

# Year 5

## *Remote Learning Pack*

***Spring 2 - Week 1 (22nd-26th February)***



Even if you receive a paper pack, make sure you log onto Dojo where Mr Greaves and Mr Chalmers are posting daily recorded lessons! All videos can also be found on our school website under the home learning tab.

All work can be completed on paper and sent via Dojo.

There will be at least **5** lessons a day.

# MONDAY

## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths







LUNCH

1:15 - 2:00 DT (bridges)

2:00-2:45 - RE

## Maths Recap

Find the perimeter of these shapes

|                                                                                                         |                                                                                                          |
|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 3cm<br><br>2cm<br>_____ | 6cm<br><br>8cm<br>_____ |
| 4cm<br><br>6cm<br>_____ | 5cm<br><br>4cm<br>_____ |
| 1cm<br><br>4cm<br>_____ | 8cm<br><br>5cm<br>_____ |

## Dojo Challenge - Science

What are the key differences between a mammal and a reptile?

# Basic Skills

22.2.21  
XXII. II. XXI

## Literacy Task - Onomatopoeia

Words that sound like an action.

|            |         |           |         |
|------------|---------|-----------|---------|
| pop        | sizzled | meowed    | barked  |
|            | quacked | screeched | clapped |
| chattering | knocked | fluttered | zoomed  |

1. The popcorn went \_\_\_\_\_ in the microwave.
2. The car \_\_\_\_\_ quickly around the corner.
3. The students were \_\_\_\_\_ in the classroom.
4. The delivery man \_\_\_\_\_ on our front door.
5. The audience \_\_\_\_\_ at the end of the play.
6. The dog \_\_\_\_\_ at the intruder.
7. The duck \_\_\_\_\_ in the lake.
8. The race car \_\_\_\_\_ pass the other car.
9. The cat \_\_\_\_\_ when it was happy.
10. The feather \_\_\_\_\_ to the ground.
11. The bacon \_\_\_\_\_ on the frying pan.

## Comprehension: The Tale of Custard The Dragon

### SPaG Starter: Similes

Using 'as' or 'like' to compare two things...

Joe's bedroom is like \_\_\_\_\_.

Jenna's cake was as \_\_\_\_\_ as \_\_\_\_\_.

The picturesque pond was as \_\_\_\_\_ as  
\_\_\_\_\_.

Our teacher roars like \_\_\_\_\_.

She never listens! Her concentration is like a \_\_\_\_\_.



# THE TALE OF CUSTARD THE DRAGON

By Ogden Nash

Belinda lived in a little white house,  
With a little black kitten and a little grey mouse,  
And a little yellow dog and a little red wagon,  
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink  
And the little grey mouse, she called her Blink,  
And the little yellow dog was sharp as Mustard,  
But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,  
And spikes on top of him and scales underneath,  
Mouth like a fireplace, chimney for a nose,  
And realio, trulio daggers on his toes.

Belinda was as brave as a barrellful of bears,  
And Ink and Blink chased lions down the stairs,  
Mustard was as brave as a tiger in a rage,  
But Custard cried for a nice safe cage.

Belinda tickled him, she tickled him unmerciful,  
Ink, Blink and Mustard, they rudely called him Percival,  
They all sat laughing in the little red wagon  
At the realio, trulio, cowardly dragon.

Belinda giggled till she shook the house,  
And Blink said Weeek!, which is giggling for a mouse,  
Ink and Mustard rudely asked his age,  
When Custard cried for a nice safe cage.

Suddenly, suddenly they heard a nasty sound,  
And Mustard growled, and they all looked around.  
Meowch! cried Ink, and Ooh! cried Belinda,  
For there was a pirate, climbing in the winda.

Pistol in his left hand, pistol in his right,  
And he held in his teeth a cutlass bright,  
His beard was black, one leg was wood.  
It was clear that the pirate meant no good.

Belinda paled, and she cried Help! Help!  
But Mustard fled with a terrified yelp,  
Ink trickled down to the bottom of the household,  
And little mouse Blink strategically mouseholed.

But up jumped Custard, snorting like an engine,  
Clashed his tail like irons in a dungeon,  
With a clatter and a clank and a jangling squirm  
He went at the pirate like a robin at a worm.

The pirate gaped at Belinda's dragon,  
And gulped some grog from his pocketed flagon,  
He fired two bullets, but they didn't hit,  
And Custard gobbled him, every bit.



Belinda embraced him, Mustard licked him;  
No one mourned for his pirate victim.  
Ink and Blink in glee did gyrate  
Around the dragon that ate the pirate.

Belinda still lives in her little white house,  
With her little black kitten and her little grey mouse,  
And her little yellow dog and her little red wagon,  
And her realio, trulio, little pet dragon.

