

Year 5 Distance Learning - English
Summer Term – Week One: Monday 20th April – Friday 24th April
It is important for children to watch the YouTube video for each lesson

Monday 20th April – Writing

WALT: understand the features of a play script

To begin, make sure that you watch the input video on YouTube -
<https://www.youtube.com/watch?v=7csWCm37anw>

Task One – Label the features of a playscript as explained on the video.

The Pied Piper of Hamelin playscript

The Pied Piper of Hamelin playscript

Inside the town hall, the Mayor is meeting with the councillors. A knock at the door can be heard.

Councillors: Who could that be?

Mayor: Enter!

The Pied Piper enters, stage left.

Pied Piper: *(In a strange voice)* Your town is full of rats. I can get rid of them for you.

Mayor: How can you do that?

Pied Piper: I cannot tell you how but I have rid many towns of their vermin including gnats and bats.

Mayor: *(gratefully)* We would be so glad if you could rid us of our rats as soon as possible.

Pied Piper: I will charge one thousand guilders.

Mayor: *(surprised)* One thousand? I will give you fifty thousand!

Councillors: Yes. Please get rid of our rats.

Pied Piper: One thousand is enough. I will go now and return when every rat has left the village.



Task Two (Main Task) – Plan your playscript

You are going to write a script for an advert about the importance of washing your hands

You will need to plan the following:

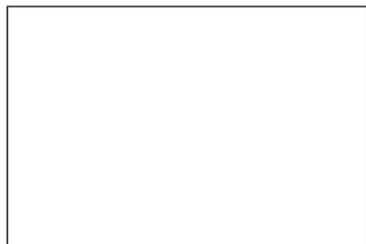
- Setting – There can be more than one scene
- Characters – Will you have more than one character?
- Speech – What message are you trying to give?
- Tone – What tone of voice will your character speak in?
- Directions – Will your character be moving? Will your character be doing an action?



Once you have thought about all these and written them down in your plan, you will be ready to write your playscript on Wednesday.

You could even act it out for your family when you finish!

You can plan your script in any way that works for you. I would recommend coming up with your ideas and then creating a story board for your scene.

		
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
		
<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>

You can draw your pictures in the boxes and write what is happening underneath. Then you can think about the bullet points in red above.

Tuesday 21st April – Grammar

WALT: use semi-colons in our writing

To begin, make sure that you watch the input video on YouTube -

<https://www.youtube.com/watch?v=uwJZRaTcxaM>

Task:

Safe: 1 – 10

Stretch: 1 – 13

Super Stretch: 1 – 16

Rewrite each sentence by replacing the conjunction with a semi-colon.

1. I am starving so I can't wait until dinner.
2. Sam was desperately tired and he wanted to go home to bed.
3. It was pouring outside so I needed to bring my umbrella to school today.
4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.
5. My team are at the top of the league so I expect we will win our match today.

Rewrite and complete the sentence by adding a related clause after the semi-colon.

6. I love English lessons;
7. The weather was horrendous;
8. I should never have opened the door;
9. I played football in the playground;
10. I miss being at school;

Each of the following sentences contains a descriptive list.

Read each one carefully and add semi-colons (;) to separate each listed item.

11. At our school the things that are important are kindness towards others respect for adults putting maximum effort into work and having a positive attitude.
12. When I go camping I take foldable chairs to sit in and admire the surrounding countryside a torch for late night walks in the dark a gas burner to cook dinner on and a comfortable camp bed.
13. The three kinds of bees in a hive are the Queen bee who lays all the eggs the worker bees which are all female and drones which are all male and do no work in the hive at all.

Each of the following sentences contains a list but it is not very interesting to read.

Can you add information to these boring lists to make them better descriptive lists?

Remember you still need your semi-colon.

14. In the Bible, visitors to the stable where Jesus was born were the wise men the shepherds the inn keeper and his wife and farm animals.
15. The man was carrying a shopping bag containing apples oranges chocolate and sweets.
16. Now write one sentence of your own which contains a list of at least three items in which each item is described.

