



W.C. 22nd June 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.



This week's English Home Learning activities focus on Poetry and being 'unique and special'.

Spellings

*Here are 5 singular and 5 plural spellings that retain the latin spelling, that you may wish to practise and attempt on Friday. I wonder if you can try and include them in your English home learning, so we thought it was best that we learnt to spell them correctly! Practise how you usually and/or on **Study Ladder***

Monday

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Comics

hopeful
remorseful
purposeful
spiteful
ungrateful
truthful
tearful
skilful
powerful
helpful

Features of a comic strip

A comic strip is a sequence of drawings, arranged in interrelated panels or boxes.



Features of a comic strip

The story is written in a short narrative. This is shown through caption boxes, which the narrator would be saying. Captions tend to be coloured boxes, to show the difference to speech.



Features of a comic strip

Speech bubbles are usually round or square shapes with a tail pointing to the character's mouth, indicating that the character is speaking out loud.



Features of a comic strip

A scream bubble indicates a character is screaming or shouting and has a jagged outline or a thicker line. The letters are usually larger or bolder than normal.



Features of a comic strip

Broadcast bubbles may have a jagged tail like a lightning flash shape. Letters are sometimes *italicised*. Broadcast bubbles indicate that the speaker is communicating through an electronic device (radio, television, telephone).



Features of a comic strip

A whisper bubble shows that the speaker is talking in a softer or quieter tone. They are usually drawn with a dashed/dotted outline, smaller letters, and a paler (grey) writing.



Features of a comic strip

Thought bubbles are cloud-shaped word bubbles that indicate that a character is thinking, not talking out loud.



Features of a comic strip

Action words indicate the sounds that can heard in a comic strip. They are usually in coloured jagged splats, and the letters are all in capitals.



Quite often, exclamation marks are used!

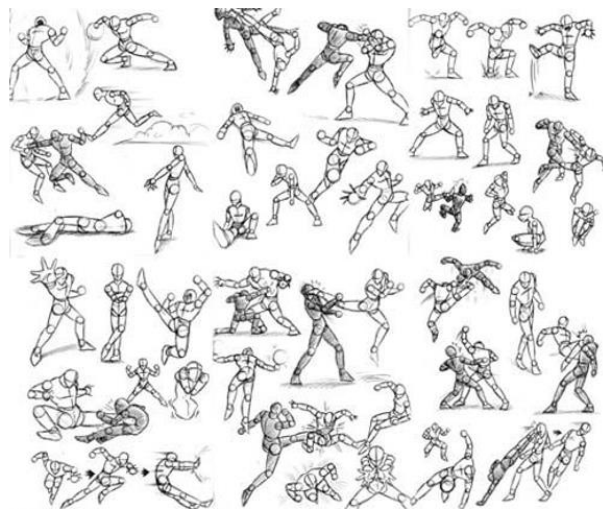
Mild, Medium and Spicy



In order to do this, you will need to do the following first:

- Draw some characters (use this video to help you https://www.youtube.com/watch?v=1Nb_ZDvoWEg) as the first one that comes to mind may not be your best idea
- Write out the story first so that you can begin to plan what will be in your panels, speech bubbles, plot development (twist?)
- Decide how many panels you will need for your story
- Plan what text will go in your boxes to advance the story. Remember, they should be short but detailed sentences, not paragraphs

Have fun and send in your comics so we can share them on Twitter with our St Anne's family!



Tuesday

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

Analysing playscripts

Features of a play script

What is a play script?

A written version of a play used by actors to prepare and rehearse for a performance.



Annie

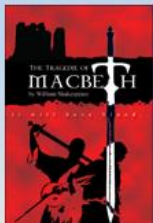
Title

The name given to the play script.



