



W.C. 4th May 2020

English

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Use these worksheets to work from and not on. All you need is a piece of paper, pen or pencil and maybe a ruler.

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



Additional Resources:

https://www.englishmastery.org/wp-content/uploads/2020/03/Pupil_English_Year-5-Workbook-WK1-4-V2.pdf

This week all of the English activities are linked to VE day and life in WW2.

Spellings

Here are 10 spellings to do with the government that you may wish to practise and attempt on Friday. These words could come up in your English home learning and themed learning this week, so we thought it was best that we learnt to spell them correctly! Practise how you usually and/or on **Study Ladder**

<https://www.studyladder.co.uk/games/activity/look-cover-spell-government-34243?backUrl=/games/literacy/gb-year-five>

Monday

(May the Fourth Be with You!)

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Investigating setting descriptions and context

'Government'
words

political
legislation
government
election
candidate
vote
senate
representative
minister
president

A **setting** is **where** and **when** a story is set. When writing a story, the setting is really important. Thinking about these things will help your writing.

- Think about what the setting is like, is it day-time or night-time?
- How does the setting impact the characters?
- Can you picture the setting clearly? This will help you describe it to the reader.

Starter

List all as many expanded noun phrases (remember determiner + adjective + noun) that you can in 2 minutes for this picture.

This is a picture of the Coventry Cathedral after German bombers destroyed it in November 1940.



Setting descriptions often continue these things:

include an introduction?

describe what can be seen?

describe what can be heard?

describe what can be smelt?

describe what can be felt?

describe the atmosphere and mood?

use figurative language to create effect?

Complete the Practise Tasks on Bitesize then read the texts below and have a go at your chosen activity.

