

Wednesday 18th November

9.00am- 9.15am	9.15am- 10.00am	10.00am- 10.15am	10.15am- 10.45am	Break	11.00am- 12.00pm	Lunch	1.00pm- 2.00pm
SPAG task	Writing	Spelling	Reading		Maths		Art

SPAG Task (9.00am-9.15am)

Fronted Adverbial Revision

Part A

Fronted adverbials are words or collections of words at the start of sentences that tell the reader more about the verb in the sentence.

Using ISPACE can help you remember six different ways to create fronted adverbials:

I	-Ing word	e.g. Shaking with fear,...
S	Simile	e.g. Like a raging bull,...
P	Preposition	e.g. Behind the clouds,...
A	Adverb	e.g. Anxiously,...
C	Conjunction	e.g. After he opened his eyes,...
E	-Ed word	e.g. Exhausted,...

E.g. _____ the tree's branches blew in the wind.

Under a star-filled sky, the tree's branches blew in the wind.

Add your own fronted adverbials to the following sentences. Can you use a range of types of fronted adverbials as listed above?

Remember to place a comma after a fronted adverbial.

1. _____ the gardener picked up a glowing feather.
2. _____ the tsar summoned his sons and his gardener.
3. _____ Vasily put his flute in his bag.
4. _____ Dmitry tidied away his playing cards.
5. _____ Ivan asked his father if he could have a turn.
6. _____ the brothers sniggered at the gardener.
7. Can you write your own sentence which includes a fronted adverbial? It could be about something you have done today.

Part B

Write sentences linked to the story of 'Firebird' which include fronted adverbials. Aim to write a sentence starting with each of the types of fronted adverbials shown above in the ISPACE model.

Use the word bank to help you with ideas for your sentences.

E.g. for the '-Ing word', you might write:

Flapping her glorious wings, the firebird flew down and snatched a delicious golden apple.

Word Bank

gazing, grasping, dozing, shouting, struggling

like a, as quick as ..., as angry as, as tired as...

under, in, beneath, among, between

suddenly, finally, bravely, valiantly, nervously

after, while, whenever, if

determined, defeated, delighted, amazed



REMEMBER TO PLACE
A COMMA AFTER THE
FRONTED ADVERBIAL.

Writing (9.15am-10.00am)

Emotions

How does the writer make us feel sympathy for Wing? How can we tell when he is afraid?

There are no words in this film, so we need to see his expression to work out how he is feeling. We are going to think of adjectives to describe his emotions at different points in the film. You may want to make yourself a table like this to help you record your thoughts.

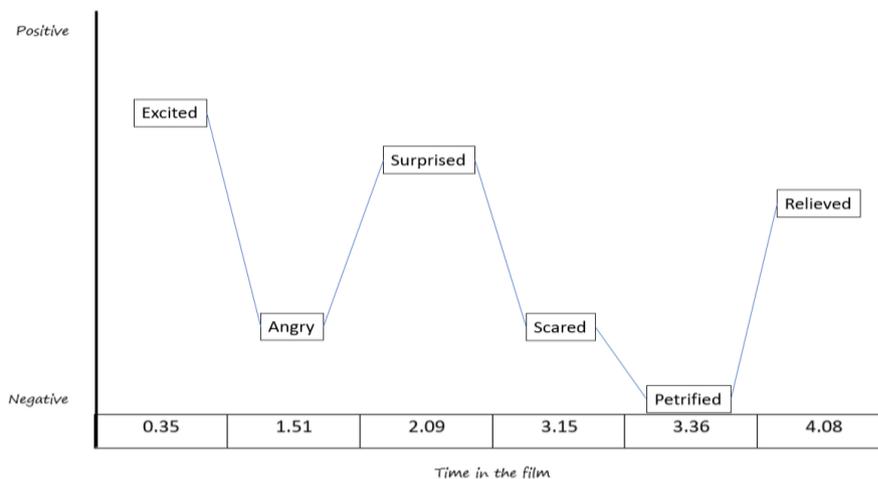
Time in the film	Adjective 1	Adjective 2	Adjective 3
0.35			
1.51			
2.09			
3.15			
3.36			
4.08			

Pause the film at 0:35. How is he feeling?
Write down 3 adjectives on the table.

Then repeat by pausing the film at 1:51,
2:09, 3:15, 3:36 and 4:08.

Can you identify each emotion and give a range of synonyms? Choose your favourite synonym and highlight it; these are the words we are going to use in our writing today.

Next create an emotion graph, plotting how Wing's emotions change during the film. Consider where each emotion will fit on a positive to negative scale. Plot each point on the graph on the sheet, then join the points to create a line graph. Here is an example I made (remember, the emotions you choose will not be the same as mine).



Now we are going to use the vocabulary of emotions that we have created and apply them into different sentence types.