Wicked

Macbeth



EastEnders



Romeo and Juliet

Character List

JACK AND THE BEANSTALK	
CHARACTERS (In Order Of Appearance)	
JACK	
JACQUELINE, his mother	
POULTRY WOMAN	
DAIRY MAID	
BUTTERCUP, a cow	
FRIPPERY, a fairy godmother	
JONATHAN, Jack's father	
COLOSSUS, a giant	
SYNOPSIS	
Scene One: Jack's cottage, early morning	
Scene Two: The giant's castle, half an hour later	
Scene Three: Jack's cottage, that afternoon	

- Found at the beginning of a play script.
- It tells us what characters are in the play.
- Sometimes it gives us a description of the character and their characteristics.

CAST OF CHARACTERS (In Order of Appearance)		
		# of Lines
ALICE	.....a young girl	270
WHITE RABBIT	.....never on time	41
MOUSE	.....a long tale to tell	27
MOCK TURTLE	.....not a real turtle, but close enough	20
LORY	.....a kind of parrot	20
DODO	.....a strange-looking bird	20
RED QUEEN	.....a chess figure	39
SOLDIER ONE	.....a playing card	6
KNAVE OF HEARTS	.....another card	2
SOLDIER TWO	.....another	6
QUEEN OF HEARTS	.....a tyrant	29
CATERPILLAR	.....a sleepy sort	14
FISH FOOTMAN	.....a servant	3
FROG FOOTMAN	.....another	8
DUCHESS	.....a domineering type	15
COOK	.....loves pepper	14
CHESHIRE CAT	.....walks about without its grin	10
TWEEDLEDEE	.....a fat little schoolboy	7
TWEEDLEDUM	.....his twin	9
MAD HATTER	.....mad as a March Hare	26
MARCH HARE	.....mad as a Hatter	25
DORMOUSE	.....a sleepy-type rodent	10
ROSE	.....a talking flower	8
LILY	.....another	8
DAISY	.....another	9
WHITE QUEEN	.....another chess figure	30
KNIGHT	.....an aged horseman	20
HUMPTY DUMPTY	.....a conceited egg	21
KING OF HEARTS	.....monarch of Wonderland	35
SISTER	.....Alice's elder sister	2
ADDITIONAL CITIZENS OF WONDERLAND.....as desired		n/a

Stage directions

ACT I	
SCENE 1	
<i>The football-club locker-room. The locker-room is dark and empty. The main lights are switched on. OLD JOHN and TONY enter stage right. OLD JOHN is walking with the help of a stick.</i>	
OLD JOHN	New paint job is it?
TONY	New paint. New benches. New lockers. Even got new soap for the showers.
OLD JOHN	<i>(Sits on a bench)</i> I don't recognise anything anymore. Except the smell.
TONY	Don't suppose that ever changes
<i>(BRIAN enters stage left. BRIAN is wearing a tracksuit. He's been on a run and looks flushed; out of breath.)</i>	
BRIAN	Hi, Tony. Who's your boyfriend?

- Used to set the scene.
- They are an instruction. They tell an actor what they should be doing in that scene (their actions) or how they should talk.
- Normally presented in brackets or in italics.

Scene 1

The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.

Setting the scene

It is a dark, cold night and Mel and Sid are sitting on a green park bench. The street lights are dim and the sound of the traffic can just be heard in the background.

SCENE ONE: *Daddy bear comes into the house. Mummy and baby follow him. They are tired after their morning walk in the woods.*

- Gives the actors information/a description about the scene.
- Where it is.
- What it is like (weather).
- Who is there.

Dialogue

Stage Script - Macbeth

Act 1, Scene 1

SCENE I. A desert place.

Thunder and lightning. Enter three Witches

First Witch: When shall we three meet again
In thunder, lightning, or in rain?

Second Witch: When the hurlyburly's done,
When the battle's lost and won.

Third Witch: That will be ere the set of sun.

First Witch: Where the place?

Second Witch: Upon the heath.

Third Witch: There to meet with Macbeth.



- The speech between characters.
- The character's names are on the left hand side of the page.
- No speech marks.
- The speech is separated by a colon (:)

Scenes

Scene 1

The drawing room of Lady and Lord Montague, which is furnished with plush carpets, silk curtains and beautifully carved antique furniture. Lord Montague is sitting on a velvet sofa, smoking a pipe and reading the paper. Lady Montague is sitting at a grand piano, trying but failing to play a melody.

