

Reconnect (back of English book)

8/10/2020

What is the **subject** of the sentence below?

In July, Emma is going on holiday to Florida.

Tick **one**.

July

☐

Emma

☐

holiday

☐

Florida

☐

1 mark _____



Write a sentence using the conjunctions **however** or **even though** to describe one of the images.

th November 2020

LO: I can identify the form of Non-Chronological Reports

Start to write here...



Non-Chronological Reports

Cheetahs

Does this report have an audience?

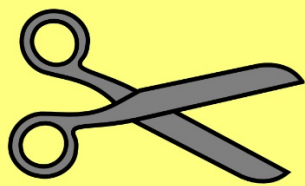
What about a purpose?

Does every individual paragraph have a purpose?



What would happen if the order of paragraphs 2-6 changed?

Would it make a difference? Why/why not?



Cut it up and try it out.

Why do you think the author had chosen the original order? Would you do it differently?

Read the report on 'Cheetahs.'

Together, with your table partner, identify the purpose of the report and then the purpose of each paragraph (you could do this by giving them sub-headings).

Classification

Conclusion

Extension

What have you learned about order in a non-chronological report?

Do you think the author has ordered the paragraphs correctly? Why/ why not?

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Jon wants to know if Tesco is open on Sunday.
Write the **question** he could ask.
Remember to punctuate your sentence correctly.

Tirelessly, the young boy ran down the long, winding road
fiercely searching for a place to hide.

adjectives

verbs

nouns

determiners

preposition

adverbs

th November 2020

LO: I can identify the features of a Non-Chronological Report

Start to write here...

Key:

action verbs

linking/ auxiliary verbs

pronouns

generalisers

formal tone

technical vocabulary

sub headings

Mexico:

Day of the Dead

El día de los Muertos stands for 'The day of the Dead' and is a Mexican celebration in which the dead are honoured. It is a happy occasion full of rejoicing and sharing memories.

When

The Day of the Dead is celebrated across 3 days. The three days are full of fiestas, flowers, food, candles, parades, prayer and fun. The first day is on the same day as Halloween, 31st October. On this day at midnight, the gates of heaven are opened. The second day, 1st November, is when the spirits of deceased children (*angelitos*) visit. The third day, 2nd November, is when the spirits of adults visit.

Where

Most commonly The Day of the Dead is celebrated across Mexico however, it is also celebrated in areas of North America, such as California and Texas, where the Mexican/American heritage exists. Day of the Dead is celebrated in Mexico, Ecuador, Guatemala and other areas in Central and South America, specifically those with the Latino ethnic background.

Altars – Ofrendas



People create *ofrendas* (altars) to honour the deceased. The altars are a space to remember loved ones and light candles to guide the spirits.

The altars include:

- pictures of the deceased
- items they were fond of
- something to eat
- candles
- flowers
- gifts

Food and Pan de Muertos – Bread of the Dead

Foods that the deceased enjoyed whilst alive are placed on the *alta*. The dead have come back to visit when the food has spoilt. Fizzy drinks go flat, bread becomes hard and fruit softens. A special Day of the Dead bread called Pan de Muertos is eaten. This bread represents the soul of the departed. The loaves are sometimes baked in the shape of skulls and sometimes are round loaves decorated with bones. The bread is often decorated with frosting or seeds, which represent happiness in some areas of Mexico.



Werewolves

Werewolves, also known as lycanthropes, are mythological or folkloric humans with the ability to shape-shift into a hybrid wolf-like creature. They are generally found in Europe and date from the medieval period. The legend of the werewolf developed in parallel to the belief in witches and is still evident in popular culture today.

How dangerous are they?

Often perceived as a threat throughout history, werewolves generally prey on any living thing; however they particularly target children. Werewolves attack in a variety of ways. The Scandinavian werewolf is known to possess poison-coated claws. This creature uses its gaze to paralyse its victims which enables the final blow to be delivered with devastating accuracy. Some werewolves are known to target the graves of their victims; digging up bodies to consume to satisfy their cravings.

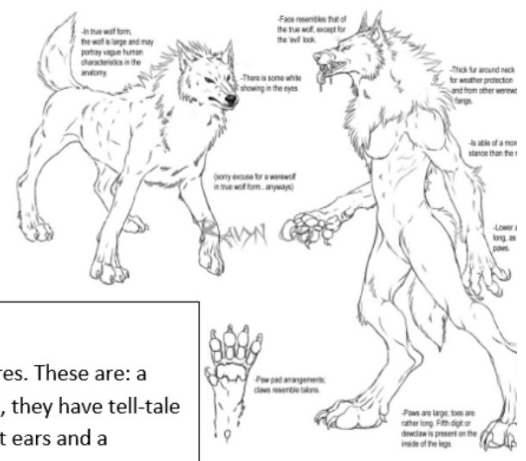
Modern culture

Even after many centuries of tales, a fascination with werewolves still exists in modern society. The most popular depiction of a werewolf on film is in the renowned movie franchise: 'Twilight'. Another work of fiction which mentions these mythical beasts is 'Harry Potter'. This series of books features several werewolves (including Remus Lupin).



