



**Year Groups: 5/6**

**Dates: Week commencing 21<sup>st</sup> September 2020**

**Genre: Setting Descriptions**

<b>Genre:</b>			
<b><u>Year 5 Success Criteria</u></b>		<b><u>Year 6 Success Criteria</u></b>	
<b><u>Structural</u></b>	<b><u>Language</u></b>	<b><u>Structural</u></b>	<b><u>Language</u></b>
<ul style="list-style-type: none"> <li>- Use of senses</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Engaging adjectives</li> <li>- Prepositional phrases</li> <li>- Use of senses</li> </ul>	<ul style="list-style-type: none"> <li>- Use of senses</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrases</li> <li>- Engaging adjectives</li> <li>- Prepositional phrases</li> <li>- Use of senses</li> <li>- Similes and metaphors</li> </ul>

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
	Reading and Analysing			Language	
	<p>Starter: Spelling Activity – Homophones activity sheet</p> <p><b>L.C. Can you plan your setting description?</b></p> <p><b>Input</b> Imagine you are in Michael's shoes and have washed up on a deserted island – what is the island like? It does not have to be tropical, it could be rocky or made of ice. How would you describe it?</p> <p>Encourage chn to use the features already covered, e.g. senses, ENP, similes etc.</p> <p><b>Task</b> Chn to design, draw and label their own island to act as a plan for their writing tomorrow.</p> <p>If you need help, have a look at some of the word mats to prompt your ideas.</p>	<p>Starter: Spelling Activity – Review of homework task for there/their/they're</p> <p><b>L.C. Can you write a setting description about your own island?</b></p> <p><b>Input</b> Chn to have time to revisit their plan from the previous day and make any changes or additions to it.</p> <p>Then read through the model description to see how to use the plan to create full descriptive sentences. As you read, think about some of the key elements that we know we can include:</p> <ul style="list-style-type: none"> <li>• Use of 5 senses</li> <li>• Engaging adjectives</li> <li>• Expanded noun phrases</li> <li>• Starting sentences in different ways.</li> </ul> <p>Review the success criteria boxes that will guide your writing – remember, choose the red if you are unsure, yellow if you think you are on track and green if you want to challenge yourself.</p>	<p>Starter: Adverbs – following on from last weeks work, choose 5 of the 10 adverbs provided and create a sentence to show how you use each one.</p> <p><b>L.C. Can you complete your setting description?</b></p> <p><b>Input</b> Review previous writing to make any corrections or additions (parents may want to read through and check this beforehand so that you are able to guide your child).</p> <p><b>Task</b> Complete your setting description using the plan that you created.</p> <p>Read through finished piece and check against the success criteria boxes selected.</p>	<p>Starter: No starter activity</p> <p><b>L.C. Can you use myon.co.uk to select and enjoy a short book?</b></p> <p><b>Input</b> No input today – this is intended as an opportunity for children to become more familiar with their <a href="http://myon.co.uk">myon.co.uk</a> account and the reading opportunities it provides.</p> <p><b>Task</b> Chn to use <a href="http://myon.co.uk">myon.co.uk</a> to choose and read a short non-fiction book on a topic of their choice.</p> <p>A non-fiction option will support their understanding of their work next week.</p>	<p>Starter: Spelling Activity – take a look at the new homework task set by the teacher on <a href="http://myon.co.uk">myon.co.uk</a></p> <p><b>L.C. Can you interpret a piece of text and create your own comprehension questions?</b></p> <p><b>Input</b> Final lesson to sum up our work on setting descriptions.</p> <p>Chn to read through the description provided and highlight any key points.</p> <p><b>Task</b> Chn to write 6 of their own comprehension questions based on the text.</p> <p>Three of these should be retrieval questions, i.e. there is a given answer that can simply be found within the text.</p> <p>Three of these should be inference based, where the reader needs to use the clues to find the answer.</p>

		<p><b>Task</b> Chn to begin writing their description. Aim to complete 5-6 sentences today, with completion time tomorrow.</p> <p>Don't forget to read through finished work to ensure that it makes sense.</p>			<p>Children have completed work on these before in class and should be confident with both question types.</p>
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## Starter Activities

Monday

# Homophones

**Learning Outcome:** To understand and use the following homophones correctly in writing.


led	principle	past	practice	stationary
lead	principal	passed	practise	stationery


**Task:** Insert the correct homophone into the sentence.

Oscar bought some \_\_\_\_\_ for school . 

