



ENGLISH



Weeks 3, 4 and 5 ~ Work linked to Wonder

New vocabulary ~ Look up these new words as you read the following pages, and write sentences containing them, illustrating your understanding of their meanings. If there are any other unfamiliar words you come across, then follow the same process. Use fronted adverbials, expanded noun phrases, relative clauses and a range of coordinating conjunctions in your sentence work:

- scooch (P57)
- notion (P61)
- assigned (P63)
- Sumerians (P63)
- dorky (P69)
- phobia (P70)
- aversion (P70)
- classify (P71)
- orc (P77)
- celestial (P82)
- shuttling (P82)
- noble (P83)
- cosmos (P83)
- alignment (P83)
- diaper (P84)
- vividly (P86)
- crumpling (P87)
- disproportionately (P88)
- drool (P89)
- whims (P90)
- elementary (P91)
- stroller (P91)
- janitor (P91)

- counsellor (P93)
- prude (P94)
- dynamics (P94)
- pettiness (P94)

Week 3

Week commencing 4th May 2020

Monday

Following on from the work you completed last week, refer to the letter you wrote to the agony aunt/uncle. Your next task is to imagine you are the agony aunt/uncle, and you will write a response to the letter you have received, demonstrating understanding of the situation and offering helpful advice.

Three lessons (Tue 5th ~ Thu 7th May 2020)

Read 'Padawan' Pages 57 - 60. **(Check for new vocabulary)**

Read 'September' Pages 61 - 62 and 'Jack Will' Pages 63 - 64. **(Check for new vocabulary)**

Your first task is to research the **Sumerians** and compose an **explanatory piece** of writing. This is non-fiction writing which conveys information accurately, with the purpose of increasing the readers' knowledge of this subject. You will need to think of a title that engages and intrigues the reader, making him/her want to read on.

Your introduction will explain who the Sumerians were and where and when they lived. Following this, you will group the information you have gathered into paragraphs, remembering to make cohesive links between

each one. Of course, you will include information about how this group of people built sundials, as August learnt in school!

Your final paragraph will summarise your findings. To make this interesting to read, you may choose to include pictures or hand drawn images and maps to help the reader understand the points you are explaining and the location you are referring to.

Here are some websites that will help you with your research; there are many more, and you may have reference books at home that will help you too. Remember to read the information, make notes and write your explanation in **your own words**.

<https://www.theschoolrun.com/homework-help/ancient-sumer-and-mesopotamia>

<https://www.britannica.com/place/Sumer>

<https://www.history.com/news/9-things-you-may-not-know-about-the-ancient-sumerians>

Friday 8th is the bank holiday ~ have a great day!

Week 4

Week commencing 11th May 2020

Monday

Re-read September Pages 61 - 62 and Jack Will Pages 63 - 64 and answer the comprehension questions. Remember to establish the type of question you are being asked (which domain it is from ~ see the question sheet), make your point and then back up your answer with evidence from the text where appropriate.

Resources ~ comprehension sheet

Three Lessons (Tuesday 12th May ~ Thursday 14th May)

Read 'Mr Browne's October Precept', 'Apples', 'Halloween', 'School Pictures', 'The Cheese Touch' and 'Costumes', 'The Bleeding Scream' and 'Names' (Pages P65 - 78). **(Check for new vocabulary)**

Your task is to choose a piece of narrative from the section you have read (Pages P65 - 78) and to rewrite this as a play script - you understand how the characters behave, so add in your own detail - what else may they have said and how may they have said it? How may they have responded to each other? Refer to the play script features sheet before you begin.

Could you assign roles to members of your family and stage a mini production, acting out your scene once your script is completed? You will have to brief them about the character they are portraying first - about their personality, the way in which they interact with others and any other mannerisms they have! It would be great if you were able to record your performance.

Resources ~ play script features sheet, success criteria sheet

Week five

Week commencing 18th May 2020

Monday and Tuesday

Read from Via's point of view

Read 'A Tour of the Galaxy', 'Before August' and 'Seeing August' Pages 82 - 87. **(Check for new vocabulary)**

You will imagine you are Via and following August's birth, you will write a letter to your brother, in which you explain how you are feeling following his birth, your thoughts when you first saw how he looked, how special he is to you and the ways in which you will always be supportive and protective of him throughout his life.

Once complete, please go through the editing process and make improvements to your letter.

Resources ~ letter success criteria sheet

Wednesday (20th May 2020)

Read 'Through the Peephole' Pages 88 - 90. **(Check for new vocabulary)**

You will carefully consider Via and August - both their physical attributes and their characters/personalities. Using the examples provided as inspiration, you will draw an outline (each on a sheet of A4 paper) of their faces and their hair - as **you** imagine they would look. You will then fill in the spaces with key words that summarise these two main characters, that is, their physical appearance and their personal traits and characteristics. Extra challenge - are you able to use expanded noun phrases and hyphenated adjectives to really 'paint a clear picture' for someone who has no knowledge of these characters?

If you have watercolour paints or pastels at home and you complete the writing using a fine permanent marker pen, you could carefully add a faint colourwash to the faces. Be careful not to use too much water with the watercolours otherwise your paper will crinkle and not lay flat.

Thursday and Friday (21st May 2020 ~ 22nd May 2020)

Read 'High School' and 'Major Tom' Pages 91 - 94. (Check for new vocabulary)

You will imagine it is your first session at secondary school, and using the title 'Changes', you will write a recount which details your experience of meeting one of your old friends from primary school, the focus being on how they have changed over the summer holiday, e.g. how they speak to you, are they making it clear that they don't want you in their circle of friends anymore? Have their interests changed completely? Are they being quite rude to you? How are they demonstrating this? Do they dress differently? Have they had a radical change of hairstyle? Do they now wear make-up?

Planning stage

Draw an image of your friend as you remember them from primary school. Make a spider diagram around this image of their appearance, personality and traits. Next, draw a second image of how you have 'found them' on your first day of secondary school, and again, compose a spider diagram detailing their new appearance, personality and traits.

Once you have a clear picture of your 'friend' in your mind, refer to the 'Using speech marks' sheet to ensure you are confident with how such sentences should be punctuated.

Write the recount about when you meet your 'friend' on the first day at secondary school, referring to the success criteria for the required features, noting that your writing will be in the past tense and will be written in the first person. Expanded noun phrases and elements of speech will help the reader to picture your 'friend'.

Once you have completed this task, please re-read your work and make improvements to your vocabulary choices, grammatical elements and punctuation as you would do in school.

Resources ~ Recount success criteria sheet, punctuating speech example sheet