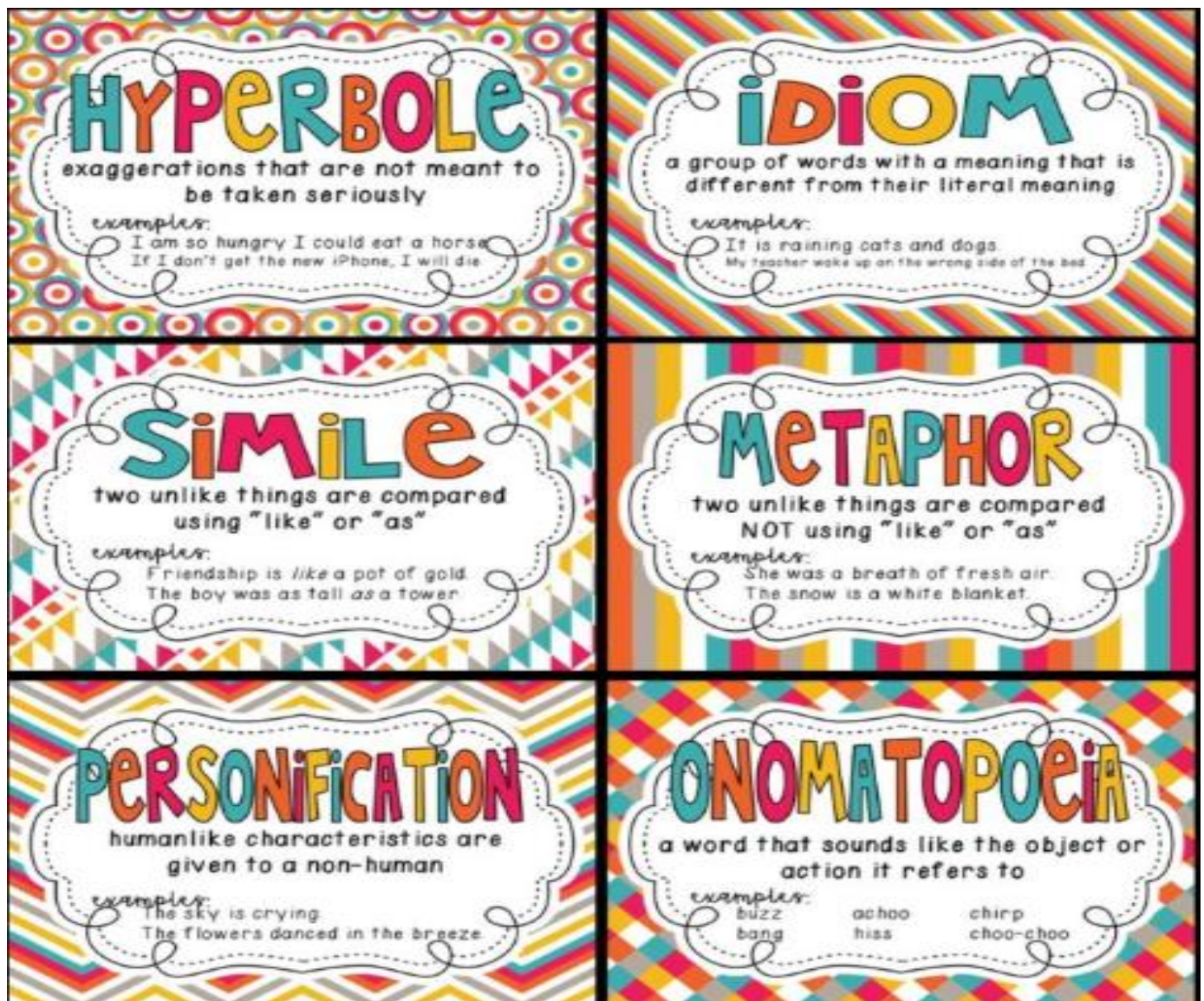
Mild

The sirens start. It is dark and hum of the planes gets closer. It gets louder and louder and louder. Bombs begin to drop, screaming as they fall. There are huge explosions, which shake the earth and break whole buildings. The sound of the planes grows dimmer as they carry on looking for more destruction. Behind them is a city on fire. Water gushes from the broken pipes and the second siren wails as the people come out from their shelters once again.

Remember to use the text.

1. Write down 5 examples of what can be seen
2. Write down 3 sounds that can be heard
3. Write down something that can be felt

4. What mood and atmosphere does this piece of text create? Write a short paragraph using quotes to give reasons for your answer.



Medium and Spicy

The sirens begin. Darkness falls and the tell-tale hum of the planes drew near. Louder and louder, they grow until they fill the air like a swarm of wasps buzzing in the sky. Bombs begin to drop, screaming as they plummet to the city below. Silence. Then huge explosions, which shake the earth and shatter whole buildings as if they were made of glass. Gradually, the sound of the planes grows dimmer as they plunge forward in their search for more destruction. Behind them, a smouldering city. Fires leap and lick at the empty shells that once were homes. Smoke pours into the sky, which glows a muddy orange. Water gushes from the broken pipes and the second siren wails as the people creep out from their shelters once again.

1. Write down 5 examples of what can be seen
2. Write down 5 sounds that can (or can't) be heard
3. Write down something that can be felt
4. What mood and atmosphere does this piece of text create?
5. Write down 5 phrases or sentences that use literary devices (figurative language) the writer has used (see the grid above to help you remember)

Answers - on "Year 5 English answers document".

Tuesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Using prepositions for effect in setting descriptions

Prepositions

A **preposition** is a word that tells you **where** or **when** something is in relation to something else.

Examples of prepositions include words like after, before, on, under, inside and outside.

After walking for miles she rested on a hill.

In this sentence 'after' tells you when she rested and 'on' tells you where she rested.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