Lady Montague: Try as I might, I simply cannot get this blessed melody right!

Lord Montague: You are trying too hard, darling. Relax, look at the notes and let your fingers find their way to the right notes. Stop trying to get it right. Just feel the music.

Lady Montague: *(pushing a strand of hair from her face wearily)* Yes. Perhaps you are right.

- Like chapters in a book, it is a different part of the play.
- Used when you want to change the location or the time the dialogue is taking place.
- At the start of a new scene, it is important to say where and when it is happening.

Mild, Medium and Spicy

You have 1 of two options today for your activity:

1. Turn your comic book strip from yesterday into a playscript using the features listed above
2. Create a sequel to your comic strip from yesterday in the form of a playscript. It can be the same characters or new ones

REMEMBER, A PLAYSRIPT HAS VERY CLEAR FEATURES SO MAKE SURE YOU USE THE PROMPTS FROM ABOVE TO LAY YOURS OUT CORRECTLY!

Have fun!

Wednesday

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National Writing Day (Limericks)

What is a Limerick?

Limericks are one of the most fun and well-known poetic forms. No one knows for sure where the name “limerick” comes from, but most people assume it is related to the county of Limerick, in Ireland.

The reason limericks are so much fun is because they are short, rhyming, funny, and have a bouncy rhythm that makes them easy to memorize. In this lesson, I’ll show you how you can write your own limericks in just a few easy steps.

The Rules of Limericks

Limericks, like all poetic forms, have a set of rules that you need to follow. The rules for a limerick are fairly simple:

- They are five lines long.
- Lines 1, 2, and 5 rhyme with one another.
- Lines 3 and 4 rhyme with each other.
- They have a distinctive rhythm (which I’ll explain shortly)
- They are usually funny.

Rhyming a Limerick

The [rhyme scheme](#) of a limerick is known as “AABBA.” This is because the last words in lines 1, 2, and 5 rhyme. Those are the “A’s” in the rhyme scheme. The “B’s” are the last words of lines 3 and 4. Let me give you an example:

Mild, Medium and Spicy

For the activity today, you will need to watch this video and have a cup at hand! It will make sense once you have watched the video.

<https://literacytrust.org.uk/family-zone/9-12/how-write-limerick/>

- 1. First, try to learn the rhythm with the cup that the person shows you.*
- 2. Then, say the Limerick of the man with the beard and match it to the rhythm.*
- 3. Finally, have a go at writing your own one about anything you like!*
- 4. Send in videos and pictures of what you do and you could end up on Twitter!*

Thursday

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

Grammar Hammer

Mild

1. Underline the prefix which means 'before'.			2. Underline the suffix which, when added, forms the present tense of the verb.		
sub	anti	pre	train	ing	er
3. Underline the correct homophone to use in this sentence.			4. Underline the correct homophone to use in this sentence.		
They played on the sea (sure / shore).			He slipped off the bottom (stare / stair).		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
scool	skool	school	ecko	echo	eko
7-8. Number these words to show their alphabetical order .					
frame		fright		flinch	
					face

9. Underline the words which have a similar meaning to the word in bold (synonyms).				
angry	displeased	annoyed	tired	cross
10. Underline the determiners in the sentence below.		11. Circle the prepositions in the sentence below.		
A beautiful butterfly landed on the green leaf.				

12-13. Underline two connectives that can be used to show cause and effect .				
including	furthermore	therefore	so that	out of nowhere
14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition .				
(Molly / She) climbed into bed, (she / Molly) picked up (Molly's / her) book and started reading.				
16-17. Underline two fronted adverbials that might help signal conclusion and summary .				
Finally,	All of a sudden,	After all,	Fortunately,	
18. Underline the correct word to complete the sentence.		19. Underline the correct word to complete the sentence.		
It had (began / begun) to rain.		His trousers (tore / torn) at the seam.		

