

# Idiom of the Week!

## 'A piece of cake'

Saying that something is really easy.



# Poem of the Week!

*You do not have to complete any work on this week's poem but please let us know what you think? What does it mean?*

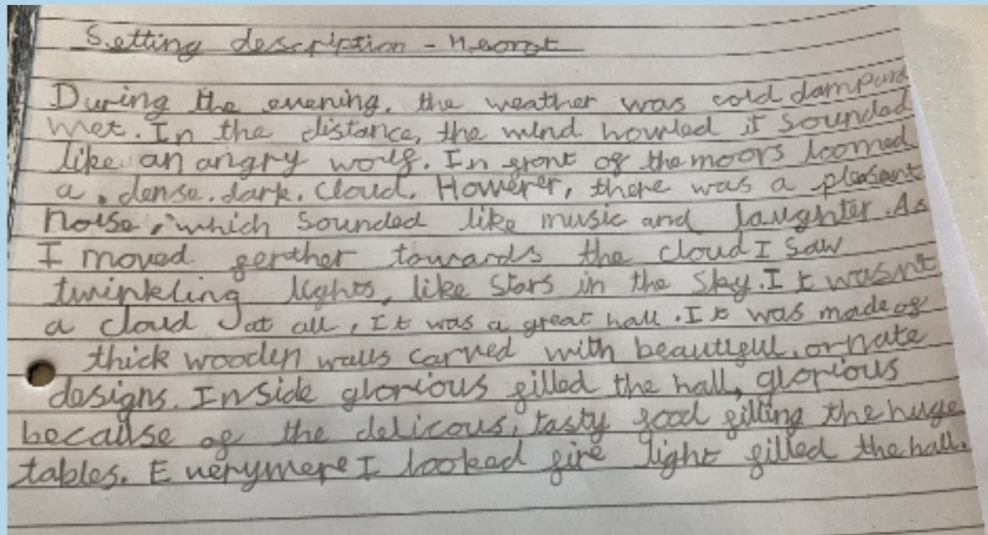
### **NOW WE ARE SIX BY A.A. MILNE**

When I was One,  
I had just begun.  
When I was Two,  
I was nearly new.  
When I was Three  
I was hardly me.  
When I was Four,  
I was not much more.  
When I was Five,  
I was just alive.  
But now I am Six,  
I'm as clever as clever,  
So I think I'll be six now for ever and ever.

*Could you complete a similar poem in the week about yourself at each of these ages up to your current age? You might have some funny stories!*

# Home Learning

Here is a fantastic setting description. Can you think of the main features that have been used and maybe give some 'Friend Feedback'?



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## This Week's Spellings



You are expected to learn these through the week.  
You can use a variety of methods.

perhaps	dark
<b>G</b> rendel	natural
peculiar	hesitantly
middle	carefully
kingdom	suppose

Focus on the parts of the words that you are finding difficult and let us know if you need any help.

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# Extra Spellings!



If the previous spellings are too difficult, or if you don't know any of these words, please also learn these.

our  
find      before  
should    wasn't  
most      water  
both

# Handwriting!



Please write the joins and words below and try to write your own sentence that contains these.

le      pa  
legend    particular

# Pre-Teach Words

*Please become confident in these words and use them within your writing.*

**Grendel** (n) - the monster

**Beowulf** (n) - the main character/protagonist

**Hrothgar** (n) - the King

**Leofric** (n) - Beowulf's friend

**Heorot** (n) - the great hall

**commendation** (n) - praise

**stagger** (v) - move unsteadily

**insist** (v) - to demand

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## SPAG Review



*Can you answer the questions below?*

**1. Which of the following sentences is an exclamation?**

What a great result!

What was the result?

The result of the match was 3-0.

**2. Please add a subordinating conjunction into the sentence. Do you need any further punctuation?**

The sun was beginning to ascend \_\_\_\_\_ it was still dark .

**3. Add commas correctly into the sentence.**

During my lunch I had carrots peas fish and chips.