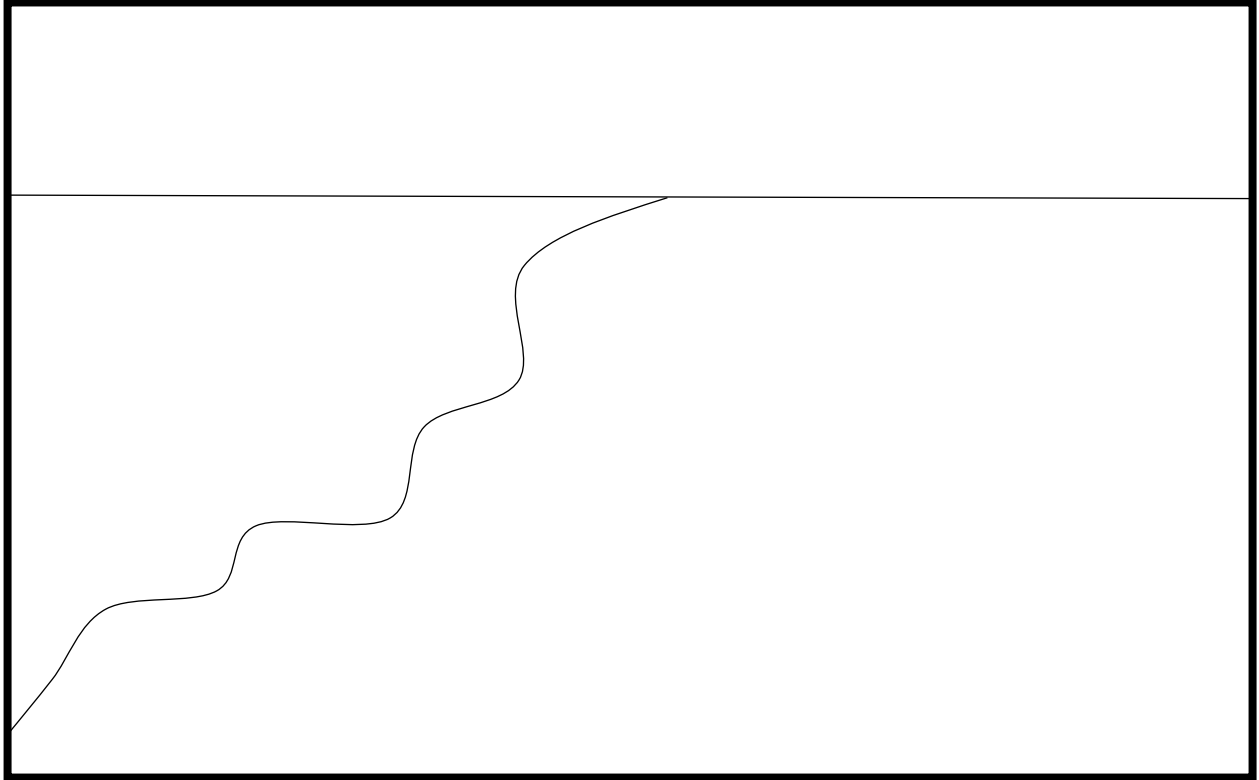
Complete the Practise Tasks on Bitesize then read the texts below and have a go at your chosen activity.

Mild

Read this description and draw the scene in the box below.

On the left, you can see the sea. A small red boat with a green sail is sailing away from the beach. The water is dark blue with a few small waves. There are three small white clouds in the sky and one of the clouds is partly covering the bright golden sun. Five white seagulls are flying in the pale blue sky. On the right is a pink ice cream van. Three children are standing in a line, waiting to buy an ice cream. All of the children are wearing red shorts. One has a blue t-shirt and the others have green t-shirts. In the middle of the golden sand, a woman wearing a yellow dress is lying on a green

and blue spotty beach towel reading a book. In front of her, two children wearing blue shorts and red t-shirts are building a sand castle, decorated with shells and with a red flag on the top. The children have a yellow bucket and a blue spade. Near the water, two boys wearing black swimming shorts are playing with a football. On the sand behind them, there is a man wearing an orange sun hat, brown trousers and a stripy red and white t-shirt. He is carrying a fishing rod and a net to catch crabs.



Extension - Write down all of the prepositions in the text.

Medium

Using the picture below, and the prompts from the preopisiton list, can you write a paragraph including prepositions to describe the VE day setting.