Belinda is as brave as a barrelful of bears,  
And Ink and Blink chase lions down the stairs,  
Mustard is as brave as a tiger in a rage,  
But Custard keeps crying for a nice safe cage.



# Comprehension Questions

## Stanza 1

- 1) Where did Belinda live?
- 2) Apart from the kitten, what other animals were living with her?
- 3) Can you find a pair of rhyming words?

## Stanza 4

- 4) How is Belinda described in this stanza?
- 5) How did Ink and Blink show their strength?
- 6) How did Mustard show his bravery?

## Stanza 8

- 7) What did the pirate have in his hands?
- 8) How were his legs different to each other?
- 9) What does the author mean when he says 'it was clear that pirate meant no good'?

## Stanza 9

- 10) What did Belinda cry for?
- 11) What did Mustard do?
- 12) What do you think Blink did?

## Stanza 10

- 13) How does Custard surprise us in this stanza?
- 14) Find an example of a Simile in this stanza
- 15) Why does the author use the phrase with a CLATTER and a CLANK?

## Stanza 14

- 16) Why has the author repeated this stanza? What is the intent?





Guided Reading - 22nd February

*Friend or Foe*

*Michael Morpurgo*

*Chapter 7*





## CHAPTER 7

THE BOYS STOOD IN THE DRIZZLE CALLING and whistling for Jip, and then from high up on the hills came a familiar barking. It seemed to be coming from the cairn, a massive pile of granite rocks that dominated the valley like some prehistoric fortress. Tucky whistled again, and back came Jip's reassuring bark; and then they saw him standing up on the cairn against the sky, his body shaking as he barked. Tucky set off up the hill with David in close pursuit; and Jip jumped down from the rocks and bounced down towards them, tail bobbing, tongue hanging out.

It was a long climb up. They had to make frequent detours to find the safest way to the top, zigzagging up the hill towards the cairn. Jip could

climb where they could not and ran on ahead, turning every so often to make sure they were following.

Tucky stopped to catch his breath and shouted up, 'You up there? We got your food.' For some moments there was no response.

'Come up.' It was the German's voice from behind the rocks. There was no doubt about that. Tucky waited for David and they went on up together.

It was a small grassy clearing encircled by great boulders, and in one corner a great granite slab had fallen across the walls to form a roof. It reminded David of pictures he'd seen of Stonehenge, only smaller. One German was lying down under the roof, covered in blankets, and the other stood beside him stroking Jip.

'We thought you'd gone,' Tucky said. 'You didn't tell us you were moving.'

'The plane that came over yesterday,' he said. 'I thought it could have seen us. It was a good thing. There were soldiers out yesterday, just the other side of the river. We are safe here now.'

David was looking at the other airman, who was struggling to sit up. 'Your friend? Is he worse?'

'Not good, not good. He is very ill. You have brought the brandy?'

'Whisky,' said David. 'There was no brandy.' He handed him the bottle.

'Thank you, my friend,' the German's face broke into a half smile. 'It will be a help.' He was even paler than the day before, and his beard had grown darker. He knelt down beside his friend and helped him to sit up. He tilted the bottle and the boys watched the injured German drink it as if it was water. Twice his whole body was shaken by violent coughing fits, but still he came back for more until finally he pushed it away. He leant back against the rocks, nodded at the two boys and smiled his thanks. Tucky put the pillowcase down inside the shelter and stood back.