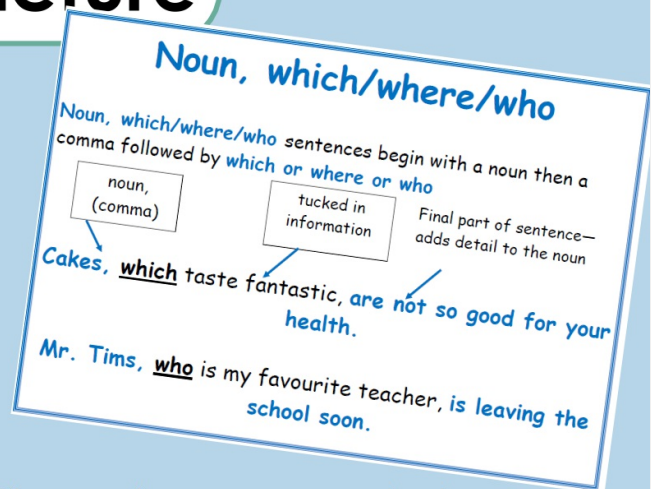
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# SPAG Review

## Sentence in a Picture

Use the picture to write an example of this sentence type



Sharp, dangerous rocks, hung onto the outside of the cliff edge, which looked like boulders.

The cliff, which was precarious, ...

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## Learning Objective

Today we are learning to plan our own version of Beowulf.

## To be successful...

- I will be able to sequence events from a story.
- I will be able to make clear notes following the themes and conventions of the story.
- I will be able to write about key characters and events.
- I will begin to use the correct sentence types and features to prepare for my writing.

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# Showing Not Telling

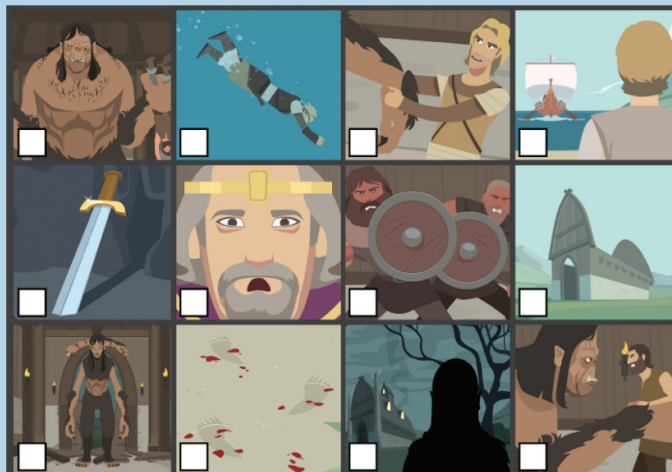
## Emotions & Feelings

<div></div> <p>hands shaking knees like jelly covered mouth with hand heavy, fast breathing heart pounding whimpering</p>	<div></div> <p>tapping hands or feet biting bottom lip/nails butterflies in stomach stuttering lump in your throat playing with hair</p>	<div></div> <p>blushing/turn red hanging head low holding back tears rolling eyes stomach flips hiding face</p>
<div></div> <p>red in the face hands on hips jaw/fists clenched veins popping dark squinted eyes punching hand into fist</p>	<div></div> <p>bright red face sweat on face/back fanning self with hand moving slowly panting for breath drenched hairline</p>	<div></div> <p>smiling face eyes wide open corners of mouth rising jumping up and down laughing giggling on 'cloud nine'</p>

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## Sequencing

*When writing longer stories, it is crucial that we remember the structure and key events. This helps us to produce a clear beginning, middle and end as well as remember key events. Use your work from yesterday to help you!*



*You can use this as a guide, print and order or simply number the events to help you to sequence the story.*

*Remember to use the previous slides and BBC Teach episodes to help you.*

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# Beowulf

## Chapter 8

### King Beowulf



Beowulf returned to the land of the Geats, where he ruled for fifty years. He led warriors in battles against fierce beasts and savage monsters. All of his enemies feared him — Beowulf, the killer of Grendel.

Beowulf grew old and tired of fighting. He dreamed of peace. But there was one last monster left to fight...

