

Class five home learning- reading and writing

Weeks commencing 1st June 2020 and 8th June 2020

Learning Challenge Question-Why do so many people chose to go to the Mediterranean for their holidays?

The focus this half term is the Mediterranean, and why it is a popular holiday destination. This is a geography based topic with lots of cross-curricular links. The focus for the first two weeks will be researching a Mediterranean country and using this to write a persuasive piece of writing to encourage people to visit this destination. (For the purposes of this piece of writing I would suggest writing about a place you may have already visited or writing about Italy, France, Mallorca or Greece). Before starting this piece of work it would be beneficial to decide on a Mediterranean country and using the internet to research facts about it. Each day, there is a reading and writing activity. Try to get the children to collect words and phrases that they can use in their own writing.

Please send me a message if you would like any of the suggested planning and home-learning printing off, I will be able to print this for you in school for you to collect from the school office. Most of the writing tasks need paper and pencil and a lot of the reading can be done via discussion or recording with paper and pencil.

Week com. 1st June 2020 we are going to be reading a fact file about Rome – this can also be found on Twinkl.

<https://www.twinkl.co.uk/resource/t2-h-5304-visit-rome-fact-file>

Visit Rome Fact File

Exciting, Energetic, Enthralling!

Would you like to visit the most exhilarating city on Earth? There's no place like Rome! A visit to Rome gives you the opportunity to view breath-taking entertainment, make new discoveries and relax in extravagant surroundings. It is the busiest, fiercest and most interesting city you will ever visit!

Do you like blood-thirsty fights? The Colosseum is for you! From your stone seat, you can watch fearsome gladiators do battle - perhaps to the death! If you are lucky, you might even catch a glimpse of the Emperor enjoying the entertainment. Hear the roar of the crowd! Beware - it's very gory!



Are you a shopaholic? You can spend, spend, spend at Trajan's Market! A treasure trove of tasty treats, you will find a huge range of items to purchase. From delicious food to beautiful jewellery, you are sure to be able to find the perfect present for your friends, family, or even yourself!

After a busy day, why not visit the public bath house? Relax in the warm tepidarium, sweat out the dirt in the hot caldarium, then take dip in the frigidarium bath. Want to unwind more? Have a soothing massage. Simply let your cares float away!

Citizens from all over the Empire, just like you, are flocking to experience the sights and sounds of this amazing city. Visit the heart of the Roman Empire today!



Glossary

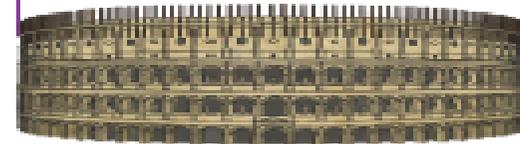
Caldarium – a hot room in the Roman public baths, designed to make bathers sweat.

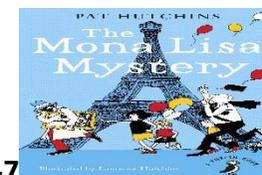
Colosseum – found in Rome, the largest amphitheatre in the Roman Empire, estimated to hold up to 80,000 people, built between AD 72- AD 80.

Frigidarium – the final room in the bathing process with a large, cool pool for bathers to swim in.

Tepidarium – the first room in Roman public baths, where bathers could relax.

Trajan's Market – a series of buildings originally built AD 100-110, now ruins, that are thought to be the world's oldest shopping centre!





Week com. 8th June 2020 we are going to be reading 'The Mona Lisa Mystery' by Pat Hutchins pages 1-7

As our topic is about the Mediterranean this is a story about a class who go on a school visit to Paris...

Chapter One – Paris, Here We Come

The GB plates sparkled in the early morning sun as Class 3 of Hampstead Primary School gathered beside the school bus parked in New End Square. Mr Coatsworth, the driver, had fixed a sign that said 'PARIS, HERE WE COME!' on to the front window of the bus, and was standing back to admire it.

Mr Jones, the class teacher, was busy collecting passports from the children, who were jostling one another impatiently and talking excitedly about their school trip as they waited to board the bus. Avril, who had been studying the church clock, pushed herself to the front of the class.

"Where's Miss Parker?" she demanded. "She said if we weren't here by eight o'clock the bus would leave without us. Well its eight o'clock now and she aint here" she added, glancing anxiously up the hill at an approaching taxi in case Miss Parker was in it. To her relief, nobody got out as the taxi pulled into the kerb.

