

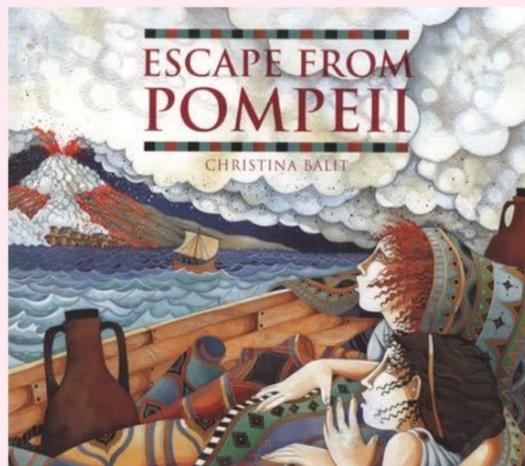
Mon: Write a description

Tue: Use a subordinate clause

Wed: Spellings

Thu: Plan a memoir

Fri: Write memoir and edit



Monday 16th November
English: Writing

Monday 16th November 2020

IALT write a description

Recap:

Main clause

Not a main clause

Was a beautiful place.

Livia was a good friend.

The eruption was a tragedy.

the city of Pompeii.

A main clause has a and a and
on its own.

Monday 16th November 2020

IALT write a description

Starter:

The volcano was pritty and butiful

their waz a grate explosion

The poeple should moev fast down the path.

Our we sure.

Monday 16th November 2020

IALT write a description

Brief
seen i

Describe what you see in the picture.



How would seeing this eruption feel?
What would it sound and smell like?

Monday 16th November 2020

IALT write a description



Write a description the volcano erupting

T: model write description of volcano eruption with children's input. Third person. Past tense.



nouns (person, place, thing or idea):
molten rock, lava, volcano, ash, crater, sound, fear, eruption, erupt, erupted, smoke, cloud, waves, sky, ship, rain, fire, flames,

lept, fell, burn, grew, flew, soared, roared, poured, blew

adjectives (describing words):
horrible, horrific, scary, loud, terrifying, threatening, enormous, bright, thickly, gigantic, enormous

Challenge: Use powerful verbs and adverbs

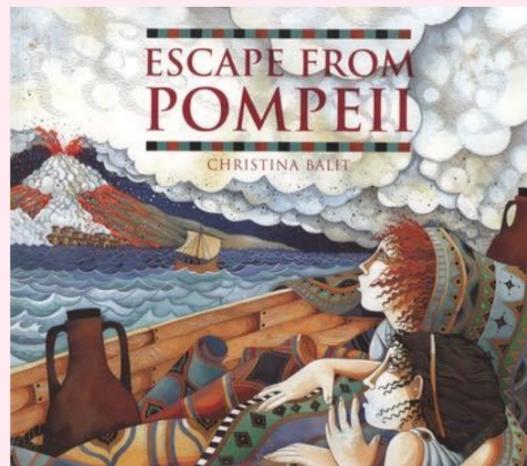
Monday 16th November 2020

IALT write a description

Plenary



1. Check for capital letters and full stops
2. Check your sentences makes sense.
3. Label the subject (S) and the action (A).
4. Explain what a main clause is - the purpose of a main clause and its features.



Tuesday 17th November
English: Writing

Tuesday 17th November 2020

IALT use a subordinate clause

Recap

A subordinate clause adds extra [redacted] to the [redacted] c [redacted]

A subordinate clause does not m [redacted]



Tranio and Livia were upset when they returned to Pompeii.

Tuesday 17th November 2020

IALT use a subordinate clause

Starter

behind the chidlern the wild grass growed.

he kept his I on the path the hole hour

Thay wanted to prov thay culd do it.

He impruved evry day because he tired
again and again.

Tuesday 17th November 2020

IALT use a subordinate clause



T reads the page.
Whole class has brief
discussion of what can
be seen in the picture.



Tuesday 17th November 2020

IALT use a subordinate clause



T: model write with children's input. Write a description of Tranio and Livia response to the volcano erupted. Use past tense in the third person.