Shape-shifting ability

Werewolves are humans who transition into wolf-like creatures, either purposefully or after being placed under a curse. Various methods of becoming a werewolf have been reported. In folklore, most werewolves originate from being cursed or bitten by another werewolf. Historically most werewolves transform under the light of a full moon. Some historical tales list other stranger methods of transformation, such as: rubbing the body with magic ointment, drinking rainwater out of the footprint of the animal or repeating a set spell. After returning to their human form, werewolves are usually documented as becoming weak, debilitated and undergoing painful, nervous depression.



Appearance

Traditionally, a werewolf is indistinguishable from an ordinary wolf apart from several features. These are: a larger body, lack of a distinct tail, human eyes and voice. When a werewolf is in human form, they have tell-tale physical traits including: meeting of both eyebrows ('monobrow'), curved fingernails, low-set ears and a swinging stride.

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Re-write the sentence below to make it **active**.
Remember to punctuate your answer correctly.

The slipper was chewed by the dog.



Write a sentence using the conjunction **whenever** to describe the image.

Can you write a sentence using an expanded noun phrase?

th November 2020

LO: I can identify and explore language used in a NCR

Start to write here...

Werewolves

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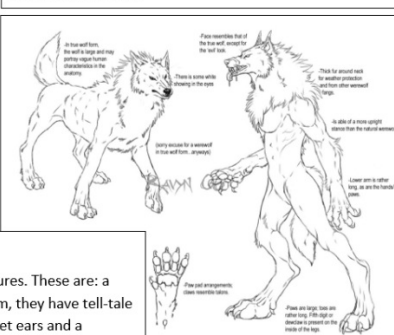


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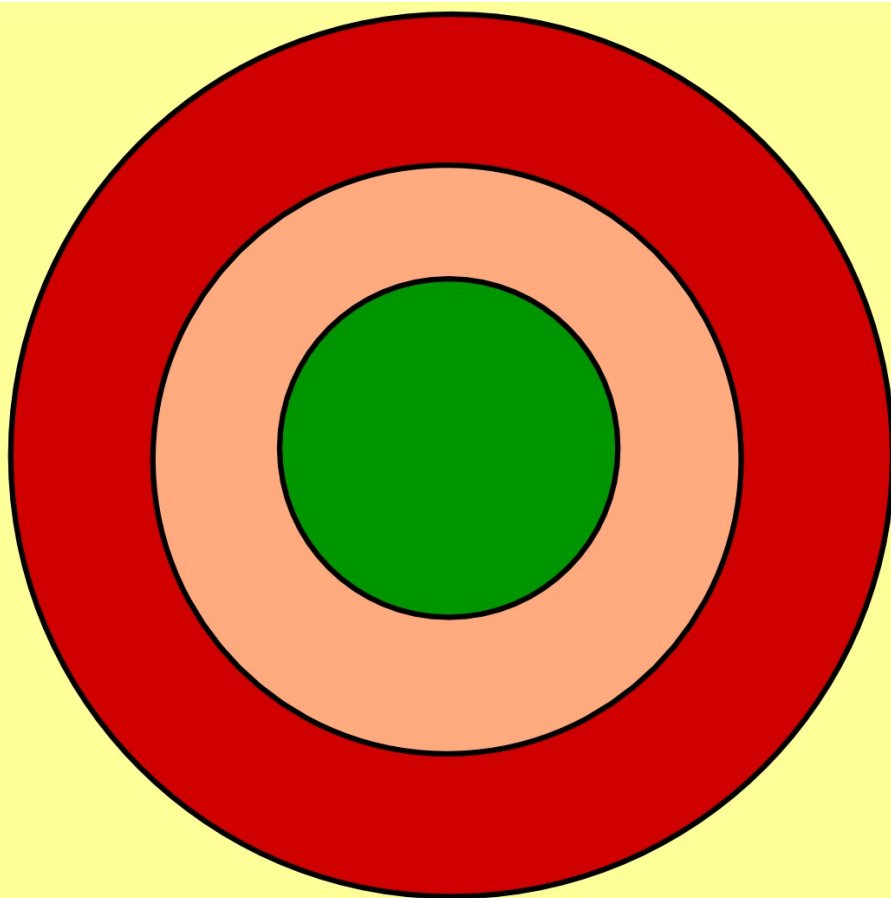
What words or phrases might you want to use in your own NCR?

Do not think about technical vocab here, just generic words you could use in any NCR

Using all the words/ phrases you have collected and found in the thesaurus, I want you to RAG them.

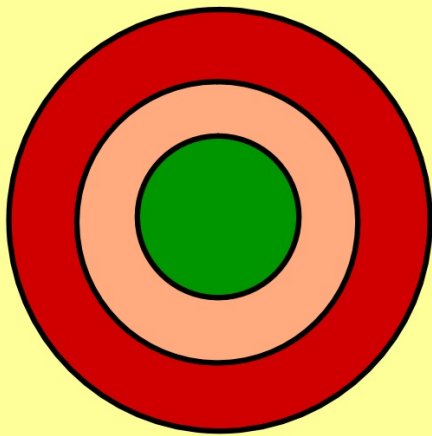
Example

Hard  Easy		
Red (I don't use in my writing)	Amber (Use sometimes)	Green (Use a lot or could if I wanted to)



--

Which words/ phrases would you like to use in your NCR?
How effective are they?



Task: As a table using words/ phrases from your RAG list, create a ZoR for words which you could use when writing your own NCR.

Extension:

Can you use them appropriately in sentences?

You may only include 3 words in the green section - the best words that will help to capture the mood.

5-8 words for the pink section.