PREPOSITION LIST



- About
- Above
- According to
- Across
- After
- Against
- Ahead of
- Along
- Amidst
- Among
- Amongst
- Apart from
- Around
- As
- As far as
- As well as
- Aside from
- At
- Barring
- Without



- Because of
- Before
- Behind
- Below
- Beneath
- Beside
- Besides
- Between
- Beyond
- By
- By means of
- Concerning
- Despite
- Down
- Due to
- During
- In
- Plus
- Within
- Next

- In addition to
- In case of
- In front of
- In place of
- In spite of
- In to
- Inside
- Instead of
- Into
- Except
- Except for
- Excluding
- For
- Following
- From
- Like
- Minus
- Near
- Outside
- Over

- Next to
- Past
- Per
- Prior to
- Round
- Since
- Off
- On
- On account of
- On behalf of
- On to
- On top of
- Onto
- Opposite
- Out
- Out from
- Out of
- Owing to
- Than
- Through



- Throughout
- Till
- Times
- To
- Toward
- Towards
- Under
- Underneath
- Unlike
- Until
- Unto
- Up
- Upon
- Via
- With
- With a view to





Spicy

Prepositions can also be used as part of fronted adverbial: explaining where or when something is taking place at the beginning of a sentence, which is then followed by a comma.

e.g. **Before Winston's infamous speech**, the children gathered in the cobbled streets.

Using the same picture as above, can you write a paragraph including prepositions to describe the VE day setting.

The answers for the Mild task are found in the “Year 5 English answers document”. However, please share and send in via our email any of your paragraphs you may wish to share!

Study Ladder additional game -

<https://www.studyladder.co.uk/games/activity/prepositions-22765?backUrl=/games/literacy/gb-year-five>

Wednesday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Using alliteration and onomatopoeia in a setting description

Starter-

Using your work from yesterday, on prepositions, write down all of the prepositions you can see in this poem. Time yourself! Read steady go!!!

World War II

By: Bryce

During 1941,
Across the
Atlantic,
In Germany,
Against the
Germans,
Over World
Power,
On the European soil,
Near the Pacific,
At Asia,
Outside America,
After the enemy,
Until 1945,
Fighting against Hitler and the Germans.



Alliteration is when words **start with the same sound**:

- For example, Sammy the slippery snake came sliding.
- Alliteration is used in both written and spoken English. You can find examples in poetry, advertising and events commentary.
- It is often used in newspaper headlines to grab the reader's attention.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zq4c7p3>

Onomatopoeia

Onomatopoeia is a word which sounds like what it means.

'Thud', 'crash', 'bang' and 'buzz' are all examples. Can you think of any more?

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8t3g82>

Poets choose words for their literary effect. Particular words can spark the reader's imagination by providing them with an image or a sound that helps to convey the meaning of the poem.

Words that provide sound clues are examples of onomatopoeia. These are words that mimic the sound of the thing they are describing.

Imagine a glass bottle falling and breaking. To describe this a poet might choose words that are examples of onomatopoeia like *crash*, *shatter*, *splinter*, *smash*.

Say these words aloud and they mimic the sound of something breaking into pieces.



*Complete the Practise Tasks on Bitesize then **watch the video clip** from the link below and have a go at your chosen activity.*

<https://www.theguardian.com/world/video/2015/aug/14/ve-day-london-colour-amateur-footage-video>



Mild

Using the video clip of VE day, write a short poem about VE day celebrations that uses alliteration. You may wish to write a free-verse or an acrostic poem. Watch the links to help you remember these.

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8sf8mn> - free verse poetry

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f> - Acrostic Poem

Medium and Spicy

Using the video clip of VE day, have a go at writing a narrative poem that describes the setting using alliteration and onomatopoeia. Watch the links to help you with a narrative poem.

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z3btrwx> - Narrative poem

Studdy Ladder - Here is a good example of another narrative poem

<https://www.studyladder.co.uk/games/activity/my-visit-to-the-grand-bazaar-20573?backUrl=/games/literacy/gb-year-five>

There are no answers for today, just enjoy writing poetry! It would be lovely to read and hear some of you work, so do send them to us via our email.

Thursday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Using personification in a setting description

Personification is when you give human characteristics or qualities to a non-living object, thing or idea.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zw9p8mn>



A poet may add interest or meaning by using **personification**.

Personification means applying human qualities to inanimate objects.

For example, to use personification to describe lightning, you might say '**lightning danced across the sky.**'

We can imagine what a couple dancing around a dance floor looks like and compare this with bolts of lightning in the distant sky.

Personification paints a clearer picture of the type of lightning that is being described.