1. Sentence with a subordinate clause.
2. Sentence with an -ing opener.
3. Sentence with a fronted adverbial.
4. Sentence with a relative clause.
5. Sentence with an -ed opener.
6. Sentence with a subordinate clause at the beginning.



Here are some examples that I have written. You can magpie ideas from these sentences or make up your own entirely. I'm sure you can make yours even better than mine.

1. Wing was excited because he had a new flute.
2. Fearing the crow creatures might break it, Wing angrily grabbed his flute.
3. Nervously shuffling from side to side, Wing was surprised when the crows flew away.
4. The crows, who were large and dark with evil eyes, left the young Wing scared and alone.
5. Petrified at the ghastly sight, Wing turned and ran as fast as his legs would carry him.
6. As the girl held his hand tightly, Wing felt a tide of relief washing over him.

Spelling (10.00am-10.15am)

- How many can you get right?
 - Look, cover, write, check
 - Tick the letters you got correct
 - Highlight the parts which were incorrect
-

Reading (10.15am- 10.45am)

Poor Ginger

One day, while our cab and many others were waiting outside one of the parks where music was playing, a shabby old cab drove up beside ours. The horse was an old worn-out chestnut, with an ill-kept coat, and bones that showed plainly through it, the knees knuckled over, and the fore-legs were very unsteady. I had been eating some hay, and the wind rolled a little lock of it that way, and the poor creature put out her long thin neck and picked it up, and then turned and looked about for more. There was a hopeless look in the dull eye that I could not help noticing, and then, as I was thinking where I had seen that horse before, she looked full at me and said, "Black Beauty, is that you?"

It was Ginger! But how changed! The beautifully arched and glossy neck was now straight, and lank, and fallen in; the clean straight legs and delicate fetlocks were swelled; the joints were grown out of shape with hard work; the face, that was once so full of spirit and life, was now full of suffering, and I could tell by the heaving of her sides, and her frequent cough, how bad her breath was.

Our drivers were standing together a little way off, so I sidled up to her a step or two, that we might have a little quiet talk. It was a sad tale that she had to tell. After a twelve month's run off at Earlshall, she was considered to be fit for work again, and was sold to a gentleman. For a little while she got on very well, but after a longer gallop than usual the old strain returned, and after being rested and doctored she was again sold. In this way she changed hands several times, but always getting lower down.

An extract from Black Beauty by Anna Sewell

Poor Ginger



1. What is the name of the narrator? What type of creature is she?

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2. Find 4 examples of words or phrases in the first paragraph which show how poor and dishevelled Ginger looks.



3. What feeling do the first two sentences of the second paragraph show? How do they show this?



4. Ginger has changed a lot since Beauty last saw her. Match the then and now statements with a line to show how she has changed.

Beautiful arched glossy neck.

Now filled with suffering.

clean straight legs and delicate fetlocks

Straight, lank and fallen in.

A face filled with spirit and life.

swollen and joints that had grown out of shape.



Poor Ginger



5. How long had Ginger been resting at Earls Hall?

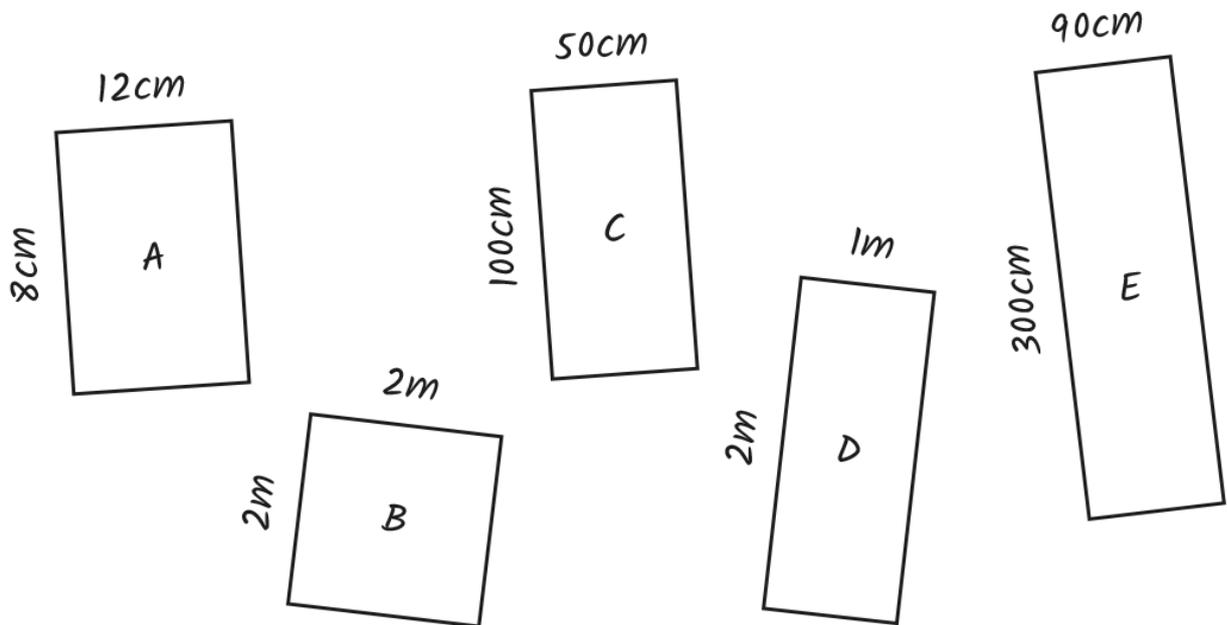


6. Why is Ginger being sold 'down the line'?



Maths (11am- 12pm)