Wednesday 22nd April – Writing

WALT: write a play script

To begin, make sure that you watch the input video on YouTube -
https://www.youtube.com/watch?v=G4xU0b_v7rw

Mr Lev's example play script for Year 5

Mr Crev is sitting in the school staff room about to devour his healthy lunch of chicken, organic brown rice, soya beans and vegetables.

Mr Lawford enters, stage left.

Mr Lawford: Woah! Mr Crev, wait one second before you eat that wonderful smelling, delicious looking meal. Have you washed your hands?

Mr Crev: It's fine Mr Lawford, I washed them earlier at break time.

Mr Lawford: (Shocked) That was over an hour ago! Do you know how many germs you have probably picked up between then and now? Now you're about to touch your food, which looks delectable by the way.

Mr Crev: (Acting very pleased with himself) Why thank you, I prepared it myself last night. I think I'm really improving my culinary skills.

Mr Lawford: (Frustrated) You're really missing the point Mr Crev! The bacteria from your hands will end up on your food and then go into your mouth; that is how you end up getting sick. Why would you risk your health like that?

Mrs Alley enters stage right carrying a large pile of year 5 science worksheets.

Mrs Alley: What are you two extraordinary, fantastic teachers discussing?

Mr Lawford: Mr Crev was about to eat his lunch without washing his hands first.

Mrs Alley: (Shocked) Why would you do that Mr Crev? Do you not know the importance of good hygiene? The germs on your hands will...

Mr Crev: (Interrupting Mrs Alley)...yes I know Mrs Alley, Mr Lawford has already explained to me. How could I have been so foolish? I don't want to risk my health like this, I must wash my hands.

Mr Crev gets up from his seat and walks toward the tap while Mr Lawford and Mrs Alley watch on with anticipation. Mr Crev turns on the cold tap and washes his hands under there for 5 seconds before switching the tap off.

Mrs Alley: (concerned) Mr Crev, you know that washing your hands with cold water for 5 seconds won't kill the bacteria.

Mr Lawford: Mrs Alley is correct, as she usually is, you must wash them with warm water and soap for 20 seconds. I'm sure Mrs Alley will be able to explain the scientific reasoning behind this.

Mr Crev is standing by the tap in anticipation of Mrs Alley's informative scientific explanation.

Mrs Alley: The reason for this is because viruses are self-assembled nanoparticles in which the weakest link is the lipid bilayer, this is the fatty membrane. The warm water and soap dissolves the membrane and the virus falls apart like a house of cards and becomes inactive and can no longer harm you. The warm water will then wash the inactive virus off your hands. The longer you wash them for, the better!

Mr Crev: (Finally understanding the situation) Wow Mrs Alley, that makes so much sense now! I'm so glad that you joined us in the staff room to share your incredible scientific knowledge.

Mr Crev washes his hands for 20 seconds with soap and warm water before drying them with disposable kitchen roll. He sits back down ready to eat his food.

Mr Crev: We should explain this to the children in the school so they know the importance of washing their hands. We could make a slogan...how about – Don't be dirty, be neat. Wash your hands before you eat.

Mr Lawford and Mrs Alley smile and nod their heads in agreement with the slogan.

Mr Lawford: Let's all say it together so we can practice for the children.

Mrs Alley: (Excitedly) That's an incredible idea because this is important.

Mr Crev: Let's do it after three, 1...2...3...

Mr Crev, Mr Lawford and Mrs Alley all look towards the audience and say together in unison.

Mr Crev, Mr Lawford and Mrs Alley: Don't be dirty, be neat. Wash your hands before you eat.

END SCENE

Main Task – Write your play script

Task – Write a script for an advert about the importance of washing your hands

SAFE – Write your play script using the first 5 bullet points on the toolkit.

STRETCH – Write your play script using the first 8 bullet points on the toolkit.

