

Monday 2nd November 2020

Overall Objective: To be able to spell words with silent letters correctly.

Learning Outcome: I can spell words with silent letters accurately.

What did we look at in our spelling lesson last time?

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The 'ough' letter strand

Can you remember the different sounds 'ough' can make?

There are lots of words in the English language with silent letters. Can you think of any?

Now watch the following video:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-silent-letters/zh4hf4j>

island salmon February library yacht scissors sword

Task 1. You are going to practise spelling the above words using look, say, cover, write, check.

- a) Look: take a mental picture of the word.
- b) Say: repeat the word out loud as you look at it.
- c) Cover: hide the word, but picture it in your mind.
- d) Write: copy what you 'see' in your 'mind's eye'.
- e) Check: compare the two – were you right?
- f) If not, repeat until you get it right.

Task 2. Use the words in sentences of your own.

AMBER

Choose five of the words that you have been practising and put them into a sentence of your own. Check you have spelt the words correctly.

GREEN/BLUE

Use your words in a sentence of your own. Check that you have spelt the word correctly. Can you think of any other words with silent letters? Find out the correct spelling and write them in a sentence.

Tuesday 3rd November 2020

SPaG Starter!

Spelling Revision

1. Add the correct suffix to the word in brackets.

I ran out of my house (angry)_____.

The (electric)_____ came to fix my lights.

Please can you give me some (inform)_____?

That challenge looks very (danger)_____!

Does the spelling of the root word change?

Spelling Revision

1. Add the correct suffix to the word in brackets.

I ran out of my house **angrily**.

The **electrician** came to fix my lights.

Please can you give me some **information**?

That challenge looks very **dangerous**!

Does the spelling of the root word change?

Angry – change the y to an i then add ly.

Identify features of a successful poem

Overall Objective: To be able to write a poem.

Learning Objective: I can create a success criteria.

Read through the poems.

What makes them effective?

What features can you identify?

Carnival

The sun dazzles down
On the desolate town
For the people are all at the carnival,
Such joy and delight
To the end of twilight
A purely terrific festival.

The music blares out
People bustle about
The excitement at once has been broken,
The procession dance by
Birds fly in the sky
The fun times have at last been awoken.

The Ferris wheels whirl
Merry-go-rounds whirl
People line at the tombola,
Candyfloss eaten
Game scores are beaten
A man playing tunes on a viola.

Hot dogs smell strong
The goldfish are won
And the music fades to an end,
The noise dies down
People head back to town
As they have no more money to spend.

Shooting Star

Shooting star,
Falling star,
Burning with a light.

Shooting star,
Falling star,
Lighting up the night.

Shooting star,
Falling star,
What a sight to see.

Shooting star,
Shining star,
Grant a wish for me.

The Moon

by Robert Louis Stevenson

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbour quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall arise.

Tasks

- Read through the following poems – Carnival, Shooting Star and The Moon.
- Look for examples of the figurative devices (simile, metaphor, personification).
- Write down a couple of examples of each.
- What other features can you identify?
- Do any of the lines use the body's senses?

Wednesday 4th November 2020

SPaG Starter!

Punctuation Revision

What type of sentence are the following sentences?

My brother is great at playing the piano

How ridiculous those shoes are

Switch the appliance off at the mains

What time do you think we should leave

Which punctuation mark is needed at the end of each sentence?

Punctuation Revision

What type of sentence are the following sentences?

My brother is great at playing the piano - **statement – full stop**

How ridiculous those shoes are – **exclamation – exclamation mark**

Switch the appliance off at the mains – **command – full stop**

What time do you think we should leave – **question – question mark**

Which punctuation mark is needed at the end of each sentence?

Figurative devices in poetry

Overall Objective: To be able to write a poem about bonfire night.

Learning Objective: I can use figurative devices.

Let's refresh our memory of some of the figurative devices that we can find in poetry.

What Is Figurative Language?

Figurative language is a way of using words to compare something to something else – beyond the literal meaning.

Figurative language is used for emphasis and impact.

I've told you a million times to clean your room!