Describe what happens, what can be seen, their feelings.

subordinating conjunctions:

if
because (why?)
before
when



nouns (person, place, thing or idea):

molten rock, lava, volcano, ash, crater, sound, fear, eruption, erupt, erupted, smoke, cloud, waves, sky, ships, rain, fire, flames,

adjectives (describing words):

horrified, scary, scared, loud, terrifying, threatening, enormous, bright, thickly, gigantic, enormous



verbs (actions):

gazed, watched, looked, stared, lept, glared, fell, gasped, cried, sobbed, bawled



Challenge: use expanded noun phrases and adverbs

Tuesday 17th November 2020

IALT use a subordinate clause

Plenary

1. Check for capital letters and full stops.
2. Check your sentences makes sense.
3. Underline the subordinate clause.
4. Explain the purpose and features of a suborinate clause.

Spellings

Wednesday 18th November

Time for our spelling test!

meat 

meet 

berry 

bury 

fair 

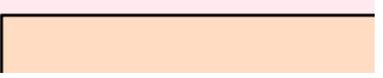
fare 

ball 

bawl 

break 

brake 



IALT create adverbs using the suffix -ly

Adverbs can describe time, frequency, manner, place or to what degree something is happening.

Adverbs often end in the suffix -ly but not always.



Quietly, the children
sat and watched
their favourite show.



Bobby regularly
brushed his teeth.



Yesterday, Jo's
class played
basketball in PE.

Where is the adverb?

IALT create adverbs using the suffix -ly

Adverbs are often formed when the suffix -ly is added to an adjective root word. Look what happens here...



sad + ly = sadly

How does the root word change when the suffix -ly is added?

It doesn't! It remains exactly the same!

IALT create adverbs using the suffix -ly

Working with a partner, can you create a list of -ly adverb words where the adjective root word doesn't change when the suffix is added?

Write them on your whiteboards like this:

sad + ly = sadly

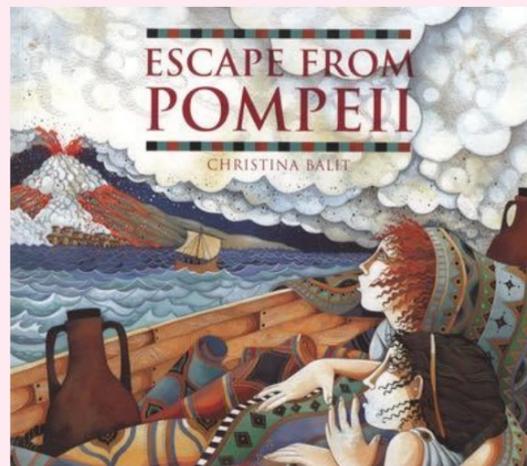


You have ten minutes. How many examples can you find?



START





Thursday 19th November
English: Writing

Thursday 19th November 2020

IALT plan a memoir

Teacher gives
brief verbal
example

Recap

but



"but" joins opposites;
something good and bad.

and



"and" means "both".

or



choice/options

so



Makes something happen;
explains the reason /purpose

Livia and Tranio were upset **but** glad they escaped.

Thursday 19th November 2020

IALT plan a memoir

subordinate conjunctions

if (if, then)

while (two things happening at the same time)

after — ⌚



before

when

because ----- answers 'Why?'

They would escape from Pompeii *if* they could

Thursday 19th November 2020

IALT plan a memoir

Starter

how many clothes should i bring?

many people could be beautiful and kind.

He would climb the volcano.

Thursday 19th November 2020

IALT plan a memoir

What is a 'memoir?'

A memoir retells one part of a persons life.

CHARACTERISTICS OF THE MEMOIR:

It focuses and reflects on the relationship between the writer and a particular person, place, time or object. It explains the significance of the relationship.

Thursday 19th November 2020



IALT plan a memoir

Activity: In pairs, discuss and write down ideas for your memoir on A3 paper. A memoir retells one part of a person's life.