SUPER STRETCH – Write your play script using **all** the toolkit

Toolkit

- Setting the Scene
- Stage Directions
- Character Directions in **brackets**
- Character Names followed by a **colon**
- Speech **without using speech marks**

- Amazing Verbs
- Adverbs
- Expanded Noun Phrases

- Relative clauses (with relative pronouns)
- Semi Colons

Thursday 23rd April – Grammar

WALT: use relative clauses in our writing

To begin, make sure that you watch the input video on YouTube –

https://www.youtube.com/watch?v=OWHh_zgdKc8

Task:

Safe: 1 – 10

Stretch: 1 – 15

Super Stretch: 1 – 20

1. Insert your own relative clause at the end of the sentence below using the relative pronoun 'who'. Remember to punctuate your sentence correctly.

I love to spend time with my grandad.

2. Insert your own relative clause at the end of the sentence below using the relative pronoun 'which'. Remember to punctuate your sentence correctly.

The girl climbed the tall tree.

3. Sahil is adding a relative clause to the sentence - The dog chased the cat.
He writes - The dog chased the cat away.
Is he correct? Explain how you know.

4. Greta is adding a relative clause to the sentence - I have a younger brother.
She writes - I have a younger brother, who I get on really well with.
Is she correct? Explain how you know.

5. Add an embedded relative clause into the middle of this sentence, making sure to use a relative pronoun and a comma both before and after the relative clause:

Mr Crawford walked into the classroom.

6. Add an embedded relative clause into the middle of this sentence, making sure to use a relative pronoun and a comma both before and after the relative clause:

Mr Lev taught the PE lesson.

7. Add an embedded relative clause into the middle of this sentence, making sure to use a relative pronoun and a comma both before and after the relative clause:

The tree was standing in the park.

8. Add an embedded relative clause into the middle of this sentence, making sure to use a relative pronoun and a comma both before and after the relative clause:

My mum shouted to let us know that the dinner was ready.

9. Underline the relative pronoun in the sentence below.

My dad is the farmer who delivers milk to our village.

10. Underline the relative pronoun in the sentence below.

This house is painted green, which is my favourite colour.

11. Margot thinks that she has underlined a relative pronoun in the sentence - The girl, whose mother is a doctor, has fallen over.
Is she correct? Explain why.
12. Anton thinks that he has underlined a relative pronoun in the sentence - Ali visited the supermarket where he was hoping to get a job.
Is he correct? Explain why.
13. What is the most suitable relative pronoun to add the sentence below.
They have closed our summer school, _____ is a shame.
14. What is the most suitable relative pronoun to add the sentence below.
The salesman, _____ sold my dad the car, was very chatty.
15. Match the phrase to the most suitable pronoun:

whose

**my parents
lived**

where

**caught my
eye**

which

**dad is a
nurse**

16. Underline the relative pronouns in the sentence below.
Whatever the case, it certainly wasn't worth bickering about.
17. Add a suitable relative pronoun to the sentence below.
My cousin's grandma, _____ is a published author, tells us the best stories at bedtime whenever she babysits us.
18. Jeffrey thinks that he has underlined a relative pronoun in the sentence - Call in either on your way to work or on your way home, whenever suits you best.
Is he correct? Explain why.
19. Macey thinks that she has underlined a relative pronoun in the sentence - Take either the blue one or the red one, whichever you prefer.
Is she correct? Explain why.
20. Write your own sentence about yourself which includes either an embedded relative clause or a relative clause at the end of the sentence. Make sure to use a relative pronoun and correct punctuation.

Friday 24th April – Comprehension

WALT: retrieve information from a playscript (comprehension)

Comprehension Text - The Amazing Adventures of the Skyship!

List of characters:

Captain Stag: A grizzly old man who knows a thing or two about flying Skyships

James: A young boy, hoping to learn a thing or two in order to become a captain himself

The crew: A group of people who have served Captain Stag for many years

Captain Thorn: A rival Skyship captain who wishes to kill Captain Stag

Scene 1

The Skyship *Good Heart* has just taken to the skies after having extensive repairs; it is an expensive vehicle to maintain. Captain Stag is at the wheel and has just barked orders to the crew about how they need to clean the ship.

The Crew: (Groaning to one another) But Captain... we've just cleaned the ship from top to bottom, our poor stomachs – they're not cut out for all this cleaning! We want to go killin'... that's much better!