Complete the Practise Tasks on Bitesize and then have a go at our **Grammar Hammer** practise paper. Again choose the paper you would like to have a go at. You will need a dictionary or use this link instead <https://kids.britannica.com/kids/browse/dictionary>

Mild

1. Underline the <u>prefix</u> which means 'against'.			2. Underline the <u>suffix</u> which, when added, forms the present tense of the verb.		
sub	inter	anti	sprint	ing	er
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
The ball was (<u>throne</u> / thrown) in the air.			He let out a loud (<u>grown</u> / groan).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
serious	<u>serius</u>	<u>serios</u>	<u>exploshun</u>	<u>explotion</u>	explosion
7-8. Number these words to show their alphabetical order.					
creep		cramp		crisp	
				crust	

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
fight	argue	creep	quarrel	battle
10. Underline the determiner in the sentence below.		11. Circle the noun in the sentence below.		
<u>Her</u> new bike was shiny and red.				

12-13. Underline two connectives that can be used to compare or contrast.				
meanwhile	alternatively	although	luckily	next
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition.				
If (Sally / <u>she</u>) hurried into the town, (Sally / <u>she</u>) would just make it in time to meet (Sally's / <u>her</u>) friends.				
16-17. Underline two fronted adverbials that might help signal cause and effect.				
Because of this,	Following that,	In a flash,	As a result,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
I (<u>seen</u> / saw) it first.		You should have (<u>wore</u> / worn) an apron.		

20-21. Underline the fronted adverbial. Punctuate this sentence using commas.	
<u>The next day</u> the children met at the play park.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession.	
<u>The lady's</u> bag was lost.	<u>The ladies'</u> toilets are out of order.
24-25. Punctuate these sentences using inverted commas (" "), commas (,) and any other punctuation needed.	
Mum shouted turn that music down	I can't hear myself think she added

Medium and Spicy

1. Underline the suffix that turns the noun into a verb.			2. Underline the suffix that turns the noun into a verb.		
apology	en	ise	note	ify	ise
3-4. Underline any silent letters in these words.					
muscle	body	garden	gnome		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
What is that (foul / fowl) smell?			Are you (aloud / allowed) to play out?		
7. Use a dictionary to find the meaning of this word.					
shrewd					
8-9. Number these words to show their alphabetical order.					
stand		stump		strange	strong
10-11. Underline two connectives that can be used to compare and contrast					
secretly	in conclusion	alternatively	suddenly	however	
12-13. Underline two sentence openers that might help show time and sequence in a piece of writing					
Previously,	Of course,	After a while,	On balance,		
14-15. Underline the correct verb tenses to complete the sentences.					
I have just (hear / heard) the church bells.			Did you (hear / heard) them?		
16. Underline the correct verb to agree with the subject.			17. Underline the correct verb to agree with the subject.		
The whole class (is / are) going on the trip.			All the children (are / is) going on the trip.		
18-19. Underline the correct verb to make these sentences correct.					
The boy (fallen / fell) out of the tree.			The boy had (fallen / fell) out of the tree.		
20-21. Circle the adjective in this sentence and underline the expanded noun phrase.					
Cautiously, he crept up to the spooky house on top of the hill.					
22. Underline the correct modal verb to complete the sentence.					
We have been told we (would / shall / should) not go in the building site.					
23. Underline the relative clause in this sentence.					
His mum, who came to pick him up, waited outside in the car.					
24. Use a comma to punctuate this sentence and make the meaning clear.					
He knocked at the door making the dog bark loudly.					
25. Punctuate this sentence with dashes - to show parenthesis.					
He was so clever at least he thought he was that he entered an intelligence test.					

Friday

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Reading lesson: Tell Me No Lies by Malorie Blackman

Watch the videos and read the extracts carefully (read it at least twice), then have a go at the activities.

Spellings - have a go at the spellings set on Monday on *Study Ladder* around the theme of 'Government'

Then practise these, using Look Write Cover Check on Study Ladder and then test yourself at home.

<https://www.studyladder.co.uk/games/activity/look-cover-spell-government-34243?backUrl=/games/literacy/gb-year-five>