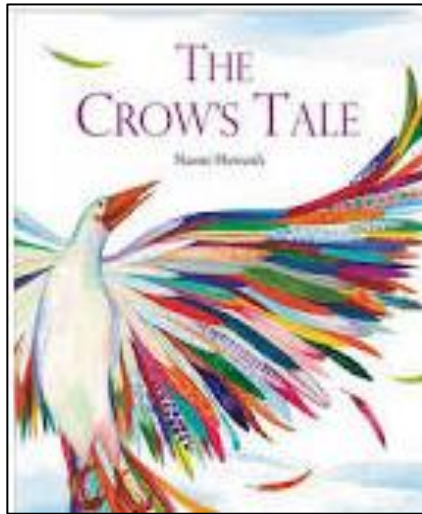


English, SPAG and Reading w/b 01.02.21

Monday – Can I plan a myth which explains how something happened?

This week, we are continuing to use, 'The Crow's Tale' by Naomi Howarth as one of our inspirations. Today, you'll hear the rest of the story.



Task 1 (online session)

As you listen to the final part of the story, think about the events leading to the final moment. How does Rainbow Crow feel? How do others react?

Task 2 (independent task)

A couple of weeks ago, we were blown away by the creativity and imagination you each displayed in your poetry writing. Today, you are going to write a different one. This time, you are going to choose one of the following ideas to base your poem on:

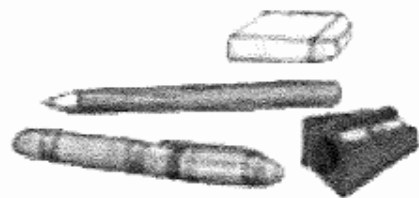
- Describing Rainbow Crow's transformation
- Rainbow Crow's feelings after achieving what he had set out to do
- The Sun's thoughts about being asked to shine
- Re-tell the whole story as a narrative poem

Tuesday– SPAG – Can I identify and use expanded noun phrases?

Task 1 (online session) – Today, we'll be carefully considering the difference between a noun phrase and an expanded noun phrase.

Task 2 (after the online session)

- 1) Complete the test on expanded noun phrases using your spag.com login.
- 2) Complete your Week 15 Spelling List sheet.



1. Find a List 15 word related to:

- slave _____
- brave _____
- jewel _____
- luxurious _____
- injurious _____
- necessity _____
- surgeon _____

2. Choose the correct word:

stationary /
stationery

stationary - not moving
stationery - office supplies

My pencil case is full of new _____.
The clock's hands were now _____.

celery / salary

The _____ was old and starting to wilt.
As a doctor, she earns a good _____.

3. Add *~ery* or *~ary* to make a List 15 word:

- diction ~ _____
- ordin ~ _____
- slav ~ _____
- cemet ~ _____
- jewell ~ _____
- libr ~ _____

4. Which word is it?
Complete the mnemonic:

On a shirt,
one __ollar
and two __leeve__
are ne__e__ary.

5. Find the List 15 word that means:

- graveyard _____
- income _____
- normal _____
- servitude _____
- essential _____
- courage _____
- outline _____

YEAR 6 LIST 15

salary
summary
ordinary
stationary
dictionary
library
necessary
grocery
surgery
gallery
jewellery
stationery
cemetery
bravery
slavery
injury
treasury
luxury

EXTRA WORDS

military
sorcery
artery
mercury
confectionary

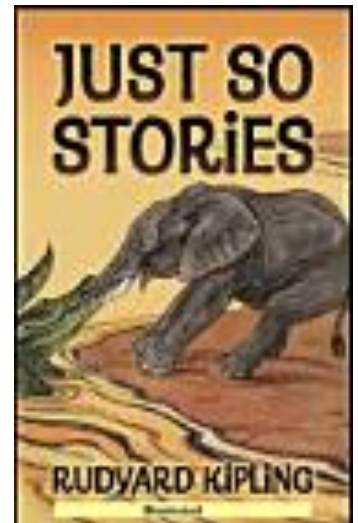
Wednesday – Can I plan a myth which explains how something happened?

Task 1 (online session)

In The Crow's Tale, it explains the mythical idea of how the crow became the black-winged bird we know today instead of the multi-coloured bird it once was. There are many stories like this from all different cultures. Some of you may have heard of, or even read, some of Rudyard Kipling's 'Just So Stories' which all have a similar theme and we will also be looking at for inspiration this week.