1. Here are some different shapes. Calculate their area and order them from smallest to greatest area. **The shapes are not drawn to scale.**



HINT:

These shapes use different units of measure. Some use metres (m) and some use centimetres (cm).

To convert metres (m) to centimetres (cm), we multiply the measurements by 100.

$$5\text{m} = 500\text{cm because } 5 \times 100 = 500$$

2. In the past, imperial units of measurement were used in the UK.

These were **inches, feet, yards and miles**.

The imperial system has gradually been replaced by the metric system, which is easier to understand as it deals with tens, hundreds and thousands.

These are **millimetres, centimetres, metres and kilometres**.

However, sometimes we still see imperial units of measure still being used today, so we need to be familiar with them.

In this task, you will be working with **yards**, which is still a commonly used unit of measure in sports.

Calculate the areas of these football pitches in square yards and write them in order from smallest (1) to largest (6). We write square yards as **yd²**.

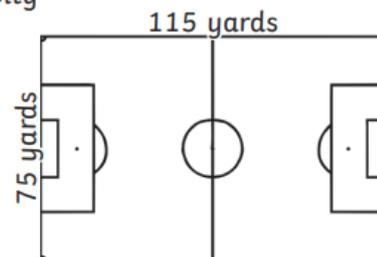


Manchester United



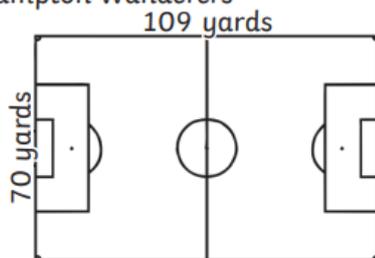
Area = ____ yd² Order = ____

Bristol City



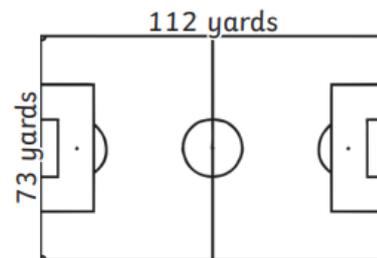
Area = ____ yd² Order = ____

Wolverhampton Wanderers



Area = ____ yd² Order = ____

Chelsea



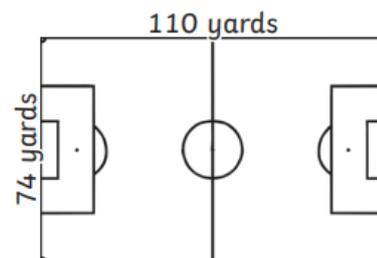
Area = ____ yd² Order = ____

Tottenham Hotspur



Area = ____ yd² Order = ____

Everton



Area = ____ yd² Order = ____

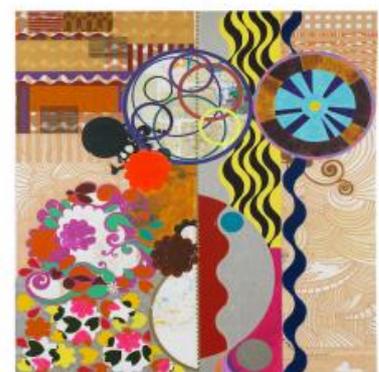
Art (1pm- 2pm)

This week we are going to focus on the work of Latin-American artist, Beatriz Milhazes. She is a collage artist and painter who uses very colourful materials to create pictures.

Beatriz is influenced by the tropical flowers and plants near her home in Brazil, and also the carnivals and culture of Brazil. She uses these inspiring places and experiences, turning them into bright, clashing colours or simple shapes.



Beatriz uses shapes in different sizes and overlaps them to create images. She uses coloured papers, sweet wrappers, food packaging, plastic and paints to create her images.



Your Task:

Milhazes has created colourful windows, decorated London Underground stations and exhibited her work on canvases too.

Your task is to create a collage in the style of Beatriz Milhazes to brighten up London's Underground stations once they re-open. To the right is an example of Milhazes own work for Gloucester Road station.



Remember to use different shapes of varied sizes and lots of bright colours. If you have different materials such as food packaging or paints, you could use these to create the collage.

Make sure you overlap the shapes!