In the basketball game Joe \_\_\_\_\_ the ball to Thomas. 


Chloe goes to choir \_\_\_\_\_ on Wednesdays after school. 

Rhys \_\_\_\_\_ his rugby team to victory. 

Fred \_\_\_\_\_ his driving test the first time. 

The \_\_\_\_\_ city in England is London. 

The plumber replaced the \_\_\_\_\_ pipe with a plastic one. 

Freda likes to \_\_\_\_\_ playing the clarinet every day. 

We drove \_\_\_\_\_ Saint Paul's Cathedral. 

Doctor Green's \_\_\_\_\_ is on King Street. 

The car was \_\_\_\_\_ at the time of the accident. 

Sally is a vegan and will not eat meat on \_\_\_\_\_. 

## Tuesday

They're, there or their?

Choose **'they're'**, **'there'** or **'their'** to complete each sentence.

- a** \_\_\_\_\_ going on holiday tomorrow.
- b** Dad parked the car over \_\_\_\_\_.
- c** Sam and Jack did well in \_\_\_\_\_ exams.
- d** \_\_\_\_\_ are 30 students in our class.
- e** \_\_\_\_\_ are many clouds in the sky today.
- f** Mum and Dad snore when \_\_\_\_\_ asleep.
- g** Mr. and Mrs. Green have a shed in \_\_\_\_\_ garden.
- h** \_\_\_\_\_ were many mistakes in his homework.
- i** I don't think \_\_\_\_\_ coming to visit.
- j** The happy children had smiles on \_\_\_\_\_ faces.

### **Wednesday**

Write a sentence for 5 of these adverbs. Try to make your sentences as exciting as possible!

- Carefully
- Dangerously
- Quickly
- Mechanically
- Gently
- Beautifully
- Urgently
- Loudly
- Warmly
- Regularly