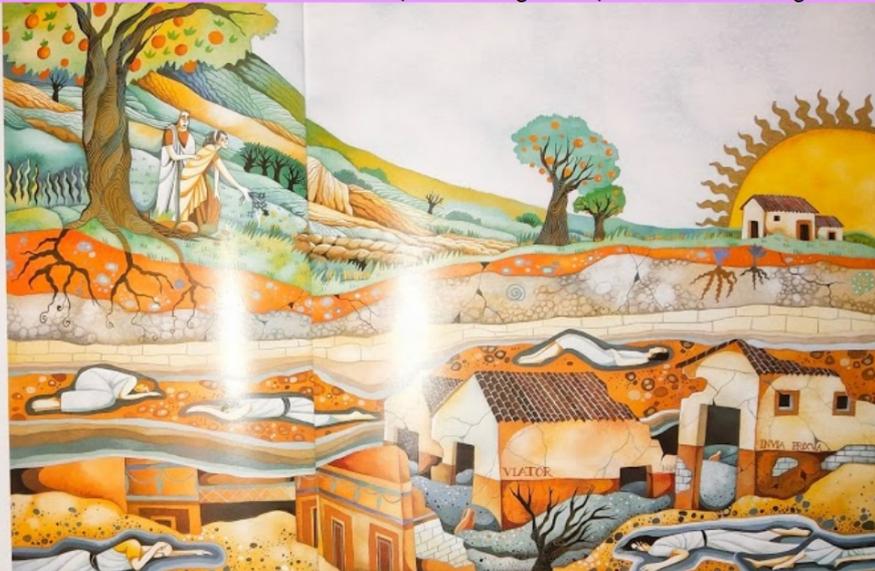
Many years passed ... and the mountain grew cool and still. At first its slopes were burnt and barren, but in time plants began to grow as the volcanic soil brought forth its riches once more. Most people had forgotten the buried city.

An old man and woman stood in the shade of an orange tree and laid a flower there. Long ago, they had been rescued by the kind captain of a Greek cargo ship and he had raised them as his own. They were Tranlio and Livia, saying farewell to those buried under the ash beneath their feet.

"We won't forget you," they whispered.

Would anyone ever find their beloved Pompeii? they wondered. Would anyone ever see its splendid streets? Perhaps. Perhaps not.

Tranlio and Livia walked back to their small house beside the orange grove. For the rest of their days they would carry a deep sorrow within their hearts.



Teacher reads the page.

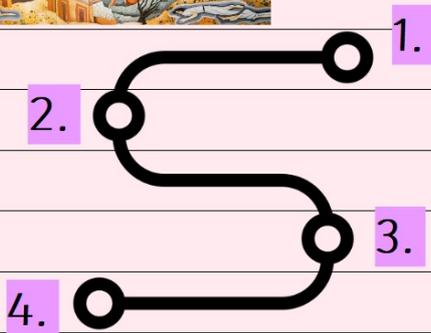
Partners discuss the most important parts and describe what they see and how the characters feel. Chn asked to imagine what Tranlio might be feeling or thinking and share this with their partner.

Thursday 19th November 2020

IALT plan a memoir



Activity 1: **write a** story map of what happens when Tranio revisits Pompeii with Livia.



coordinating
conj.

and
but
or
so

sub. conjunctions

if
while when
before after
because

Teacher marks the most interesting points of the scene/page with children's input.

In each section draw pictures, write key words, adjectives, phrases and coord. and sub. conjunctions to use in each part.

Challenges:

Add vocabulary and phrases you will use

Add which conjunctions you will use in each part.

Write how you want the reader to feel.

Thursday 19th November 2020

IALT plan a memoir

Activity 2: write **your own** story map

Small group: independently writes a retelling of the story. They use the teacher's story map as a guide.

Step 1: Draw the story map.

Step 2: Write the most interesting points of the return to Pompeii.

Step 3.

In each section draw pictures, write key words, adjectives, phrases and coordinating conjunctions to use in each part.

sub. conjunctions

if

while

when

before

after

because

coordinating conj.

and

but

or

so

Children enhance their writing by using:

Add vocabulary and phrases you will use

Add which conjunctions you will use in each part.