"Yes, Sir," chorused the rest of Class 3, pushing eagerly towards the bus door. "Let's go without her!"

Mr Jones held his hand up for silence. "Miss Parker isn't coming on the bus. But – "he raised his voice above the cheers – "she's meeting us at the ferry. She said," he continued, as the children groaned, "that she'd make her own way to Dover."

Jessica sighed. "And I thought she'd been kidnapped like that film on Saturday".

"Kidnapped!" Morgan repeated bitterly. "Who'd want to kidnap *her*? They'd have to be mad!"

"And speak French," muttered Sacha, noticing a sleek French car pulling into the square. "She doesn't seem to understand much English".

"Perhaps we could find a mad Frenchman who'd do it," said Matthew thoughtfully, turning to Sacha. "Your dad's half French, isn't he?"

"Yes" said Sacha, "but he isn't mad. Not even half mad," he added quickly.

“Now children” said Mr Jones sternly. “I know it’s a great shame that Miss Barker can’t be with us, but I’m sure that once we’ve got to know her better, Miss Parker will turn out to be very...” His voice trailed off as the children shuffled their feet. “Quite” he corrected himself “pleasant. After all she’s only been with us a few days and Miss Barker need recommend her. “Her French is perfect” he added desperately.

“Her English aint” added Avril.

Mr Coatsworth, who had been walking around the bus, polishing the GB plates had heard only part of the conversation. “What’s Miss Barker done to you then?” he asked. “I thought she was one of your favourites”.

“We’re not taking about Miss Barker” said Avril. “We’re talking about Miss Parker”.

“Barker, Parker,” said Mr Coatsworth confused. “Who’s Miss Parker then? I thought your headmistress was coming. She always comes to France”.

“She was,” Mr Jones sighed. “But then she was taken to hospital on Thursday with suspected appendicitis. Apparently she rang Miss Parker to ask if she would substitute for her until she was back at school.”

“Oh. What a shame!” said Mr Coatsworth. “We’ll have to send her lots of postcards.”

“We can’t,” said Mr Jones. “We don’t know which hospital she’s in. she forgot to tell Miss Parker.”

“And now horrible Miss Parker is taking us for French until Miss Barker comes back,” said Matthew.

“And she’s coming with us instead,” Sacha muttered. “Worse luck!”

“Well now,” said Mr Coatsworth cheerfully. “Surely she wouldn’t want to come with us if she was that bad!”

“She’s probably coming to make sure we’re all miserable,” said Jessica. “She’s probably planning to lock us in the Bastille and watch us slowly starve to death.”

“Like the first day she was at school,” said Morgan.

“We hadn’t done nothing either,” said Avril indignantly. “We only asked if she came from Paris”.

“She eats an awful lot of garlic”, Akbar explained.

“And she don’t speak proper neither,” Avril insisted. “She started shouting about being born in Potters Bar, and never having been to Paris in her life, and what name was more English than Parker, then made us stay in and miss lunch”.

“Perhaps the poor woman was feeling a bit nervous,” Mr Coatsworth said. He laughed, “I’d be nervous myself meeting you lot for the first time!”

“Anyway,” said Mr Jones patting Avril’s shoulder, “I’m sure we’ll have a marvellous time in Paris. Now everyone on the bus, we don’t want to miss the ferry”.

And after they’d all climbed on the bus, Class 3 forgot all about the new French teacher.

“Paris, here we come!” they screamed, as the bus pulled out of the square.

“Sacha,” said Morgan, glancing out of the back window, and prodding Sacha, who was sitting next to him, “didn’t your dad say 75 was a Paris registration number?”

“Yes,” said Sacha.

“What a coincidence,” Morgan muttered.

Sacha looked at the taxi that was driving behind them.

“The black Citroen,” said Morgan, “behind the taxi. It has a Paris number plate!”