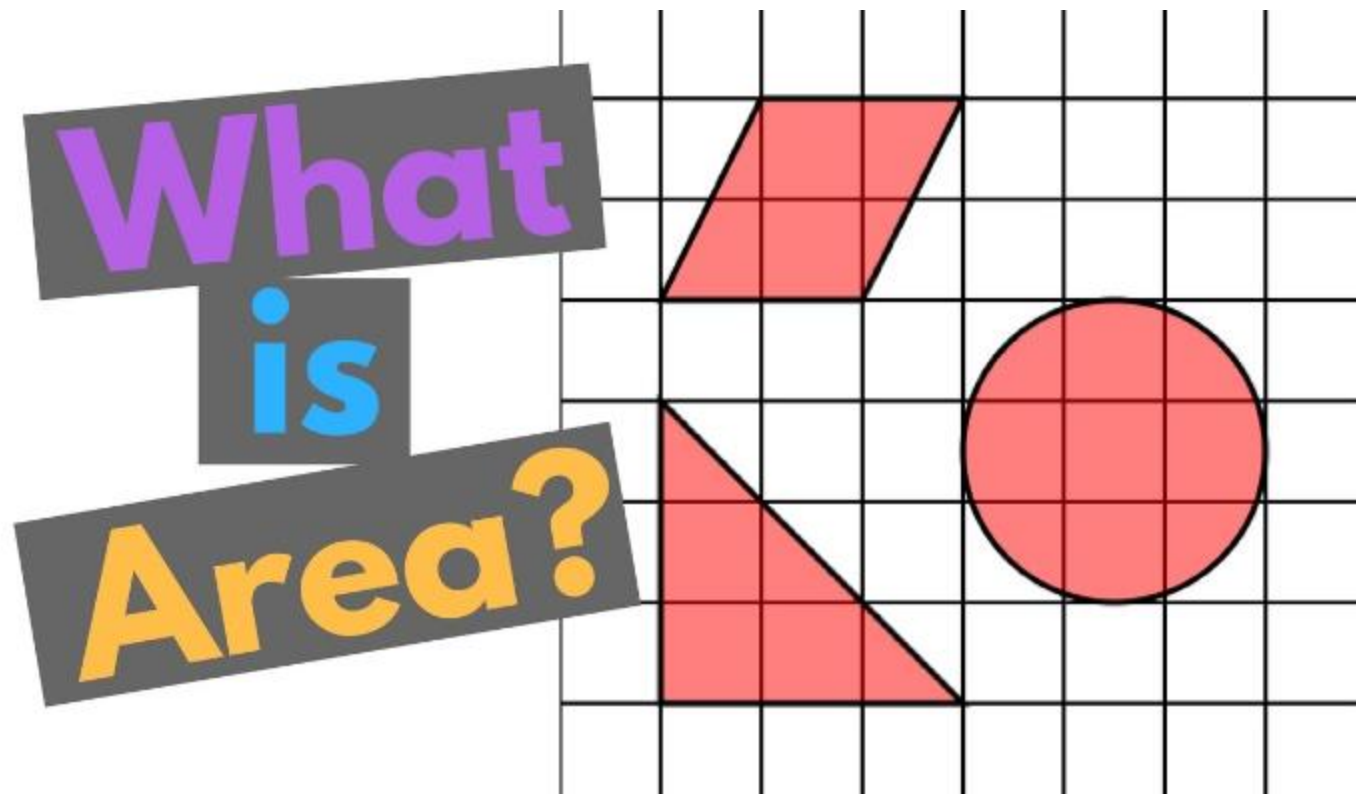
'We won't bring any more,' David said suddenly when they had finished emptying the pillowcase. They ate on as if he had said nothing, ripping open the tins of corned beef and shovelling the meat directly from the tins into their mouths. David said it louder. 'We have done enough. There won't be any more. You understand?'

The German nodded as he finished his mouthful and wiped his mouth with the back of his

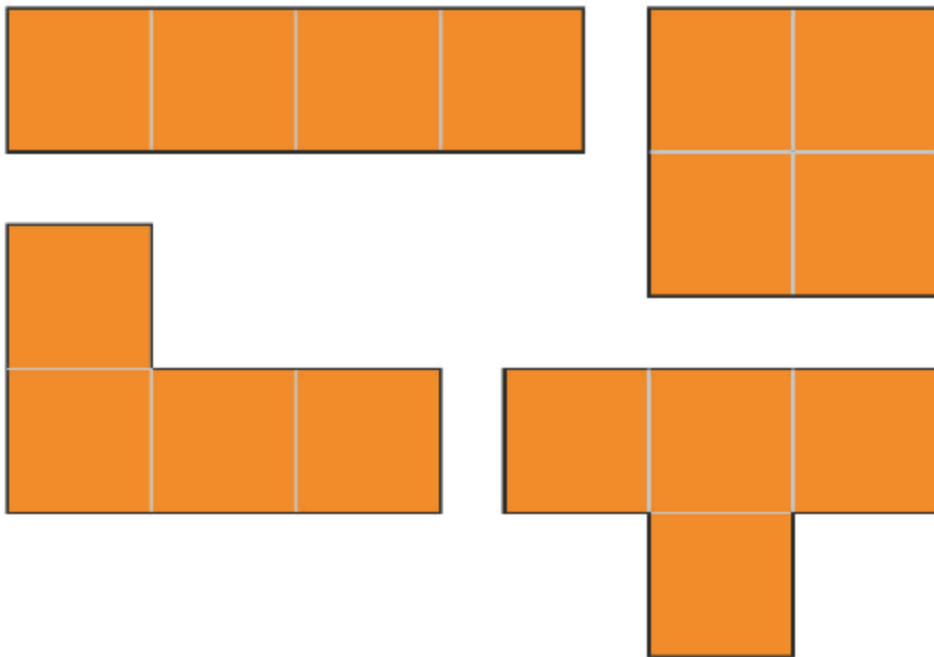
# Monday: Comprehension

1. What is a Cairn?
2. Jip's body was 'shaking as he barked' - what does this tell you?
3. Why did it take the boys longer than it took Jip to climb up?
4. Why had the Germans moved locations?
5. How had the injured man changed from the day before?
6. 'The injured German drank the whiskey as if it were water' - what is the author telling us?
7. How does David's tone change at the end of this extract?
8. Do you predict the boys will return? Why?