5-8 words for the red section



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Write a **command** that could be the first instruction for how to boil an egg.

Remember to punctuate your answer correctly.

Write a sentence to describe the picture using a cause and effect conjunction.



therefore
consequently
as a result
thanks to his
because of this
so
when
this resulted in

th November 2020

LO: I can categorise information

Start to write here...

The British Barn Owl

The barn owl is one of the most popular birds in Britain but is now extremely rare.

Habitat

The bird favours open habitats such as grassland, hedgerows, the edges of fields or woodlands, stubble fields, drainage ditches and farmyards.

Diet and Hunting Prey

The barn owl is a carnivore and hunts for its favourite diet of small mammals and birds. It usually flies slowly back and forth, about three metres above the ground, using its large eyes and sensitive hearing to spot likely prey. If suitable perches, such as fence posts, are available, the bird may save energy by hunting from these. Once it has swooped silently down, a hooked beak tears into the victim. Food is often swallowed whole and the indigestible parts, such as the bones and fur, are regurgitated in the form of pellets.



Appearance

When seen in flight, the general impression is of a large white bird. However, the upper parts are a beautiful golden buff colour, delicately marked in varying shades of buff and grey. It is only the face, breast and undersides that are mostly white.

How is
information
grouped in a
report?

What would the
reporter have to
do before writing?

Can we un-pick
the facts?

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Let's break down the paragraphs into bullet points.

How do we know they are on the same theme?

Read the list of facts on Year 6 children. What do you notice?

Are any of the facts about the same thing?

With your table partner, categorise the list of facts you have been given.

Can you give each of the categories a specific sub-heading? Which facts do you think would belong in the classification?

--

Facts about Year 6 Children

- There are many subspecies of Year 6 who use a variety of tools to communicate with one another.
- Move around the school in packs
- The Primary 6 child can normally be found inhabiting corners of the playground.
- The loudest most fearsome child will often eat first
- Children can begin singing or chanting because a nearby scholar has already begun.
- Calls may be answered by rival groups.
- They demonstrate deep affection for their friends and even sacrifice their lunches to protect them.
- Year 6 use chants to communicate, especially in the playground.
- A pupil who has been removed from a group for being too loud is known as a lone child.
- A single pupil can send numerous teachers running scared.
- They may have to wait another three hours before their next meal.
- Rely on their hearing and sense of smell to detect terrified members of staff.
- These pupils are known as Primary 6 in Scotland
- They have remarkable powers of endurance and move around for hours at a time.
- Once a child has found a friend, they usually stay together until they leave the school.
- A lone child from another group avoids contact with other packs and rarely chants or sings.
- A lone pupil can sing to attract the attention of his pack
- Packs consist of between five and ten pupils
- They are known as 5th Grade in the United States
- When playing as a pack, they can prey on much larger groups such as: teachers, teaching assistants or cleaners and the site team.
- These social creatures cooperate when playing games at lunch time.
- Year 6 use chants to communicate, especially in the playground.
- Children eat huge quantities, often in a short period of time.
- Usually these students are the ones who cause the most challenges for staff.
- Some groups move large distances – as much as 10km in a single day.
- Usually these students are the ones who cause the most challenges for staff.
- When they are hungry, during lunch, they do not hold back in the amount they eat.
- Communal chanting sends territorial messages from one pack of Year 6s to another
- Habitat must have sufficient access to trees for swinging on, bins for football goals and benches on which to trade cards.

1.) Read through the bullet points

2.) Decide what the sub-headings may be.

3.) Draw a key and shade the bullet point to demonstrate which sub-heading it would be in.

Extension

Experiment with writing one of the paragraphs. Does it matter what the order of facts used is?

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Tick **one** box in each row to show whether the sentence is a statement, question or command.

Sentence	Statement	Question	Command
Is it safe			
I love cheese but hate ham			
Shall we go swimming			
Divide the sweets equally			

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LO: I can write a slow write

Start to write here...

	Criteria	Examples/ Hints
Classification		
Sentence 1	Write a sentence describing what Upper Key Stage 2 children are commonly known as.	The Upper Key Stage 2 pupil, more commonly known as a Year 6, is recognised by many different names around the world
Sentence 2	Write a simple sentence identifying the names they are given around the world.	In Scotland they are known as Primary 6 and as 5 th Grade in the United States.
Sentence 3	Summarise the classification paragraph by describing the Year 6s role within the primary school using a generaliser .	They are generally the largest and most aggressive of the primary school species.
Communication		
Sentence 5	Use a generalising phrase to describe where and when Year 6 children communicate	Most of the time, the Year 6 child uses chants to communicate, especially in the playground
Sentence 6	Use another generaliser to explain how Year 6s communicate with each other. Write a compound sentence .	Sometimes communal chants send territorial messages from one pack to another and sometimes these calls can be answered by rival groups.
Sentence 7	Use a cause and effect conjunction to describe how a single pupil gets the attention of others.	Despite being alone, a single pupil can sing to attract the attention of his pack from several hundred metres away.
Sentence 8	Use a generaliser to summarise what groups might do when they hear a rival call.	Sometimes these calls may be answered by rival groups
Territory and Diet		
Sentence 9	Describe how the UKS2 child moves around the school.	The Upper Key Stage 2 child commonly moves around the school in packs.
Sentence 10	Use a generaliser to explain how far these groups may travel in a day.	Some of these groups may move large distances- as much as 10km in a single day.
Sentence 11	Write a complex sentence describing how Year 6 pupils affect others	When playing as packs, they can prey on much larger groups such as: teachers or teaching assistants
Sentence 12	Write a complex sentence how the Year 6 child eats lunch.	During lunch, they do not hold back in the amount they eat, when they are hungry

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Underline the **subject** of the sentence below.