<p>W/c 1st June Week One Day One</p>	<p>Reading Listen and read 'Visit Rome'. Ask your child what they think this piece of writing is about? Ask your child 'does it make you want to visit Rome?' If they say yes, ask which parts make them want to visit Rome. If they say no ask them, which parts make them not want to visit. Explain that it is a persuasive piece of writing which makes you want to go and do something – in this case visit Rome! Explain that persuasive writing uses lots of different features to other writing for e.g. rhetorical questions (a question that does not need an answer). Read the fact file again, can they find examples of rhetorical questions?</p> <p>Writing Linked to reading, discuss rhetorical questions again. Look at 'Visit Rome' and look at the examples you have found in the reading lesson. Explain that they are questions which don't require a question but that are a persuasive piece as the answer is obvious e.g. why not visit the historic colosseum? After a busy day, why not sit down with a delicious pizza? Do you like beautiful beaches? Do you want to visit one of the best cities in the world? Write 4 examples of a rhetorical question linked to the text. E.g. 'do you want to visit a hot, beautiful city?' or 'do you want to try the best pizza in the world?'</p>
<p>Day Two</p>	<p>Reading Read 'Visit Rome' again and ask your child which sentence do they think is the most persuasive? Ask them to explain why it is the most persuasive. Read the fact file again and ask them if they have any 'I wonder' questions. E.g. 'I wonder how many people could watch a fight in the colosseum?' or 'I wonder which pizza Rome is most famous for?'</p> <p>Writing We are going to be writing our own persuasive piece of writing about a Mediterranean country. The audience will be me and I would like the children to persuade me to visit the country they are researching. It would be useful if you could spend some time over the next few days deciding which Mediterranean you are going to research and find out about and then carrying out the research. There is a 'boxed up' planning sheet which has prompts for your research. A feature of persuasive writing is a fronted time adverbial the example in the 'Visit Rome' text is 'After a busy day, why not visit the public bath house?' Ask your child to say a sentence which uses a fronted time adverbial using either 'once', 'after', 'before' or 'once' as the sentence starters some examples are: 'Once you've visited this beautiful place, you won't want to leave' 'After your visit, you will be longing to return' 'Before you go home, make sure you visit the Trevi fountain'. 'Once you've tasted a Roman pizza, you'll be coming back for more!'</p>

	<p>Once they have given you an example can they use a different time adverbial? Write (or say) 4 examples of sentences which use these as sentence starters.</p>
<p>Day three</p>	<p>Reading- Answer questions about the text. Where can you 'spend, spend, spend'? What does 'soothing' mean? (choose one) It isn't nice It is dirty It is calming It is soft</p> <p>"Citizens... are flocking to experience the sights and sounds of this amazing city" What does this mean? What can you do in Rome?</p> <p>Writing</p> <p>Today we will be writing sentences which use the 'power of 3'. This is a persuasive tool which uses 3 adjectives to describe something. In the 'Visit Rome text, they have used this in the subheading 'exciting, energetic, enthralling'. Ask your child if they can think of an example using the power of three. Using this idea ask your child to write 3 sentences which use the power of 3 for e.g. 'After a busy day, why not relax with a fresh, tasty and delicious pizza?' or 'Rome is a brilliant, fun and beautiful city to visit'. Try to encourage the use of a comma between the first two adjectives and the use of and between the second and third adjective.</p>
<p>Day Four</p>	<p>Reading- Answer questions about the text. Why do people want to 'unwind'? Why has the writer used rhetorical questions? What is a shopaholic? Why have they included a glossary?</p> <p>Writing</p>



	<p>Today's focus will be using similes and metaphors in writing. Similes are a tool that are used in persuasive writing so please encourage your child to think of sentences they could use in their persuasive writing. Please watch the daily lesson and complete the online activities on https://www.bbc.co.uk/bitesize/articles/zmmpscw</p>
<p>Day Five</p>	<p>Reading- Read the text again. Can you find examples of the following in the text? Point to them when you have found them.</p> <ul style="list-style-type: none"> • fronted time adverbial • rhetorical question • power of 3 • glossary • paragraphs • images <p>Writing Please make sure you have researched your Mediterranean country before this lesson, you will need to have found out about:</p> <ul style="list-style-type: none"> • things you can do there • temperature • a place to visit (tourist attraction) • food – a famous dish/best thing to eat there • a general fact about the country <p>Use a boxed up planning format to plan your persuasive writing. (please see below) Please use the prompts on the planning sheet to support ideas.</p>
<p>Week Two Day One</p>	<p>Reading Listen and read the first chapter of 'The Mona Lisa Mystery'. As you read, try to think what will happen next. Try to make a prediction – 'I predict that...' try to use one idea then use this to think about what might happen next, what the problem might be, how the problem is solved and how the story might end. Make a list of all the words you are unsure of, guess their meaning and then use a dictionary to find out their meaning. E.g. sleek, marvellous, coincidence.</p> <p>Writing Write the first paragraph of your persuasive article. Remember to use a heading – you could use alliteration (where words start with the same letter) e.g. Interesting Italy and to use a subheading which uses the power of 3. This paragraph needs to use a rhetorical question and introduce the country. It also needs to list three reasons to go there and use power of 3 in the last sentence e.g. 'It is one of the busiest, awe-inspiring and most romantic places you will ever visit!'</p>

