

## English Home learning

**Week Beginning 8th<sup>t</sup> February 2021**

### Notes for parents:

Questions for adults to ask children are in **blue**. Please always encourage really full answers.

**Always insist that your child writes neatly, uses capital letters, full stops and any other relevant punctuation.**

Day	What am I learning to do?	Tasks Questions for adults to ask children are in <b>blue</b> .	Reflecting on my learning	What do I need for this activity?
<b>Monday</b>	Write from the perspective of a story character.	<p>Watch the short film, The Wishgranter, and discuss it with an adult. <b>Did you like it? What did you think of the characters? Did you like the ending?</b></p> <p>Talk about the man who wished for money. <b>What do you think about him? Did he deserve to get all of that money? Why do you think he wished for it? Did he deserve it? Do you think he's a kind person?</b></p> <p>Choose whether you would like to write a diary or a letter to a friend from the perspective of the Money Wisher. If you write a diary, imagine you just got home and you write down all that happened to you that night- it's quite a story!</p> <p>If you write a letter, do the same but set it out as an informal letter to a friend. Remember how to set out a letter from last week!</p> <p>Writing checklist:</p> <p>Are you writing in the first person?</p> <p>Have you used a range of punctuation? (full stops, exclamation marks, question marks, commas)</p> <p>Have you included key events from the story?</p>	<p>Does your letter read as though it was written by the man who wished for money?</p> <p>Did you use your imagination to think about why he wanted all of that money?</p>	<p>Video link: <a href="#">CGI 3D Animation Short Film HD "The Wishgranter" by Wishgranter Team   CGMeetup - YouTube</a></p> <p>Paper and a pencil</p>
<b>Tuesday</b>	Use speech marks correctly.	<p>Re-watch the film if you can't remember it well. Alternatively, just watch the last minute again. Today you will write the conversation that you imagine the man and woman had at the end of the film, when they meet beside the well. You will be using speech marks in your writing, so please watch this video first to refresh your memory on how to use them correctly. <a href="#">Speech marks - KS2 English - BBC Bitesize</a> Set your conversation out like this, starting a new line each time a different character speaks.</p> <p>"Wow!" said the man. "What on earth happened there?"</p> <p>The woman said, "I have no idea, but I'm really happy to meet you! My name is ....."</p> <p>"My name is ....." said the man. "I'm glad to meet you too."</p> <p>Be as imaginative as you like- it's up to you what they talk about, but please try to make it fit with the story if you can. Maybe you could draw some pictures to go alongside your writing.</p>	<p>Check your writing to make sure that you have used speech marks correctly. Have you started a new line for each new person speaking?</p>	<p><a href="#">Speech marks - KS2 English - BBC Bitesize</a></p> <p>Paper</p>

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<p><b>Wednesday</b></p>	<p>Justify my choices in clear sentences.</p>	<p>Look back at the part in the film where the Wishgranter presses the buttons on his wish machine. Notice how he selects what type of wish he will grant people. Imagine you are the Wishgranter. Which buttons would you have? You'll need to think about the things people need or want most in the world, e.g. money, love, happiness, a good job, a sporting talent etc. Create a 'control desk' for your wish machine, adding symbols to buttons to show what type of wish each one would grant. Underneath your wish control desk, write a paragraph to explain why you have chosen each thing. Why are these things important to people? Which one would you want to choose if you could? Explain why.</p>	<p>Which of your options would you family wish for? Talk about what is important to them and how it may differ from your choice.</p>	<p>Paper and pencil</p>
<p><b>Thursday</b></p>	<p>Look closely at the features of instructions;</p> <p>Understand the things I have read by following a set of instructions.</p>	<p><b>Task 1:</b>  <span style="color: blue;">What are instructions? What do they do?</span> Tell your grown up different types of instructions, e.g. recipe, building a wardrobe etc</p> <p><b>Task 2:</b>  <span style="color: blue;">If your child finds reading difficult, you can read the instructions to them.</span>            Read the instructions for a DIY Stress Ball. Can you find:</p> <ul style="list-style-type: none"> <li>- An introduction;</li> <li>- Headings and sub-headings;</li> <li>- Numbers;</li> <li>- Pictures;</li> <li>- Challenge - Imperative (bossy) verbs that tell you what to do.</li> </ul> <p><b>Task 3:</b> Instructions usually have a concluding paragraph (2 or 3 sentences) to tell the reader what to do with what they have made or give good wishes etc. Can you write a concluding section for this set of instructions?</p> <p><b>Optional Task:</b> Follow the instructions and make your stress ball!</p>	<p>What things must a set of instructions include?</p>	<p>DIY Stress Ball instruction sheet</p> <p>Paper and a pencil</p>

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<b>Friday</b>	To write a set of instructions.	<p><b>Task 1:</b> Look at the photos of Chinese dragons. What things do they all have in common? Design and colour your own Chinese dragon. You can do this any way you like!</p> <p><b>Task 2:</b> Write a set of instructions to show someone how to draw your Chinese dragon. Remember to include:</p> <ul style="list-style-type: none"><li>- An introduction;</li><li>- Headings and sub-headings;</li><li>- Numbers;</li><li>- Pictures;</li><li>- Challenge - Imperative (bossy) verbs that tell you what to do.</li></ul> <p>Look back at the instructions from yesterday to help you.</p> <p><b>Optional Task:</b> Ask someone in your house to read your instructions and follow them, to draw your Chinese dragon. Does it look similar to the one you designed?</p>	How could you improve your instructions to make them easier/clearer to follow?	Dragon photos  Stress Ball instruction sheet  Paper and pencil  Coloured pencils/pens/paints etc
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