Today, you are going to plan one of your own.

During the session, be prepared to talk about stories you have heard which have a similar theme and together, you can come up with your own ideas...



Task 2 (independent task)

Now that you have heard and discussed different types of stories, we'd like you to plan your own which you will write tomorrow. Maybe you want to explain how the leopard got its spots, how the camel got its hump, how the giraffe got its neck. It is completely up to you!

On the next page, there is a planning template for you to plot the key points of your story and create a word and phrase bank ready for tomorrow. In tomorrow's online session, you may be asked to share some of your ideas.

Planning Template

Title – How the _____ got its _____.

What did the animal look/act like at the start?

What happened in the middle of the story to make this animal change? Describe the events that led to the life-changing moment.

What did the animal look/act like at the end?

How did this animal feel and react to being changed?

Other things I'd like to include in my narrative.

Thursday – Can I write a myth which explains how something happened?

Task 1 (online session) – Today, we'll share some of your story plans and discuss ideas.

Task 2 (after the online session)

Using your plans and anything else discussed during your online sessions, write your own 'Just So' story. Remember to evidence of your Year 6 Writing targets. We'd love to read your finished pieces!

YEAR 6	
Check key spellings	
Conjunctions (coordinating and subordinating)	
Fronted adverbials	
Modal verb	
Expanded noun phrase	
Relative clause	
Appropriate use of commas	
Accurately punctuated speech	
Parenthesis (dashes, commas, brackets)	
Semi-colon, dash or colon	
Passive voice	
Colon to introduce a list	
Hyphen	
Accurate range of verb forms	

Friday – Big Reading

Task 1 (online session)

In IPC, we have been learning about evacuation during WW2. Today, you will be reading extracts of a fictional diary written in the perspective of an evacuee child. We'll discuss the key themes and answer a few questions during today's lesson.

Task 2 (after the online session)

Answer the questions that follow the text and mark your answers using the mark scheme at the end of this document.

The Wartime Diary of Eliza Beale

Second World War Evacuee



Dear diary,

Today has been simply awful.



Thursday 31st August 1939

This afternoon, Mum told me that the government is becoming increasingly concerned about the threat of war and that they have served an evacuation notice. London is no longer considered safe so we need to move to the countryside. Can you believe it, diary? I can't.

At first, I thought that we would all be going together and I even got excited about the idea of a family holiday (I started imagining days on the beach). However, one look at Mum's tear-filled eyes made me realise how wrong I was. We don't own two suitcases so George and I have a pillowcase each that we've filled with clothes and a few biscuits for the train. He doesn't understand what's happening and is getting excited about the 'adventure' that Mum told him we were going on: I wish that I were George.

As I lie here trying to sleep, my mind is spinning. I tried my best to get more information from Mum (like how long we are going away for or where we are going) but my multitude of questions were met with a sad silence. All I know is that we must get up early tomorrow morning to go to Waterloo Station.

Eliza



George



my mum

Dear diary,

Friday 1st September 1939 – morning



I'm writing to you from the train station. It feels as though my world has been turned upside down. Last week, I was worrying about needlework classes and now I'm here with an uncomfortable tag dangling around my neck as if I'm a piece of luggage. The tag even says my full name on it: 'Elizabeth Beale'. I tried explaining to the woman who labelled me that everyone calls me Eliza but she just looked at me with pity and briskly shouted for the next child. I've decided to hide it underneath my gas mask box; that way, people will have to ask me for my name instead of reading it from a label.

The Wartime Diary of Eliza Beale

There are hundreds of us here. All of the teachers from school are with us but our parents weren't allowed any farther than the station barrier. It was heart-breaking saying goodbye.

We've been told that our school will be getting on the next train but we don't know how long that will be. I'm so hungry. I'm regretting giving George my biscuits but he looked so sad at the time that it felt like the right thing to do. At least he's stopped telling me that he doesn't want to go on an adventure any more.

Eliza



Dear diary,

Friday 1st September 1939 – evening



Was it only this morning when we last spoke?

The train journey was horrible. We were all packed in so tightly that I could scarcely breathe. Whenever I've been on a train before, I've felt queasy but this time was so much worse. At one point, I thought I was going to be sick into my pillowcase.