Across Beowulf's kingdom, villages lived in fear of a terrible dragon. At night, the beast swooped over their roofs. Fire roared from its mouth. Houses burned. People ran screaming in the streets.



*How might he have changed after all of these years?*

# Beowulf

*How does this support our understanding of Beowulf the hero? This about this when writing your own!*

Beowulf rode to a village near the dragon's lair, where he gathered his warriors in a huge stone hall.

"What can we do?" asked one.

"Fight back!" replied another.

Beowulf sat in silence, gazing around the hall. It reminded him of Heorot, all those years ago. Finally he rose, and the Geats fell silent.

"I will fight this dragon alone," Beowulf declared.



The Geats looked confused. Only Beowulf's cousin Wiglaf dared speak. "Beowulf," he urged, "it is fifty years since you fought Grendel. You're an old man now."

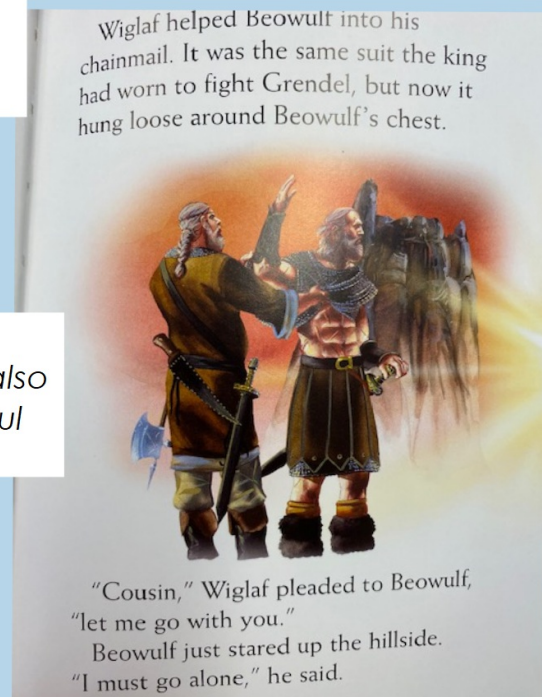
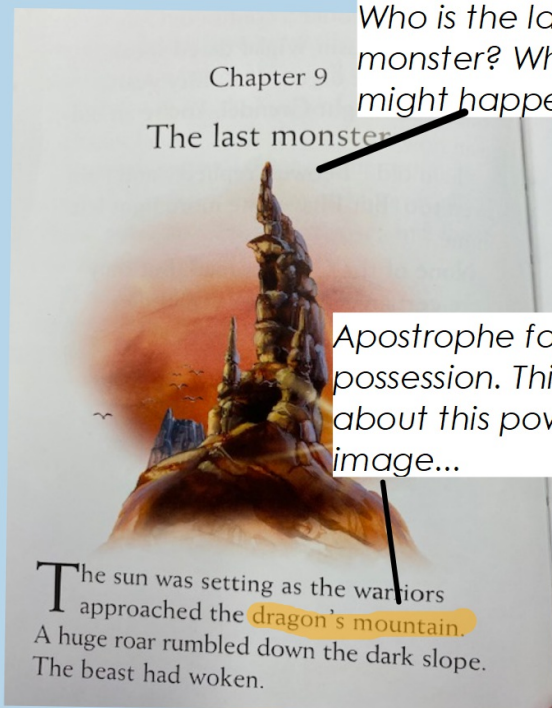
"I am old," Beowulf replied, "and I am tired too. But I have one more fight left in me."

None of the Geats argued. But they were certain their leader would die.



# Beowulf

## Prediction!



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## Thursday 27th January Plan

The Setting of my story (Inside/Outside)

The great, majestic hall of Heorot, which sat in the middle of the Scandinavian moors.

The monster/threat

The hero (including any special powers / weapons)

The hero's journey (with increasing tension)

The battle

The hero's reward

Please use the planning sheets provided to plan your own version of Beowulf. You can be creative and edit some of the events in the story if you wish - as long as these make sense and follow the same style.

Use the grammar focuses through the unit as well as your character and setting description to help you.

Further modelling of the plan and beginning the writing will be included tomorrow.

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