	<p>Remember to:</p> <ul style="list-style-type: none"> • Use power of 3 • Use a heading • Use a subheading • Use fronted time adverbials • Use rhetorical questions <p>I have also attached a self-assessment sheet which can be referred to when writing to remind children of the things they need to use.</p>
Day two	<p>Reading</p> <p>Discuss yesterday's predictions – were they right? Were they wrong? Do they like the myth? Can they explain the 'gist' of the story? (we have done this lots of time in class so children know how to do it, they may not remember what it is though, it is explaining the main parts of the story in a short way) Ask your child these questions: Who are the characters? Where is the myth set? How does it start? What is the problem? How does it end?</p> <p>Writing</p> <p>Write the second paragraph. Remind your child that they need to make deliberate word choices to persuade Miss Cooke to visit their country and that they need to think carefully about their word choices as if I don't it might have the opposite impact. This paragraph needs to be about a specific place (tourist attraction) in their country and that it needs to sound interesting.</p>
Day three	<p>Reading</p> <p>Read the first chapter again. Ask your child if they have any 'I wonder' questions about the text e.g. 'I wonder why Miss Barker is off?' The task today is to visualise the character of Miss Parker (you might want to read the chapter again). What does she look like? What words could we use to describe her? What might she be wearing? This can either be done through conversation or it can be drawn on a piece of paper.</p> <p>Writing</p> <p>Write the third paragraph. Remember this is all about food and any specific food that their country is famous for. They might need to refer back to their planning or use the internet for further information. Some examples are: Majorca – tapas, paella, Spanish omelette, olives, Crete/Greece – pitta bread, olive oil, hummus, tzatziki , falafel, mousakka, Italy – lasagne, pasta, pizza, gelato.</p>

	<p>Make sure they use lots of powerful adjectives, use power of 3 and use commas when listing.</p>
<p>Four</p>	<p>Reading Answer the following questions: Who is going to Paris?</p> <p>What does 'coincidence' mean? (choose one)</p> <p>Something that happens that is linked to something else <input type="checkbox"/></p> <p>It shouldn't happen <input type="checkbox"/></p> <p>It is a type of car <input type="checkbox"/></p> <p>It happens at the same time <input type="checkbox"/></p> <p>Why do they keep confusing Miss Barker and Miss Parker?</p> <p>Why does Avril look anxiously up the hill?</p> <p>Writing Continue writing– writing ending. This is the last paragraph so needs to tie everything together as it's the last chance to sell your country. Things to include: Why should people visit? Will they enjoy their trip? They need to end with a persuasive sentence.</p>
<p>Five</p>	<p>Reading Answer the following questions: Why do the children scream when the bus sets off?</p> <p>Number the sentences below from 1 to 4 to show the order they are described in the extract.</p> <p>Class 3 gather next to the bus</p> <p>Mr Jones tells everyone that Miss Parker is going to meet them later</p> <p>The bus sets off</p>

They see a black Citroen

Does Avril like Miss Parker? Provide evidence from the text to support your answer.

Why can't the head teacher go to Paris?

Writing

Share your writing with an adult or with a brother or sister. Remember to use lots of expression. Do they like it? How could you make it better? Use your self assessment sheet to see what you could do better next time. You could ask an adult to video you reading it aloud and send it to me. I would love to hear them! Remember you are trying to persuade me to visit your country!

Resources for this unit of English

Star words are words we are trying to use in our writing. They need to be words that are new to us and words we wouldn't normally use. A good resource for this is a thesaurus-you can find on line ones.

Star word	Break it into syllables	Write it into a sentence	Draw a picture to remind myself	What does it mean?
E.g. mystery	mys-ter-y	She couldn't find the map, it was a mystery!		When something is difficult or impossible to understand or explain.