The trees swayed in the gentle breeze.

How could I use generalising words to make these sentences more accurate?

Elephants are found in Africa, as are monkeys.
They are on tourists' 'must see' lists when they visit Africa.

- Sometimes
- Generally
- On the whole
- Often

- Presumably
- In most cases
- The majority
- As a rule

- All
- Never
- Rarely
- Always

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LO: I can effectively structure an NCR

Start to write here...

Feedback on previous writing

Feedback on previous writing

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What do you notice about the structure of the paragraphs?

Is there a consistent structure to how they are written?

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Introductory Sentence



Additional Info



Summary Sentence

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Additional Info



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Summary Sentence

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Introductory Sentence



Additional Info



Additional Info



Summary Sentence



What paragraphs could we write?

What might their sub-headings be?

Introduction/ Classification of Topic

Introductory Sentence



Additional Info



Additional Info



Summary Sentence

Examples of Knights

Introductory Sentence



Additional Info



Additional Info



Summary Sentence

Focus on One Particular Knight

Introductory Sentence



Additional Info



Additional Info



Summary Sentence

Class Model- Use Word Bank to support

Ancient Greek gods

Ancient Greeks believed there were **immortal** gods and goddesses who took an interest in people's everyday lives and had emotions just like humans. They were a family of powerful giants called **Titans** who roamed the heavens and Earth. Zeus became their king and lived with his wife and children on **Mount Olympus**, the highest mountain in Greece.

Gaia (Tellus)
Mother Earth
She was born out of the chaos at the beginning of creation. She married Uranus, her first son.

URANUS AND GAIA HAD TWELVE CHILDREN KNOWN AS THE TITANS. CRONUS AND RHEA WERE TWO OF THEM.

Cronus (Saturn)
God of Time
Although the youngest of the Titans, he became the ruler of the heavens when he killed his father.

Rhea (Cybele)
Mother of the gods
She persuaded her son Zeus from being eaten by Cronus, who had devoured their other children.

Demeter (Ceres)
Goddess of agriculture
She taught people how to sow and plough and was often shown with some corn.

Hera (Juno)
Goddess of marriage
She often tried to punish Zeus's other women and their children.

Zeus (Jupiter)
God of heavens and Earth
He killed Cronus and took over as ruler. He sent thunderbolts against his enemies.

Poseidon (Neptune)
God of the sea
He lived in the ocean floor and pulled the chariot of wind and rain. All ships and sea monsters were under his control.

Ares (Mars)
God of war
He was cruel and violent god war and liked by the other gods. He was sometimes shown with a volcano.

Hephaestus (Vulcan)
God of the blacksmith's fire
He was the patron of crafts and metals working on earth. A blacksmith's hammer.

HERA AND ZEUS HAD FOUR CHILDREN:ARES, HEBE, HEPHAESTUS, AND EILITHYIA.

ZEUS HAD LOTS OF CHILDREN WITH VARIOUS OTHER WOMEN, WHICH MADE HERA JEALOUS.

Hebe (Juvetas)
Goddess of youth
She was the cupbearer of nectar and ambrosia, which the gods drank to stay immortal.

Uranus (Caelus)
Father Sky
He sired the children, which included the Titans, Cyclopes, and other Giants.

WHEN CRONUS CUT URANUS INTO PIECES, APHRODITE SPRANG UP WHERE THE DROPS OF HIS BLOOD FELL INTO THE SEA.

Aphrodite (Venus)
Goddess of love and beauty
She was often shown with a seashell, mirror, and a dove. She was the wife of Hephaestus.

Hades (Pluto)
God of the underworld
He ruled the land of the dead. He had a helmet that made the wearer invisible.

Hestia (Vesta)
Goddess of the home
She gave up her seat on Mount Olympus to look after the fire within the mountain.

Apollo (Apollo)
God of light, music, and healing
He was musical and poetical, and a keen hunter, and features in many myths about his lovers.

Hermes (Mercury)
God of trade and protector of travellers
He carried messages from the gods and held a caduceus (winged staff) and wore winged boots and helmet.

Athena (Minerva)
Goddess of wisdom and war
She sprang fully armed from Zeus's head. Her symbols were an owl and an olive tree.

Artemis (Diana)
Goddess of the Moon and wild animals
She would roam the mountain forests with the nymphs and her wild animals.

Dionysus (Bacchus)
God of wine and feasting
He could be either jovial and festive or brutal and angry. He was said to have invented wine.



Battle of the Titans
Zeus led the terrifying battle against his father, Cronus, and the other Titans to win control as the ruler of the heavens. His mother and brothers and sisters and some of the Giants helped him.

Greek to Latin
The Romans worshipped many of the ancient Greek gods and goddesses, but gave them Latin names. These have been written in brackets. The Romans gave them the same characteristics and added to the many myths about them.

Use the Ancient Greek double page to plan and write three paragraphs (one must be introduction/ classification of topic.