Write how you want the reader to feel.

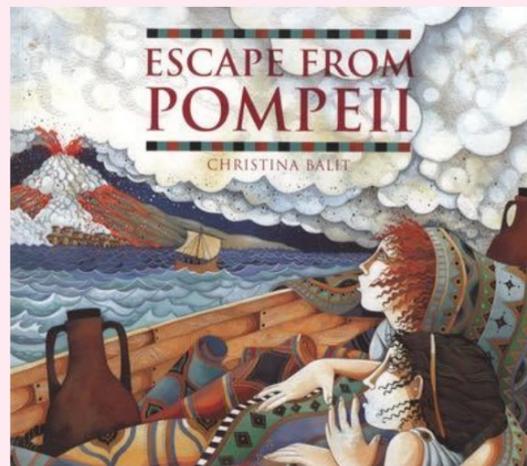
Thursday 19th November 2020

IALT plan a memoir

Plenary



1. Check if your plan mentions all the important and interesting points.
2. Check if your plan lists vocabulary you will use.
3. In your book, explain what a memoir is.



Friday 20th November
English: Writing

Friday 20th November 2020



IALT write a memoir

Recap On your whiteboards write the number and label 'sub clause' or 'coord clause'

1. Tranio and Livia were grateful **because** they were alive.
2. Livia and Tranio were friends **and** knew each other well.
3. Tranio and Livia were relieved **when** they escaped Pompeii.
4. They were alive **so** they were relieved.
5. Tranio ran from Pompeii **while** lava flowed from the volcano.
6. They were happy to be safe **but** sad for Pompeii.

Friday 20th November 2020

IALT write a memoir

Starter

the old gold was called wen I wood hold it

it was the Last hor of class

her parents is kind

Friday 20th November 2020

IALT write a memoir

Activity: Write the memoir

Teacher model writes a memoir with children's input.



MEMOIR:

Focus and reflect on the relationship between Tranio and the people of Pompeii, a particular person, place or time.

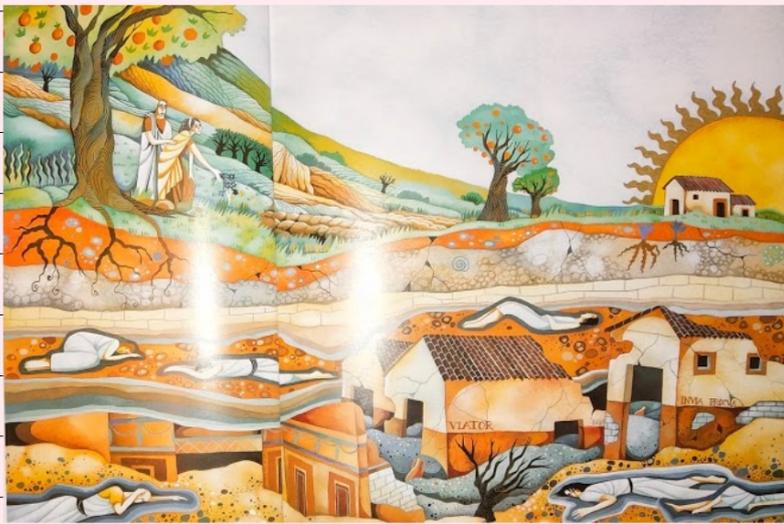
What was the relationship between Tranio and Pompeii before the eruption? Show why the people and place was important to him.



Friday 20th November 2020

IALT write a memoir

Write a memoir: Focus and reflect on the relationship between Tranio and the people of Pompeii, a particular person, place or time. Include subordinating and coordinating clauses.



looked

felt

mountain

years

memory

upset

walked

beneath the earth

sad

forgotten

thought

past

Friday 20th November 2020

IALT write a memoir

1. Check for capital letters and full stops
2. Check your sentences makes sense.
3. Circle the coordinating and subordinating conjunctions.

sub. conjunctions

if

while

when

before

after

because

coordinating
conj.

and

but

or

so

End.