Box it up planner

<p>Describe your island/country. List things that you can do there. What is the weather like? What is the temperature like?</p>	
<p>Describe a place to visit whilst in the area. What is it like? What can you do there? Is there any historical importance?</p>	
<p>Describe the food Is there a famous dish? What else can you eat there?</p>	
<p>End with a concluding paragraph. Why should people visit? Will they enjoy their trip? End with a persuasive sentence.</p>	

Purpose: I am learning to write a persuasive leaflet.

Purpose: to persuade

Audience: Miss Cooke

To do this I need to:	Red	Yellow	Green	Blue
Use adjectival phrases to describe				
To use deliberate word choices such as power of 3 and similes				
Write 4 paragraphs				
Use time adverbials followed by a comma				
Use exclamation marks				
To use question marks				
Use subordination (when, if, because, that)				
To use rhetorical questions				
Use commas in lists				

Grammar and punctuation activities to support this unit of learning

<https://superbrainybeans.com/english/punctuation/year-3-4/> -variety of punctuation activities

<https://www.bbc.co.uk/bitesize/topics/zhrrd2p> -a lot of grammar activities for the children to practise

Spelling-

Better to spend 10-15 minutes each day on Year Two common exception word list which is attached. Can you spell all the words on this list? Try to learn how to spell the words which you are unable to spell. Look at the different strategies to help you to learn these new words. If your child is confident spelling the Year Two words please practise spelling the Year 3/4 common exception words. I have also attached these.

There are many approaches and strategies that we teach children to use depending on the type of word being taught. Some words can be spelt through segmenting the word into syllables E.g. Skip/ ing. However, there are many 'naughty' words in the English language that need a different approach! Please find below a wide variety of activities and games for you to try at home.

Segmenting words into sounds	Isolate each of the phonemes (sound) in the word then write the grapheme (letter) one at a time. if children are unsure of a grapheme, for example a vowel digraph, leave blank and come back to it – for example chief ch__f
Syllables	Listen to and clap the syllables in a longer word, repeat writing each syllable as you say it. Extend the idea of phoneme frames and create syllable boxes – focus on the tricky syllable in the word.
	chim pan zee
Over stressing letters- 'say it silly'	Pronounce the unstressed or schwa sound in words pe -o- ple, el-e- pha choc-o-late
Analogy	Use the words you already know to help you with a knew word e.g. weigh, sleigh, neigh.
Break up tricky spellings	Split the word at the difficult point fri – end / friend, Wed- nes-day. Highlight the tricky part or write it in a different colour

Find words in words	what - has a hat there is a rat in - separate
Pyramid words	This helps children to think about each letter separately p pe peo peop peopl people
Silly spelling sentences	Make up a silly phrase or sentence to remember the word necessary – one collar, two sleeves could - o-u- lucky duck because –big elephants can always use small exits
Activities to develop their visual recognition Write words onto cards.	Place the cards face up-ask your child to look at them. Ask your child to turn away-remove a card-Which one have you removed? Play pairs with word cards. Play a game of snakes and ladders where the person who lands on a snake has to spell a word from the cards before they can move on. How many times can they write the word in one minute-old newspapers and felt tips are good for this. Cut words up and ask your child to put the word back together again. Playing word games with them, such as: o hangman o Boggle o Scrabble

Further spelling on

Phonics play Username-march20 Password-home

<https://www.phonicsplay.co.uk/#>

These are further suggestions for supporting your child's spelling which I also included in your last learning pack.

I would suggest playing spelling games such as pairs – write the words on a card and try to match.

Kim's game – write a selection of words out on individual cards. Have them facing upwards. Ask your child to look carefully at them, after a minute ask your child to close their eyes whilst you take a card away. Ask them to open their eyes, they need to guess which word is missing and spell it correctly. If your child spells it correctly they win a point.

Spelling tennis – pick a word and each person says a letter from the word until the word has been spelt – e.g. a-c-c-i-d-e-n-t

I have also included a link which gives you more ideas to use when spelling with your child.

<https://www.ravensthorpeprimary.org.uk/Sparrowhawks-Year-2/leaflet-spelling.pdf>

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

Further reading-

Banded readers

I have registered the class with Oxford Owl. <https://www.oxfordowl.co.uk/>

If your child logs on to this site they can use our class log in- newpasturesclass5

Password- Tuffy1

They can find 'e' readers on different books bands.

Further reading sites

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

<https://authorfy.com/>