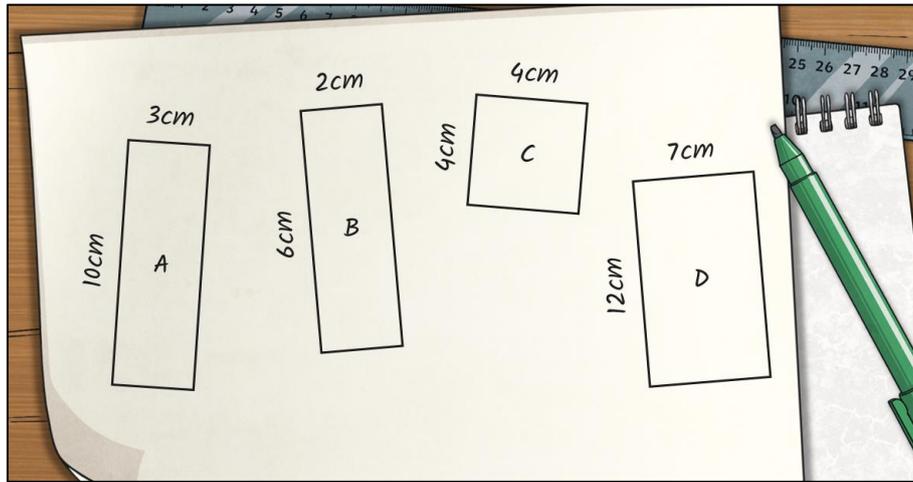


Compare

2. Sketch the shapes into your books. Calculate the area of both shapes and choose which sign should go in between to correctly compare the areas: $<$, $>$ or $=$. I have done the first one for you as an example.

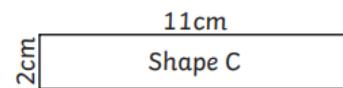
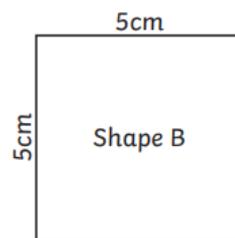
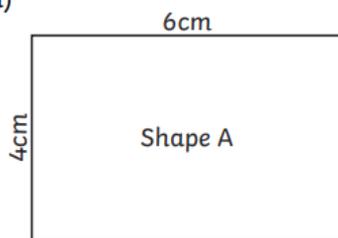


3. Calculate the area of these shapes, then sketch them into your books, ordering them from the smallest area to the greatest area. The shapes are not drawn to scale.



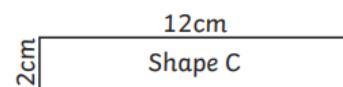
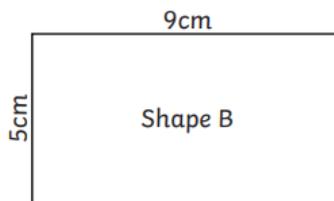
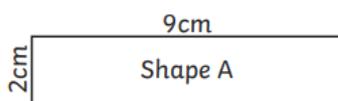
4. For each set of shapes below, calculate the area of each shape. Then, write the letters in the correct order to order the shapes from **smallest** area to **largest** area.

a)



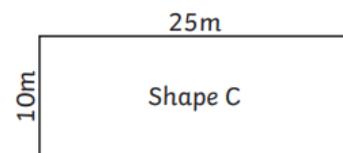
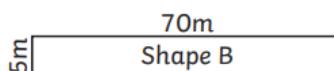
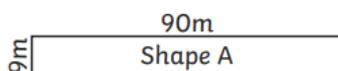
Correct order: _____

b)



Correct order: _____

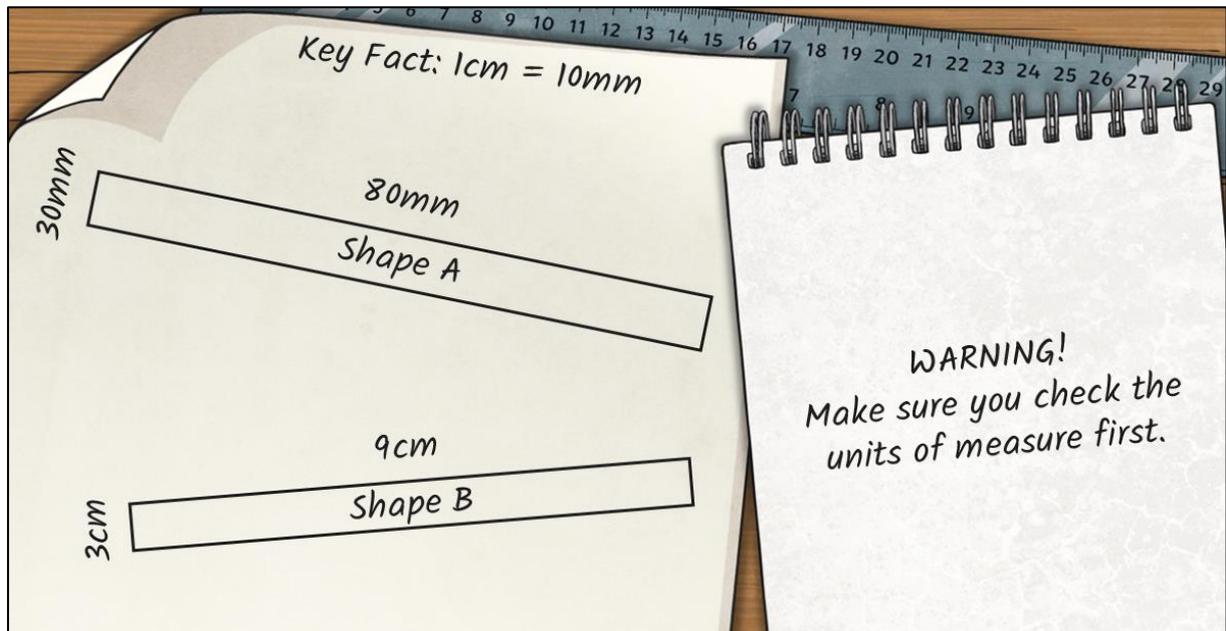
c)



Correct order: _____

Challenge

Convert the units of measurement of either shape to help you calculate the shape's area and find which shape has the greater area. **Explain your method and reasoning.**



Music (1pm- 2pm)

Shortly after we return to school, we will be recording the song we have been practicing, *Three Wise Men From The Orient*, ready for our virtual Christmas production.

I would like you to use this time to sing the song, practice it and get to know it off by heart.

I have posted a video at the bottom of Year 5's Home Learning page on the website which contains the music and the lyrics.

Try singing it both with and without the lyrics. Teach the song to an adult in your house and get them to sign with you.

Challenge- Write a 4th verse for the song that we could include in our recording.