### **Thursday**

No starter activity

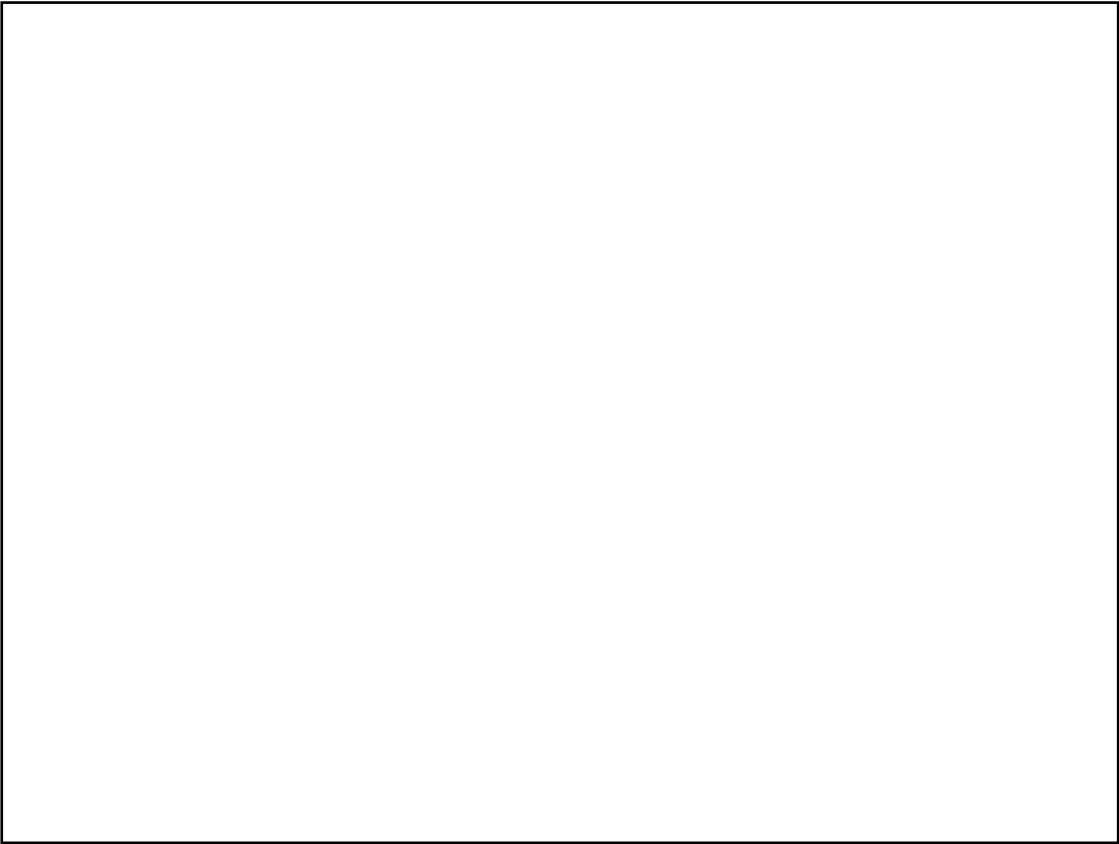
### **Friday**

Review new homework task on [myon.co.uk](https://www.myon.co.uk)

**Lesson Tasks**

**Monday**

Children should draw their island within this box and add their descriptive labels around the edge:



Word mat example



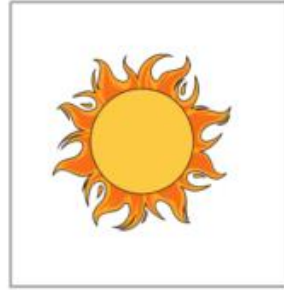
lush, green trees



wide open fields



loud waves crashing



raging hot sun



jagged, rough



towering cliffs



enormous leaves



shimmering waterfall



soft, white sand



long, glorious beach



hard, wooden trunks



diamond blue ice



## Tuesday and Wednesday

Model description:

Beneath the towering, white cliffs, and a sapphire blue sky, lies row upon row of jagged and uneven rocks. The ground is covered in long, twisted vines and fallen, pale leaves. It appears to be moving as miniscule creatures sprint and dart from hiding place to hiding place. The scorching summer heat beats down on your face as it pokes through the lush, green canopy of trees. In the distance, a waterfall roars into life as it cascades down the mountainside, drowning the rockpools below in icy cold water.

Use this template to write your setting description on:



A series of 11 vertical lines for writing a setting description.

twinkl.com



## **Thursday**

No task

## **Friday**

Read through this extract and use it to generate 6 comprehension questions linked to it:

Deep within an enchanted forest, lives a young, lonely girl named Jub. Jub lives in the forest in a very special tree, an old silver birch tree, which she calls home.

Jub's home stands proudly at over 20 feet tall (it is by far the biggest of its kind). Like a snake shedding its skin, the silver, crumbling bark is flaking from the trunk. Because the tree is so old, the roots spread for miles under the ground, like a spider's web encompassing the earth.

From this old, impressive tree, grows an array of shapes, sizes, colours and textures of leaves. As the autumn leaves hang from the branches, they sway in the howling wind. Occasionally, a leaf falls and, ready to leave its home, it dances, spirals and twirls through the air, eventually landing on the ground.

Although Jub's home is a tree, with leaves, bark and branches, to the human eye it is much more: it is a rainbow of colours bursting through the air. Like any person who wears clothes, Jub needs somewhere to dry her washing, however, because her hollow is small, she has her washing line outside. Hanging off the washing line, is an assortment of colourful clothing: t-shirts, stripy socks, a scarf and shorts. Also, a pair of six-fingered gloves (because Jub is an aberration, who has six fingers on each hand).

Above the washing line, Jub uses the branches and grooves in the tree trunk effectively. Since she doesn't have a lot of space inside the hollow, she stores her belongings outside. Strangely, a bike wheel is propped between a thick branch and the trunk, as an umbrella hangs of the most delicate of the tree's twigs.