Captain Stag: (Wagging his finger at the crew) Don't worry you scurvy dogs, you'll get your chance! You'll all get your chance.

Scene 2

The Skyship is sailing freely through the midnight air, cool breezes keep it afloat and the stars twinkle like gems giving off small amounts of light, allowing those aboard the Skyship to see the clouds beneath them lit up periodically. James has left his cabin to speak to Captain Stag about something that is on his mind...

James: (Quietly knocking on the door, he whispers) Cap... Captain? Are you awake, Sir? I, urr, I wanted to speak to you about sommat that's been on my mind.

Captain Stag: (In a weary yet kind voice) Ay James, I am awake and I appreciate you keeping yer voice down to not wake the other members of the crew. Come forth into me room boy; I am plotting our next venture to capture Captain Thorn, the evil man that he is...

James: (Desperate to find out more, he walks in eagerly) Thank you Captain. I was wondering, where are we going? What are our plans?

(The Captain shows James a large map of the skies around where they currently float. He motions towards the edges of the map where the clouds are no longer pearly white, but a dark, ominous shade of grey)

Captain Stag: That, ma' boy, is the sky Captain Thorn occupies. He never ventures further than it for he is too scared of being caught by the Government – as are we, s'matter of fact. His Skyship bobs around in the turbulent winds off the edge of the map where he can attack unsuspecting people, raiding their ships and stealing their gold.

James: (A desperate look upon his face) Why does Captain Thorn want to hurt you... Sir?

Captain Stag: (Shifting wearily in his seat) Well lad, it all began when... wait, what was that?!

Scene 3

The sky instantly turns a foreboding grey and rain falls from the clouds around them like bullets sailing through the air. Captain Stag leaps to his feet and James follows him. They charge through onto the deck of the Skyship *Good Heart*.

Captain Stag: (Bellowing) Avast ye scurvy crew; wake from yer slumber and jump to yee stations, that beastly man Captain Thorn be 'ere!

An intimidating Skyship painted jet black with a tattered skull and cross bone flag fluttering in the breeze from its mast emerged from the clouds, harpoons angled menacingly at the *Good Heart*. An old, ravaged man stood at the helm of the ship.

Captain Thorn: (In a deep, threatening voice) Captain Stag, yer time 'as come! Surrender yer crew, yer ship and yer treasure and I might only slice off one of yer legs, as ye did ter me!

Questions

SAFE – Answer all retrieval questions (1-10)

STRETCH – Answer all retrieval and inference questions (1-14)

SUPER STRETCH – Answer all retrieval, inference and word choice questions (1-15)

1. What is the name of Captain Stag's Skyship? **(retrieval)**
2. What would the crew rather be doing than cleaning? **(retrieval)**
3. Why has James left his cabin? **(retrieval)**
4. What has been on James' mind? **(retrieval)**
5. Who is Captain Thorn scared of being caught by? **(retrieval)**
6. Where does Captain Thorn sail his Skyship? **(retrieval)**
7. What happens to the weather at the start of Scene 3? **(retrieval)**
8. What kind of flag is on the jet black Skyship? **(retrieval)**
9. Give two words from the text that describe Captain Thorn's appearance. **(retrieval)**
10. What did Captain Stag do to Captain Thorn that made him dislike him? **(retrieval)**
11. According to the text, the government are after Captain Thorn – why might this be the case? Use evidence to back up your answer. **(inference)**
12. Using evidence from the text, discuss why James might have signed up to fly on the *Good heart* with Captain Stag. **(inference)**
13. Look at the paragraph starting with: *An intimidating Skyship...* ending with: *...helm of the ship*. Which words give you the impression that this is a Skyship **not** to be trusted? **(inference)**
14. How can you tell that James admired Captain Stag? Give **one** piece of evidence from the text that suggests this. **(inference)**
15. Using a dictionary, write down the definition of these words: *government*, *stomach* and *vehicle*. Next, write down the definition, two synonyms and two antonyms for each of these words: *appreciate*, *desperate* and *occupy*. **(word choice)**