You could write about:

Examples of names and meaning, Favourite God, The Greek God family tree

Introductory Sentence



Additional Info



Additional Info



Summary Sentence

Extension

Can you give your paragraphs a catchy heading, to attract the reader?

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Circle the **object** in the sentence below.

The vase fell off the table.

Quickly, and with great haste, the girls sprinted along the cliff top away from the oncoming storm.

adjectives

verbs

nouns

determiners

preposition

adverbs

th November 2020

LO: I can identify and use relative clauses

Start to write here...

Read these sentences below; what are the subjects and objects?

The god Hermes is the god of trade.

The Battle of the Titans was between Zeus and Cronus.

use dual coding

We can use the appropriate relative pronouns to add extra information to the sentences:

The **god Hermes** is the **god of trade**.

WHO	• Relates to people (subject)
WHOM	• Relates to people (object)
WHICH	• Relates to animals and objects
THAT	• Relates to people, animals and things
WHOSE	• Refers to possession

use dual coding

We can use the appropriate relative pronouns to add extra information to the sentences:

The god Hermes is the god of trade.

The god Hermes, who is the son of Zeus, is the god of trade.

_____ , ☐ _____ , _____ .

The god Hermes is the god of trade, which was vital to the Greeks.

_____ , ☐ _____ .

WHO	• Relates to people (subject)
WHOM	• Relates to people (object)
WHICH	• Relates to animals and objects
THAT	• Relates to people, animals and things
WHOSE	• Refers to possession

use dual coding

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WHICH	• Relates to animals and objects
THAT	• Relates to people, animals and things
WHOSE	• Refers to possession

use dual coding

We can use the appropriate relative pronouns to add extra information to the sentences:

The Battle of the Titans was between Zeus and Cronus.

The Battle of the Titans, that was the greatest ever fought, was
between Zeus and Cronus.

The Battle of the Titans was between Zeus, who would become
King of the Gods, and Cronus.

WHO	• Relates to people (subject)
WHOM	• Relates to people (object)
WHICH	• Relates to animals and objects
THAT	• Relates to people, animals and things
WHOSE	• Refers to possession

use dual coding

Choose an appropriate relative clause to add to the relative pronoun:

Katie chased Jane, whose_____.

_____ , ☐ _____.

WHO	• Relates to people (subject)
WHOM	• Relates to people (object)
WHICH	• Relates to animals and objects
THAT	• Relates to people, animals and things
WHOSE	• Refers to possession

Complete the sentence around the relative clause:

_____, which is my favourite food,_____.

_____, _____, _____.

WHO	• Relates to people (subject)
WHOM	• Relates to people (object)
WHICH	• Relates to animals and objects
THAT	• Relates to people, animals and things
WHOSE	• Refers to possession

Add in relative clauses to the sentences below

The boy, who _____, jumped into the lake.

Thomas, who _____, shivered from the cold.

Jane ran towards the fire, which _____.

The city of Portsmouth, where _____, is situated on the south coast.

The month of May, when _____, is the best month of the year.

Jim chase Ben, whose _____.

Complete the sentences around the relative clauses:

_____, who lives in Southsea, _____.

_____, which was the colour of blood, _____.

_____, where Elsa and Anna live, _____.

_____, whose card collection was the best.

_____, that won the game.

Use the following relative pronouns in a sentence:

- 1.) when
- 2.) who
- 3.) who
- 4.) which
- 5.) that
- 6.) whose

Extension

Explain with examples why we can't put relative clauses at the beginning of sentences.

Reconnect (back of English book)

8/10/2020

Tick **one** box in each row to show whether the sentence is written in the **active voice** or **passive voice**.

Sentence	Active	Passive
The meal was cooked by the chef.		
The house was built by builders.		
A fly set the alarm off.		

Terrified, Joe escaped silently through the back door to avoid the beast.

Noun:

Proper noun:

Adjective:

Verb:

Adverb:

Preposition:

th November 2020

LO: I can apply my understanding of relative clauses

Start to write here...

Let's Recap:

What do you notice?

Thomas, which was aged 9, lived next to the wicked witch.

What about this one?

The cat, which was black, and the boy, that's name was Bob, stayed away frm the wicked witch.

Explain

Explain

Egyptian Gods

The ancient Egyptians, who had over 2,000 Gods, are known for the incredible achievements of their era. They worshipped many Gods, who were used to explain things they did not understand: for example Atum-Ra the God of the Sun was in charge of ensuring the sun rose in the morning and set in the evening.

Osiris was the God of the Dead. He would take the form of the dead Pharaohs and was often depicted as a mummy, which is a form of preserved corpses. He could also be seen holding a crook and a flail, which were the symbols of the Egyptian Kings. Alongside Isis, who was the Goddess of magic and life, Osiris was one of the more popular Egyptian Gods.

The Egyptians believed that, when they died, they would travel to the underworld to be judged. The ibis-headed Thoth would weight the heart; if it was lighter than a feather, he would be allowed to pass but if it was heavier then he would be devoured by Ammit, who had the head of a crocodile.

Identify and underline three relative clauses. When you have identified them, explain their purpose in the writing:

What extra information do they add?

Why might the extra information describe that particular noun?

Change

Change

Correct the mistakes and rewrite the following sentences:

Geb, which is the God of the Earth, was the colour of the soil around the River Nile- black.

The underworld was rules by the god Anubis what was the god of the dead.

The ancient Egyptians believed that their rulers were half man half God which meant they were worshipped as living deities.