20-21. Underline the fronted adverbial . Punctuate this sentence using commas .	
Panting for breath the tired dog lay down in the shade.	
22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession .	
The d o g s tails were wagging.	The d o g s tail was wagging.
24-25. Punctuate these sentences using inverted commas (" ") , commas (,) and any other punctuation needed.	
Look at that exclaimed Tim	What is it asked Rory

Medium and Spicy

1. Underline the suffix that turns the adjective into a verb.			2. Underline the suffix that turns the noun into a verb.		
deaf	en	ify	category	ate	ise
3-4. Underline any silent letters in these words.					
knee	hand	autumn	winter		
5-6. Underline the correct word to use in each sentence. Use a dictionary if you need to.					
Look how much you've (groan / grown).			My throat feels (horse / hoarse).		
7. Use a dictionary to find the meaning of this word.					
curio					
8-9. Number these words to show their alphabetical order.					
stuck		study		string	stall
10-11. Underline two connectives that can be used to give opinion.					
however	including	whereas	but	previously	
12-13. Underline two sentence openers that might help show surprise or suspense in a piece of writing.					
In a flash,	Many agree,	All of a sudden,	For this reason,		
14-15. Underline the correct verb tenses to complete the sentences.					
The horse (ran / run) towards the gate.			I love to see him (ran / run).		
16. Underline the correct verb to agree with the subject			17. Underline the correct verb to agree with the subject		
Sarah or Simon (walk / walks) the dog.			Everyone in the class (has / have) a ticket.		
18-19. Underline the correct verb to make these sentences correct.					
She (stolen / stole) the boy's bike.			The boy's bike was (stole / stolen).		
20-21. Cross out any words which are redundant in this sentence to convey the information concisely.					
The sailor pulled with all his might as hard as he could on the dirty, filthy rope.					
22. Underline the correct modal verb to complete the sentence.					
The cat looks hungry. I (can / would / shall) feed him.					
23. Underline the relative clause in this sentence.					
The trousers, which made him look like a clown, were too short.					
24. Use a comma to punctuate this sentence and make the meaning clear.					
After the football match the players did a lap of honour.					
25. Punctuate this sentence with commas, to show parenthesis.					
Mrs Little my teacher loves to play football with us.					

Friday

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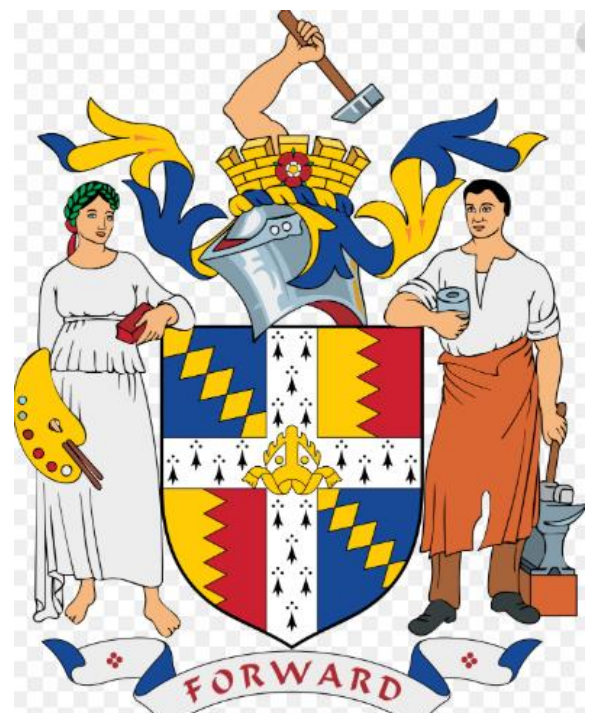
Macbeth retold by Marcia Williams

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

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-birmingham-johannesburg/zv2rkmn>

As well as this, I would like you to complete the following activity linked to our weekly theme about our local area.

Watch the video and make a list of pros and cons about living in Birmingham compared to South Africa's Johannesburg. Then create a piece of art which explains what you love about your local area. This can be Chelmsley Wood, Solihull/Birmingham or the West Midlands!



Spellings - have a go at the spellings set on Monday on *Study Ladder*.

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