

English, SPAG and Reading w/b 11.01.21

Monday – Can I write a diary entry as Phillippe Petit?

Task 1 (before the online session)

Look at the WAGOLL below and find evidence of the Year 6 writing targets. Be prepared to share some examples of what you have found. You should also look out for examples of powerful vocabulary.

Task 2 (after the online session)

Write a diary entry as Phillippe in the park after a day of juggling and doing tricks. He is planning his next stunt: to walk between the Twin Towers. Remember to use your top ticks.

Video link – only watch to 1.38

<https://www.youtube.com/watch?v=w-sCzWPOwKo>

WAGOLL

15th August 1974

Dear Diary,

Today, I did another performance in the park- the thrill of the crowd cheering as I walked the tightrope whilst juggling and riding a unicycle was exhilarating! However, this daily charade just isn't enough to satisfy my thirst for adrenaline-filled stunts: I want more.

Whilst I took a brief break from my routine, I glanced up at the sky and all around, contemplating what I could do next. Then it hit me. ... I, Philippe Petit of France, am going to do something so spectacular, so extraordinarily unique- and somewhat dangerous- that my name will be sure to go down in history. My dare-devil stunt is going to be infamous!

For years, I've been showcasing my talents to the world: I've danced on a wire between the steeples of Notre Dame, juggled fire in front of hundreds of spectators and now, now I'm going to perform right here in the Big Apple. I'm going to perform a stunt so perilous that it will put all other death-defying acts to shame.

I have three words: The Twin Towers.

Of course, scaling The World Trade Centre and walking across a high wire between its towers will probably end in my arrest (my performance in Paris did), but I don't care- I need to do this!

For now, I shall keep my marvellous idea a secret in order to methodically plan exactly how I'm going to make my dreams come true.

Try and stop me!

Tuesday – Can I plan a news bulletin about Phillippe’s walk between the towers?

Task 1 (before the online session)

Watch to the end of the video you started to watch yesterday. Take notes of the 5 Ws (Who, What, Where, When and Why) and be prepared to share your answers during the session.

Video link

<https://www.youtube.com/watch?v=w-sCzWPOwKo>

Task 2 (after the online session)

Plan, in detail, what information you are going to include in a news bulletin about Philippe Petit’s arrest after walking a tightrope between the Twin Towers. Use the video link below to learn more about why Philippe decided to do this and to add extra information to your plan. Your plan should include key vocabulary and phrases you might use, quotations from Phillippe and bullet points of anything you want to describe in detail e.g. the crowd’s reaction. If you are unsure of what your news bulletin should look like, take a sneak-peek at tomorrow’s WAGOLL.

Video links

<https://www.youtube.com/watch?v=tynHJqQfXMQ#> (New)

<https://www.youtube.com/watch?v=uwbil5puqng> (From the lesson)

Wednesday – Can I write a news bulletin about Phillippe’s walk between the towers?

Task 1 (before the online session)

Look at the WAGOLL and find evidence of the Year 6 targets, be prepared to give an example of what you have found.

Task 2 (after the online session)

Write a news bulletin about Philippe’s walk between the towers using your plan from yesterday to help you. Your top ticks are below.

WAGOLL

Today, the City of New York came to a complete stand still: pedestrians, cars and workers near the World Trade Centre witnessed something which was truly remarkable and, until this morning, completely inconceivable. If you were out just after 7am, local time, you may have been one of the hundreds of spectators who stopped your normal routine to watch Phillippe Petit – a young Frenchman- perform a death-defying stunt over 1300ft in the air.

Petit (who is only twenty-five years of age) is a street performer whose usual performances take place in Central Park where he showcases many talents: tightrope walking, unicycling and juggling with fire. However, today, Petit did something no-one has ever done before...

The audacious Petit climbed to the very top of one of the Twin Towers, shot across a high wire and stepped out over the edge. He continued his stunt by walking to the centre of the rope which was precariously stretched between the towers and proceeded to bow to the captivated audience on the ground below – not once, but twice!

Not content with just walking along the wire, Petit decided to captivate the onlookers even further by lying down – on his back- and waving to them. After noticing that police officers had gathered at the edge of the tower from which he departed, Philippe Petit eventually said goodbye to his adoring fans and handed himself over for arrest.

Despite being arrested by police, Philippe has managed to avoid going to prison since he has agreed to perform regularly in the park. Whilst Philippe Petit was unharmed during his routine, Police and the owners of the World Trade Centre are urging the public to not replicate Philippe's stunt.

For those of you who are wondering what this dare-devil might do next, he is scheduled to perform at Central Park's bandstand next weekend.

Thursday – Big Reading

Task 1 (online session)

Read the Poem 'Safe' by Brian Moses which is below and underline any words that you are unsure of.

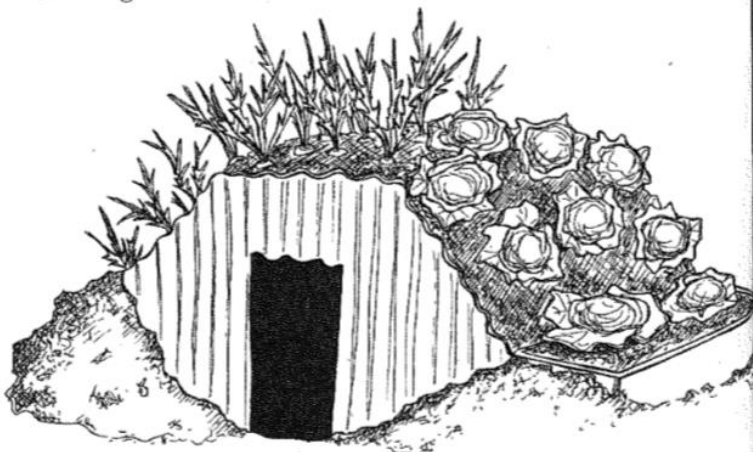
Safe (Brian Moses)

Safe

'We'll be safe,' I heard Dad say,
'from all but a direct hit.'