Tefnut was the Goddess of Rain. She was said to have caused disaster, where in 2200 BCE, flooding ravaged Egypt.

Create

Create



Quick Facts about the Sun god Ra

Major Cult Center – Heliopolis (the Sun City)

Role in the Egyptian Pantheon – Creator of the world

Parents – N/A

Siblings – N/A

Consort – Bastet or Hathor

Siblings—Father of all gods and goddesses in Egypt

Other names – Amun-Ra, Atum-Ra, Khepri, Khunum, Raet-Tawy, Re-Horakhty

Dominion – Primarily the sun

Sacred Animals – Falcon, Hawk, bull, sphinxes, cobra, lion, etc.

Moniker— King of the gods; Lord of the Universe; Creator God, Bringer of the sun

Association – associated with virtually all the gods and goddess in Egypt

Write a paragraph about the Sun god Ra. Use relative clauses to add extra information.

Reconnect (back of English book)

8/10/2020

Re-arrange the words in the statement below to make it a **question**.
Use only the words given.
Remember to punctuate your sentence correctly.

Claire is coming to the party.

Jonathan, who loved riding his bike, sprinted carefully down the steep hill.

Noun:

Proper noun:

Adjective:

Verb:

Adverb:

Preposition:

Identify the word classes in the sentence:

th November 2020

LO: I can plan, draft and write a Non Chronological Report

Start to write here...



Every Raven was a great mythical hero of a tribe, as he was needed the world's and fish needed. Many of their out him, and there different versions of

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be world, and
in North America,
ndmawu, and
his appear in
tales and myths.

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go 91), is often
picted with two
m (meaning
nd Mianin
memory"), who
eyes and ears
setimes shown sitting
of his shoulders.

kster
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am Arctic, Kaitik the
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also an ancestor of
powerful shaman
dori, and a cunning
se of the raven stories
sa are very similar
ules of native
ca.

ie Tower
s of years, people
d that if the ravens
Tower of London,
suffer a terrible
his day, ravens are
ected there to avoid
ng.

The Raven who stole the light

Throughout their history, the first-nation tribes on the west coast of Canada (including the **Haida** and the **Tlingit**) have woven myths about Raven – a magical trickster who has lived on Earth for all time.

When the world was very new, there was absolutely no light – everybody lived in the dark. To get from place to place, hunt and fish, and even find berries for food, people had to reach out and feel for familiar trees, rocks, water, and bumps in the ground.

There was no light because the selfish Sky Chief kept it all hidden away in a box, which he kept close to him in his big house. This made Raven very angry, so he worked out a plan to sneak inside the Chief's house and steal the box. To do this, he first turned himself into a tiny pine needle. When the Chief's beautiful daughter went to a nearby spring to fetch water, Raven rode on the breeze and dropped into her jug. When she drank the water inside, the pine needle slipped smoothly down her throat.



Nature and nation

Once Raven was inside her, he changed himself into a human baby waiting to be born. When the tiny boy arrived, he had raven-dark hair, shiny black eyes, a beaky nose, and a harsh, crow-like cry, but the Sky Chief was completely charmed by him, and did everything he could to make him happy. For many weeks, Raven lived as a gurgling baby, playing with his mother and his grandfather in their house.

One day, catching sight of the hidden box that held the world's light, he reached out to grab it. The Sky Chief snatched it away quickly, but the baby cried and cried and cried until his grandfather gave in – as adoring grandfathers often do.

As soon as the treasure was in his hands, Raven opened it and released the magic ball of light. Instantly, he turned back into a bird, snatched the ball in his beak, and flew away through the house's smoke hole and up into the sky. As he passed over many mountains, rivers, and oceans, he grew weary and dropped half the light. It shattered into a thousand pieces, which became the stars and the Moon. In the end, exhausted by his travels, Raven let go of all the remaining light and it filled the sky. His precious load had turned into the Sun.

Read Through The Extract: What subheadings could we write about?



Subheadings:

Introduction

Ravens in the Tower

Russian Trickster

Ancient Advisors

Raven Myths

Egyptian Gods

The ancient Egyptians, who had over 2,000 Gods, are known for the incredible achievements of their era. They worshipped many Gods, who were used to explain things they did not understand: for example Atum-Ra the God of the Sun was in charge of ensuring the sun rose in the morning and set in the evening.

Use the information from the text about the Egyptian gods to write an introductory paragraph about the ravens.

The Role of Ravens

Ra-God of the Sun

In the beginning, it was believed Ra, otherwise known as King of the Gods, was the first God to be born. As a result, he was known to be the Deity who created and named all things. It was believed that he resided mainly on the sun, and as such was believed to herald the dawn every day.

Subheadings:

Introduction

Ravens in the Tower

Russian Trickster

Ancient Advisors

Raven Myths

Choose a subheading and use the structure of this paragraph to help you write about it.

Egyptian Gods

The ancient Egyptians, who had over 2,000 Gods, are known for the incredible achievements of their era. They worshipped many Gods, who were used to explain things they did not understand: for example Atum-Ra the God of the Sun was in charge of ensuring the sun rose in the morning and set in the evening.

Ra-God of the Sun

In the beginning, it was believed Ra, otherwise known as King of the Gods, was the first God to be born. As a result, he was known to be the Deity who created and named all things. It was believed that he resided mainly on the sun, and as such was believed to herald the dawn every day.