She ran as fast as lightning.



His team was on top of the world after winning the championship game.



Why Use Figurative Language?

Figurative language makes our writing more interesting. It also helps the reader create a mental image of our meaning.

Which sounds more interesting?

We are alike.

OR

We are two peas in a pod.

Simile

A simile compares two things by using the words 'like' or 'as.'

Your eyes sparkle **like** diamonds.

The classroom looked **like** a tornado had gone through!

I tiptoed **as** quietly **as** a mouse.

Similes always include the words 'like' or 'as.'

Metaphor

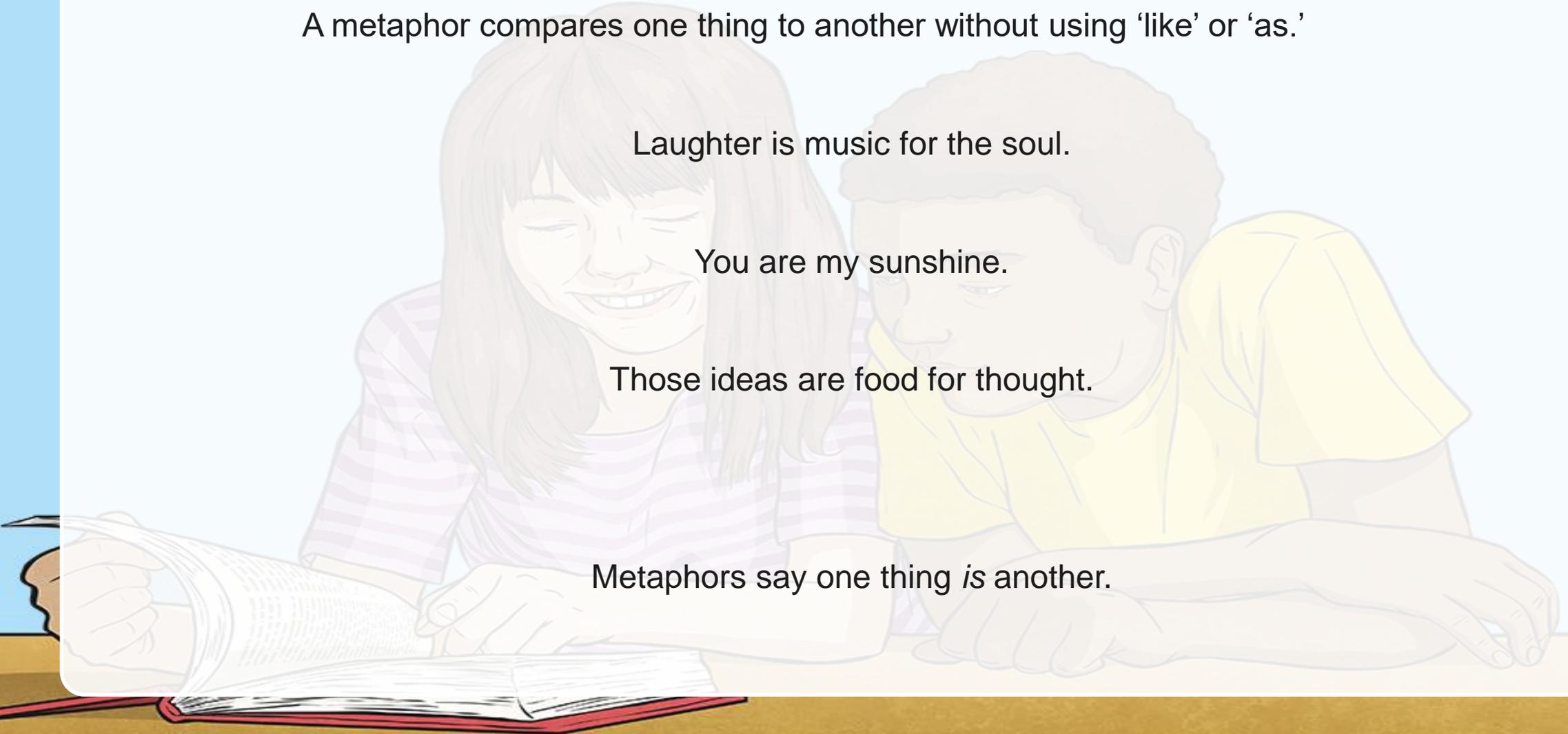
A metaphor compares one thing to another without using 'like' or 'as.'