Safe, I thought, how can we
be safe?
Already we're buried
under two feet of earth,
Dad's cabbages growing on top.

Already it feels
as if we're in our tomb,
in this shelter we sleep in
each night.



Hearing the crump
of explosions,
like giant's footsteps
shaking the ground
and edging closer.

I have a life worth living
and I will survive,
I tell myself.

But how on earth did I think
that war might be fun,
tucked beneath the ground
like rabbits in a burrow?

'If a bomb's got our name on it ...'
I heard Mum say to Dad,
and although she never
finished the sentence,
I knew what she meant.

But was it right, I wondered,
to hope that a bomb
had someone else's name
on it?

Brian Moses

Task 2 (after the online session)

Complete the comprehension questions below. Then use the mark scheme at the end of this pack to mark and GPL your work.

- 1) The poet is apprehensive about the war. Explain how you know using evidence from the text. (3 marks)
- 2) True or False? The poet used to think war is fun. Explain how you know using evidence from the text. (3 marks)
- 3) The phrase, **“If a bomb’s got our name on it...”** suggests what about mum’s belief of the Blitz? (2 marks)
- 4) The poet feels guilty about their feelings towards being bombed. True or false? Explain how you know using evidence from the text. (2 marks)
- 5) Look at the verse beginning, **“Hearing the crump...”** What does the word **‘crump’** mean in this context? (1 mark)
- 6) What effect has the poet had on evoking feelings in the reader? Explain using evidence from the text. (3 marks)

Friday – SPAG

- 1) Before the online lesson, reflect on last week’s spelling list (List 11). Which graphemes did you learn? Which phonemes do they represent? Do you notice any patterns?
- 2) After the online lesson, complete the SPAG sheet (List 12) which you have been sent this week. Once you have finished, study the words in more detail:
 - * how many of the –ence words have soft sounds?
 - * are there any exceptions?Create a poster which explains the word class of these words and when to use –ence and when to use –ance. Remember to give clear examples.

YEAR 6
LIST 12

guidance
balance
romance
finance
nuisance
distance
instance
entrance
significance
ambulance
sustenance
radiance
defiance
reliance
alliance
brilliance
allegiance
circumstance

EXTRA
WORDS

radiant
brilliant
significant
financial
circumstantial

1. Choose the correct word:

entrance / entrants

The _____ to the building is on the side.
Two new _____ joined the competition.



2. Match the List 12 noun to the verb:

Verb Noun

rely _____
ally _____
defy _____
signify _____
guide _____
sustain _____

4. Add ~*ance* or ~*iance* to make a List 12 word:

inst ~ _____
alleg ~ _____
rad ~ _____
brill ~ _____
nuis ~ _____
rel ~ _____

3. Complete the table:

Adjective Noun

radiant _____
significant _____
_____ instance
_____ brilliance
_____ defiance
_____ reliance

5. Add the List 12 noun that fits best:

a _____ novel
an _____ driver
a long _____ runner
an _____ between two countries
the _____ between two weights

Reading Answers

- 1) The poet is apprehensive about the war. Explain how you know using evidence from the text. (3 marks)

I know this because the poet questions his dad's statement about being safe. He says, "Safe, I thought, how can we be safe?"

This suggests he is worried that he may get hurt by something.

He also says he wonders if it is wrong to hope that a bomb has someone else's name on it.

This suggests that he is not convinced that he is going to go unharmed and he is nervous and wishing that nothing bad happens to him.

- 2) True or False? The poet used to think war is fun. Explain how you know using evidence from the text. (3 marks)

True.

I know this because the poet says, "How on earth did I think this would be fun?"

This suggests that they have realised war is not fun and are questioning their old opinion that it was.

- 3) The phrase, "If a bomb's got our name on it..." suggests what about mum's belief of the Blitz? (2 marks)

The mum feels that there is not much that she or anyone can do to avoid a bomb in the blitz. If one goes off nearby, there is nothing they can really do to avoid it. She is trying to show she is calm and carrying on with normal life.

- 4) The poet feels guilty about their feelings towards being bombed. True or false? Explain how you know using evidence from the text. (2 marks)

The poet is feeling a little guilty about their feelings towards being bombed.

I know this because they wonder if it is right to hope that a bomb has someone else's name on it.

This shows that they know it's wrong to wish someone else gets hurt instead of them because they are questioning their own thoughts.

- 5) Look at the verse beginning, "Hearing the crump..." What does the word 'crump' mean in this context? (1 mark)

A thudding sound.

- 6) What effect has the poet had on evoking feelings in the reader? Explain using evidence from the text. (3 marks)

The poet makes the reader feel sorry for them by talking about how it already feels like they are dead, 'buried under two feet of earth' whilst they are hiding their underground shelter.

By using words like, 'buried' and 'tomb' and describing the bombs, the poet makes the reader feel concerned for their safety.

However, the poets' own hope when they say, "I will survive" also makes the reader have hope and wish the reader to be safe.