Monday

Monday writing activity
LO: I can discuss feelings, moods and attitudes using inference from a picture.

This week and for the next few weeks we are going to start looking at *The Highwayman*.

Before we look at *The Highwayman* we are going to observe, infer and wonder about one of the main characters from *The Highwayman*. Make sure you don’t look up anything about *The Highwayman* just yet – save it until next week!

Looking at the picture in the box below, I want you to observe, infer and wonder.

**Observe** – write down all that you can see in that picture

**Infer** – using what you have observed, what do you think this tells us about the person

**Wonder** – you need to write down any questions you have about this image/person

<table>
<thead>
<tr>
<th>Observe</th>
<th>Infer</th>
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<tbody>
<tr>
<td>I can see he is wearing a mask around his eyes.</td>
<td>I think his mask means he does not want to be seen.</td>
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<th>Wonder</th>
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| Why does he not want to be seen? | }
Uplevelling Sentences

Time Flies

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add a relative clause beginning with who, which, that or whose.
4. Add a subordinating conjunction to give extra detail about the situation.

Use these steps to improve the sentences below:

1. The lady waited by the clock.

2. The time seemed to stand still.

3. The passengers stepped off the plane.
‘Get a blooming move on!’

Dad’s voice echoed through the tiny flat, sending shockwaves resonating through Trick Hope’s body. The thirteen-year-old lay for a moment longer, thinking about the day ahead, before swinging his legs out from beneath the covers. He shambled to his feet, scratched and stretched. Hooking the vertical blinds aside, he peered out of the window. London sprawled before him.

Trick lifted the lucky pendant round his neck to his lips, giving it a swift ritual kiss before letting it fall back on to his chest. He sifted through the clothes on his bedroom floor for his school shirt and drainpipes.

After squeezing into the jeans, he tugged on the shirt – still buttoned from the night before – and slipped the knotted tie over his head like a noose.

He stepped into his once-white trainers, then walked over to the shelves beside the door. They were loaded with his comic collection, weeklies bought religiously from Super Freaks in Soho.

Trick wasn’t looking at the comics, though. His focus was on the terrarium nestled between the piles of back issues. There was no movement within the glass tank; the foliage and webs were motionless. Shelob had clearly been hungry in the night, polishing off the last of her crickets.

‘You’ll be late!’

Trick rolled his eyes, making no attempt to quicken his pace. He shrugged his blazer on, the maroon sleeves threadbare from the various scraps he’d got himself into over the years. Lifting the flap on his backpack, he checked the contents: a half-empty box of Tic Tacs, a tatty exercise book and a couple of biros. Hardly the ingredients for academic success. Trick shrugged. What had school ever really taught him, apart from how to run and hide? He swung the bag over his shoulder and headed out of his bedroom.

Retrieving Information

Use a dictionary to find the definitions for
resonating
ritual
terrarium

Find and copy one word that shows that Trick’s blazer is old.

Find and copy one word that shows that Trick never forgets to buy his magazines

Making Inferences

What type of creature lives in the terrarium and how do you know?

Why do you think Trick kisses his necklace?

Is Trick’s room tidy?

Give 2 pieces of evidence to support your answer.

Writer’s Choices

Why has the writer chosen to describe the knotted tie as “like a noose”? What does this tell us?
Thursday

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. Dad had bought himself a yaut for his birthday.
2. "I was twelth in line!" he shouted.
3. It was a privilage to work alongside him.
4. Class 2 were learning the rythem of a song.
5. Grandad took them to the leasure centre after school.
6. The soldyer returned home for Christmas.
8. The card had been put in the wrong catagory.

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. His work didn’t corespand to the task.
2. “My dog will harass you for food,” laughed Stacey.
3. An old lady will occupi the flat from tomorrow.
4. The class practised some tyming words.
5. “You should not be prejudised against new students,” scolded the teacher.
6. It suddenly ocured to him that he was late.
Friday

Today we are going to focus on writing a setting description for the picture below.

When you describe this setting think about these following things:

Your senses - What can you hear? What can you see? What can you smell? What can you taste? What could you touch?

Adjectives

Using similes, metaphors, alliteration, onomatopoeia

Remember show not tell!

Science home learning

Science - This week we are learning about the Mammal life cycle.

As you probably know a lot about mammals, as humans are mammals, I want you to research the life cycle of some unusual mammals.
I want you to research one of these mammals; Kangaroo or Duck Billed Platypus. When drawing their life cycle, remember to:

- Draw precise pictures
- Have an explanation for each picture
- Use scientific language

Now this is the last life cycle we will look at – I want you to look at all the other life cycles (Amphibian, Insect and Bird) and list any similarities or differences between all of them.
Below is a template of a life cycle, which you can use or you can draw your own life cycle.