Death and the Ancient Egyptians

Osiris was the God of the Dead. He would take the form of the dead Pharaohs and was often depicted as a mummy, which is a form of preserved corpses. He could also be seen holding a crook and a flail, which were the symbols of the Egyptian Kings. Alongside Isis, who was the Goddess of magic and life, Osiris was one of the more popular Egyptian Gods.

The Book of the Dead

The Egyptians believed that, when they died, they would travel to the underworld to be judged. The ibis-headed Thoth would weight the heart; if it was lighter than a feather, he would be allowed to pass but if it was heavier then he would be devoured by Ammut, who had the head of a crocodile.

Continue to use the structure of these paragraphs to help you write about ravens.

(differentiated versions with double line spacing)

Extension

Can you retell the story of Sedna and the trickster raven to support your writing about ravens?

Reconnect (back of English book)

8/10/2020

Re-write the sentence below so it is in the **passive voice**.
Remember to punctuate your answer correctly.

Frances wrote a love letter.

Sliding down the ice, Stevenson felt the tremors of the avalanche reverberate
silently through his body.

Noun:

Proper noun:

Adjective:

Verb:

Adverb:

Preposition:

Identify the word classes in the sentence:

th November 2020

LO: I can edit and improve a Non Chronological
Report

Start to write here...

What's the difference?

Editing

The boy shook → Shaking with fear,
the boy stood
there.

Proofreading

windoe → window
cryed → cried

Class Example

Class Example

Class Example

(teacher to insert paragraph to model proofreading process)

The ever-hungry Raven was a very important mythical hero of the west coast tribes, as he was said to have seeded the world with the plants and fish needed for survival. Many of these myths are about him, and there are lots of different versions of each one.

What do we do first?

Proofread? Or Edit?



(monkey ears)



Reconnect (back of English book)

8/10/2020

In each sentence, write an **S** to show the **subject** and an **O** to show the **object**.

Mr Jones lost his car keys.

↑

↑

The delicious cake was eaten by Harry.

↑

↑

1 mark _

Complete the sentence:

Prince John, who _____, won the archery competition with ease.

th November 2020

LO: I can plan a Non Chronological Report

Start to write here...