Laughter is music for the soul.

You are my sunshine.

Those ideas are food for thought.

Metaphors say one thing *is* another.



Personification

Personification gives human qualities to animals, non-living objects or ideas.

The stars danced in the sky.

In the jungle, the lion sings tonight.

That cake is calling my name.

Personification gives something non-human the qualities of a **person**.

Onomatopoeia

These words imitate the sound that it represents.

Pop!

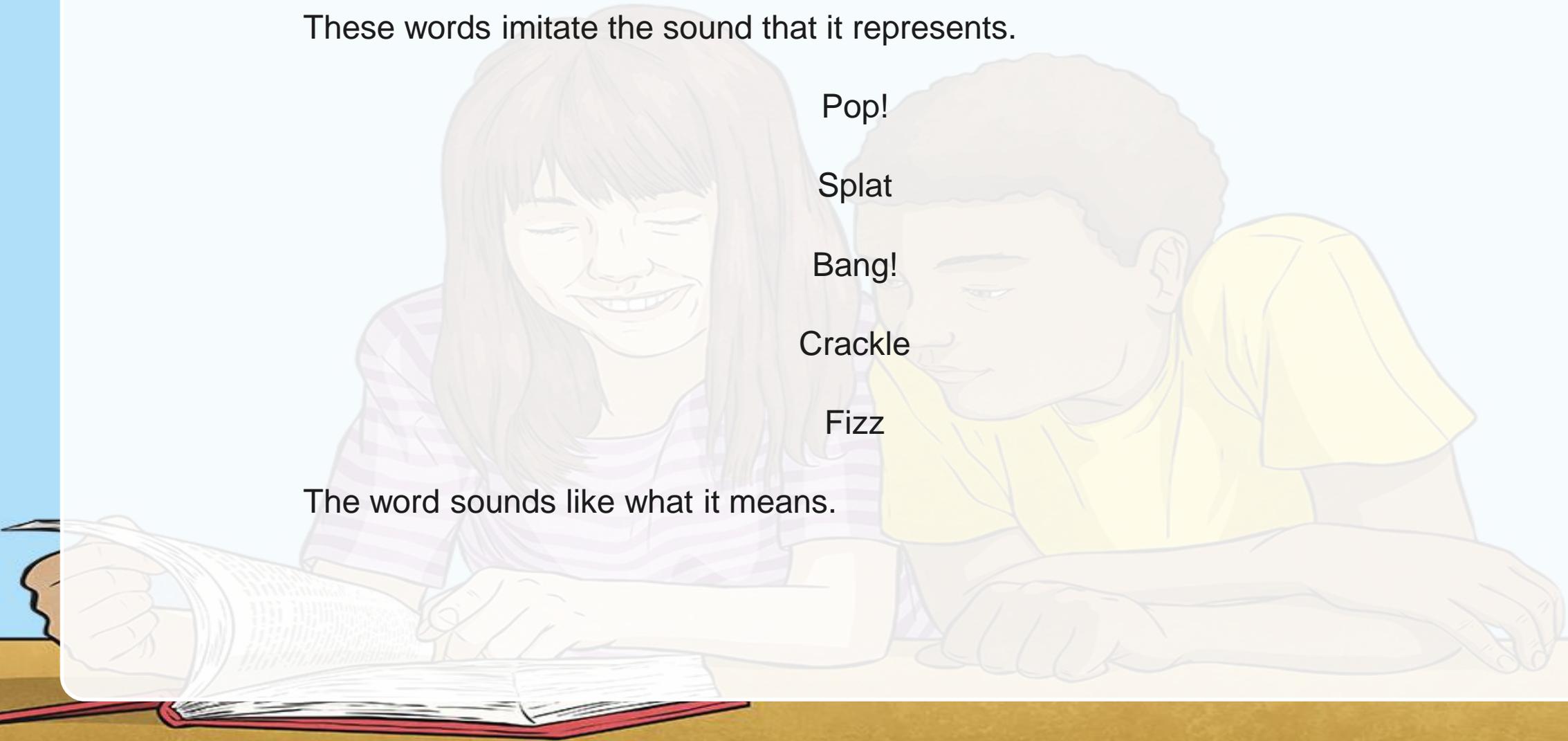
Splat

Bang!

Crackle

Fizz

The word sounds like what it means.



Alliteration

The sound or letter at the beginning of each word or most of the words in a sentence is the same.

Sally sells sea shells by the sea shore.

All authors allow authority after midnight.

Theresa tripped and tumbled tremendously over the tree.

It creates a more interesting description.

Task

AMBER

1. Stick in the picture of the Amazon Rainforest in Brazil. Think of a simile, personification, alliteration and onomatopoeia that you could use to describe the picture.
2. Put your ideas together to create a verse of a poem which describes the rainforest.



GREEN

1. Stick in the picture of the Amazon Rainforest in Brazil. Think of a simile, metaphor, personification, onomatopoeia, alliteration and repetition that you could use to describe the picture.
2. Put your ideas together to create a verse of a poem which describes the rainforest.



BLUE

1. Stick in the picture of the Amazon Rainforest in Brazil. Think of a range of figurative devices that you could use to describe the picture.
2. Create a verse of a poem which describes the rainforest. Can you make it rhyme?



Thursday 5th November 2020

SPaG Starter!

Grammar Revision

Identify the correct form of each verb in these sentences:

Drew **agrees/agree** with his brother.

We **is/are** going to **see/sees** some friends tomorrow.

He always **scream/screams** when he sees a moth.

Michael often **do/does** his homework straight after school.

Grammar Revision