After what felt like hours, we arrived in a small town. All of the children were shepherded to the town hall and given a drink. Before long, adults started coming in and picking children. Luckily, George and I were picked together. The lady who took us with her is called Mrs Farthing and she lives in a grand house on the outskirts of the town. By the time we had walked there, it was very dark; I carried George most of the way because he was struggling to stay awake.

When we arrived, Mrs Farthing explained that she had two sons who were already in bed and that her husband (Mr Farthing) was out tending to the animals. It turns out that Mr and Mrs Farthing live on a farm! They've got cows, sheep, pigs, chickens, two horses and a donkey! She says that we can even go and help to take care of the animals tomorrow.

Currently, I'm curled up in bed trying to sleep. George is snoring softly in the bed next to me. We both wept a little when we realised that Mum couldn't tuck us in; it's terribly difficult being away from her but at least we have each other. I've promised him that I would look after him just as a big sister should.

Eliza

Reading Questions

1. ...the government is becoming increasingly concerned...

Which of the following is closest in meaning to the word **concerned**? Tick one.

- angry
- fed-up
- frightened
- worried

2. Number the events from 1-4 to show the order that they happened in.

- Eliza tried explaining that nobody calls her Elizabeth.
- Eliza and George packed up their pillowcases.
- Eliza wrote the diary entry for Friday 1st September 1939 – morning.
- Eliza thought that she was going on holiday.

3. Look at the paragraph beginning **I'm writing to you from the train station...**

Find and copy one word which means the same as **quickly**.

4. Why did Eliza and George have to pack their possessions into pillowcases?

5. On which day did Eliza give her biscuits to George?

6. Compare how Eliza is feeling as she's writing her first diary entry to how Eliza is feeling as she's writing her last diary entry.

7. Explain why you think that the author has chosen to use diary entries to tell the story of Eliza.

8. **Before long, adults started coming in and picking children.**

How do you think the children were feeling at this point? Explain your answer.

9. **All of the children were shepherded to the town hall...**

What impression does this give you of the events following the arrival of the train?

10. Think about what you know about Eliza.

What might she write in her diary entry for **Saturday 2nd September 1939**?

Reading Answers

1. **...the government is becoming increasingly concerned...**

Which of the following is closest in meaning to the word **concerned**? Tick one.

- angry
- fed-up
- frightened
- worried**

2. Number the events from 1-4 to show the order that they happened in.

- 3** Eliza tried explaining that nobody calls her Elizabeth.
- 2** Eliza and George packed up their pillowcases.
- 4** Eliza wrote the diary entry for Friday 1st September 1939 – morning.
- 1** Eliza thought that she was going on holiday.

3. Look at the paragraph beginning **I'm writing to you from the train station...**

Find and copy one word which means the same as **quickly**.

briskly

4. Why did Eliza and George have to pack their possessions into pillowcases?

Eliza and George had to pack their possessions into pillowcases because they didn't own two suitcases.

5. On which day did Eliza give her biscuits to George?

Eliza gave her biscuits to George on Friday.

6. Compare how Eliza is feeling as she's writing her first diary entry to how Eliza is feeling as she's writing her last diary entry.

Pupils' own responses, such as: When she is writing her first diary entry, Eliza is feeling worried and unsure about what is going to happen the next day. When she is writing her last diary entry, she is feeling sad about not being with her Mum but is feeling hopeful about the next day.

7. Explain why you think that the author has chosen to use diary entries to tell the story of Eliza.

Pupils' own responses, such as: I think that the author has chosen to use diary entries to tell the story of Eliza because they show you exactly how Eliza is feeling. With a diary, you can put yourself in the shoes of another character and empathise with them.

8. **Before long, adults started coming in and picking children.**

How do you think the children were feeling at this point? Explain your answer.

Pupils' own responses, such as: I think that the children were probably feeling really worried that they weren't going to be picked by anyone. They might have also been worried that the person who picked them wasn't going to be very nice.

9. **All of the children were shepherded to the town hall...**

What impression does this give you of the events following the arrival of the train?

Pupils' own responses, such as: The word 'shepherded' gives us the impression that there were lots of children walking to the town hall and that it was difficult to keep them together and walking in the same direction.

10. Think about what you know about Eliza.

What might she write in her diary entry for **Saturday 2nd September 1939**?

Pupils' own responses, such as: It was very strange when I woke up this morning. At first, I thought that I was at home in London and then I remembered where I really was. George was very teary this morning but he soon cheered up when we went to see the animals. My favourite were the chickens but George preferred the donkey because it's also called George!