Ancient Greeks and their Gods

How the Gods were worshipped

Art Work

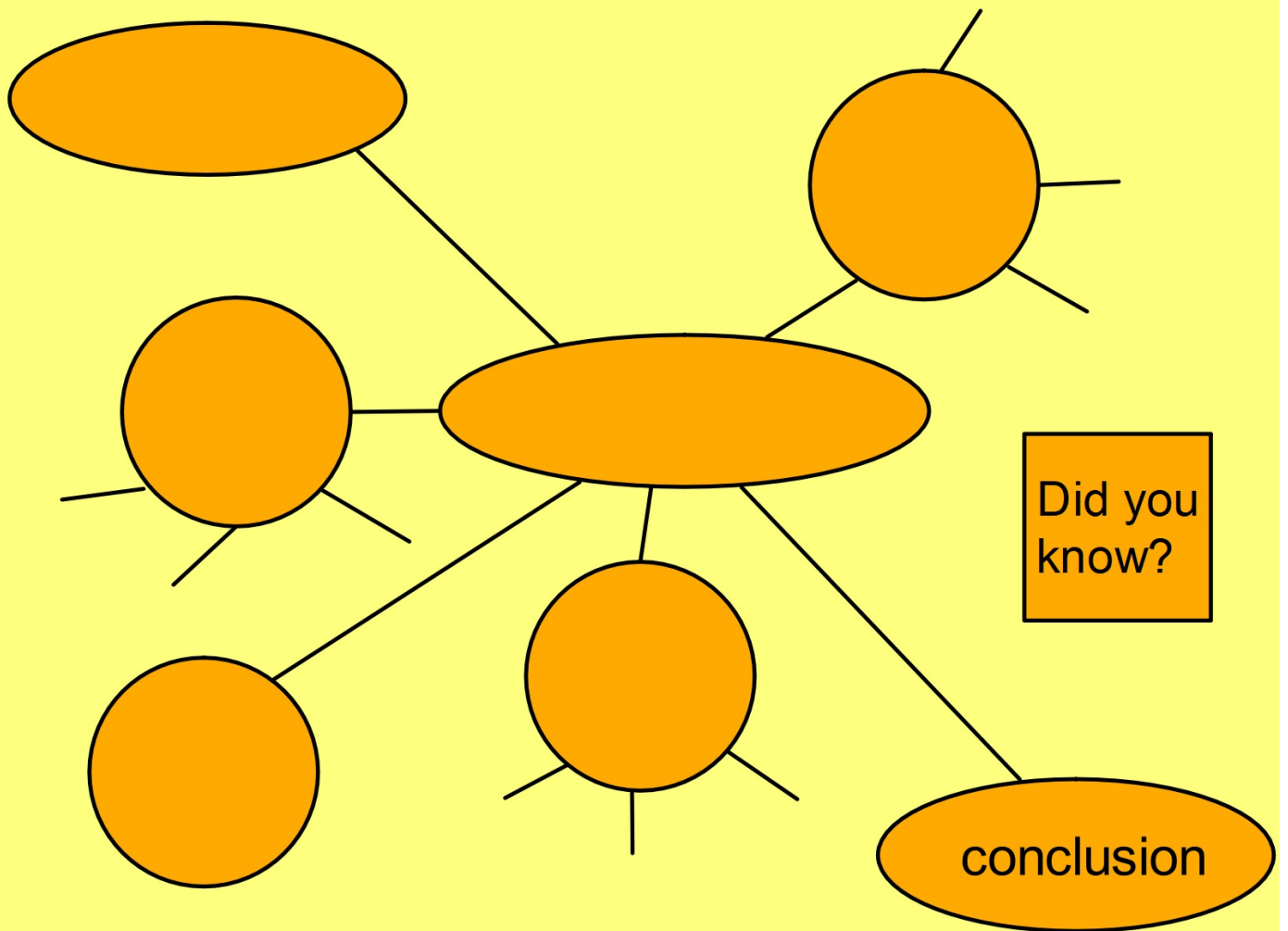
Summary of a Greek Myth

Favourite God

Art Work

Favourite Goddess

Create a skeleton framework for planning



Reconnect (back of English book)

8/10/2020

Which one **prefix** can be added to all three words below to make their antonyms? Write the prefix in the box.

behave

fortune

fire

1 mark _____

Complete the sentence; then edit the clause order and rewrite. Which was more effective?

The rain fell heavily over the ancient city because...

th November 2020

LO: I can draft a Non- Chronological Report

Start to write here...

What have we seen on this learning journey?

Audience: Parents
Purpose: To inform
Form: Non Chron

simple/ compound/ complex sentences

Non-fiction language

Relative Clauses

Third person

Our Learning Journey- Non Chronological Report

Paragraph
Structure

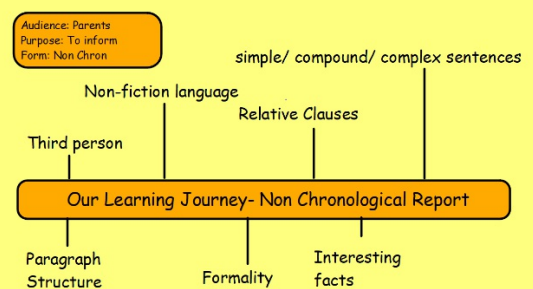
Formality

Interesting
facts

How could we edit and improve:

The Ancient Greek gods lived on Mount Olympus.

What have we seen on this learning journey?

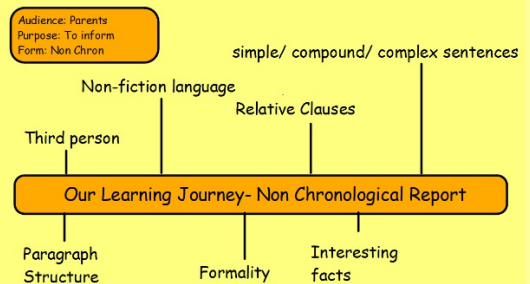


Ancient Greeks thought their gods were immortal deities. They liked to take an interest in peoples' lives.

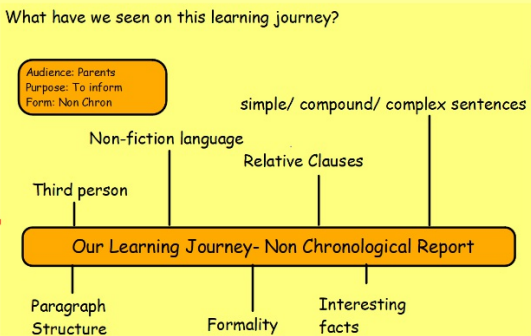
How many ways can you develop this opening sentence?

Think about the key features.

What have we seen on this learning journey?



Shared class paragraph



Reconnect (back of English book)

8/10/2020

Complete each sentence below with a word formed from the root word help.

Very _____, the traffic lights tell drivers when to stop and

The _____ swimmer struggled against the rising tides.

Zeus, King of the Gods, lives atop Mount Olympus, which is the home of all Greek Deities.

Identify the word classes in the sentence:

Noun:

Proper noun:

Relative Pronoun:

Verb:

Preposition:

th November 2020

LO: I can edit and proofread a Non Chronological Report

Start to write here...

What's the difference?

Editing

The boy shook → Shaking with fear,
the boy stood
there.

Proofreading

windoe → window
cryed → cried

Class Example

Class Example

Class Example

(teacher to insert paragraph to model proofreading process)

Athena also known as Minerva was the Greek goddess of wisdom and war. It was said that she sprung fully clothed from Zeus' head, complete in armor with a sword. Her symbols in Greek culture are an olive tree and an owl.

What do we do first?

Proofread? Or Edit?



(monkey ears)



Reconnect (back of English book)

8/10/2020

Circle the two words that are **antonyms** in the sentence below.

At dusk, the guests left. Mrs Simmons now has a lot of tidying to do
perhaps she will leave it until morning.

1 mai

Complete the sentence; then edit the clause order and rewrite. Which was more effective?

The night invaded the soul of the boy as...

th November 2020

LO: I can publish a Non Chronolical Report

Start to write here...

Reconnect (back of English book)

8/10/2020

Circle the two words that are **synonyms** in the sentence below.

George rubbed his weary eyes. Mum lifted the tired boy up and carried him off to bed.

Complete the sentence; then edit the clause order and rewrite. Which was more effective?

Dawn was near and safety close until...

th November 2020

LO: To engage the reader...

Start to write here...