Identify the correct form of each verb in these sentences:

Drew **agrees** with his brother.

We **are** going to **see** some friends tomorrow.

He always **screams** when he sees a moth.

Michael often **does** his homework straight after school.











Apps



Bonfire Night recipes | BBC Good Food
bbcgoodfood.com



10 Recipes For Bonfire Night | Tesco Real Food
realfood.tesco.com



Food ideas for your Bonfire Night party
goodhousekeeping.com



Bonfire Night food ideas | BBC Good Food
bbcgoodfood.com



Bonfire Night recipes - BBC Food
bbc.co.uk



Bonfire Night baked potatoes recipe | BBC Good Food
bbcgoodfood.com



960 x 413
Bonfire Night Cake and Bonfire Treats | Olivemagazine
olivemagazine.com



Bonfire Night recipes | BBC Good Food
bbcgoodfood.com



Bonfire Night Recipes | Bonfire Night | Tesco Real Food
realfood.tesco.com



Bonfire Night food: 15 of our favourite recipes | Manchester Evening News
manchestereveningnews.co.uk



www.olivemagazine.com/recipes/entertain/best-bonfire-night-food/



Friday 6th November 2020

SPaG Starter!

Grammar Revision

Which of the following words are coordinating conjunctions and which are subordinating conjunctions?

For while if but and because so before though or since

Which conjunction would fit best in the sentences below?

I'd like to go to Australia _____ it's too expensive.

I have lived here _____ I was five.

Grammar Revision

Coordinating conjunctions – **for, but, and, so, or**

Subordinating conjunctions – **while, if, because, before, though, since**

Which conjunction would fit best in the sentences below?

I'd like to go to Australia **but** it's too expensive.

I have lived here **since** I was five.

Overall Objective: To be able to write a poem.

Learning Objective: I can use figurative devices.

Use your plan from yesterday's lesson to write your Bonfire Night Poem.

Don't forget to use your figurative language to make it more interesting for your reader!

- Simile
- Metaphor
- Onomatopoeia
- Personification
- Repetition
- Rhyme

Could you include any alliteration?