22.2.21  
XXII.II.XXI



*Area is how much “stuff” is inside a shape.*

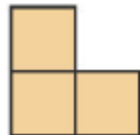
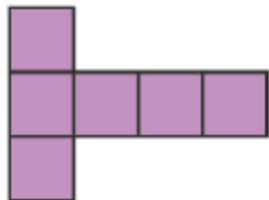
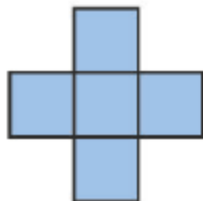
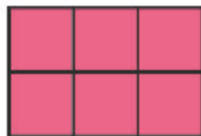
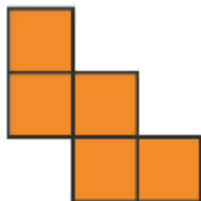
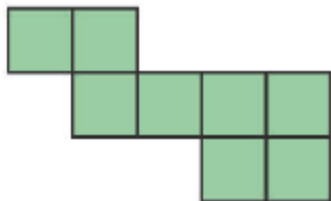
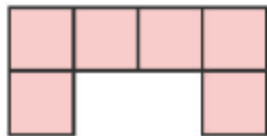
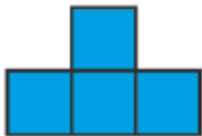


*All of these  
shapes have an  
AREA of 4  
squares*

*...because there  
are 4 squares  
inside each one.*

## Guided Practice

Use square tiles to form these figures.



*Which of these shapes have an area of exactly 6 squares?*

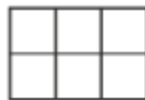
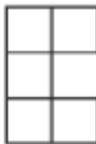
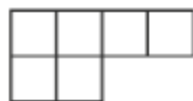
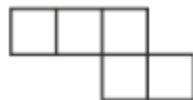
*Which of these shapes has the biggest area?*

*Which of these shapes have an area of LESS than 4 squares?*

## Worksheet 2

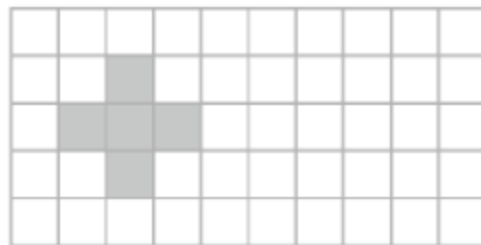
### Measuring Area

- 1 Arrange the figures into groups with the same number of tiles. Colour each group a different colour.

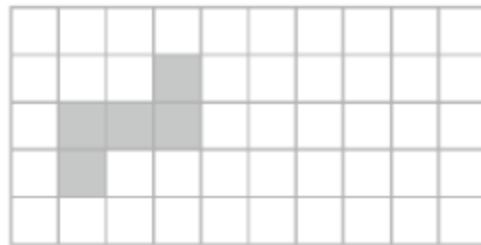


- 2 For each given figure, draw another figure with the same area.

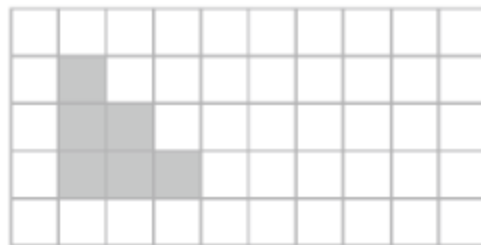
(a)



(b)



(c)







## *Building bridges*





# Research

22.2.21

*Find out about four different bridges - as different as you can.*

*Draw a picture of your four bridges and label them with some key details like (material, size, cost, etc)*

|  |  |
|--|--|
|  |  |
|  |  |

22.2.21

# Memorial Sacrifice

LF4: The Eucharist is a sacrifice



*These words are spoken at  
mass every week. It's called  
the "Mystery of Faith"*

*Let's listen carefully and  
think about what they  
mean...*

1. We proclaim your Death, O Lord and  
profess your Resurrection until you come  
again.



2. When we eat this Bread  
and drink this Cup,  
We proclaim your Death, O Lord,  
Until you come again.



3. Save us Saviour of the world,  
For by your Cross and Resurrection  
You have set us free

## *Key questions to think about:*

- *What do you think is the meaning of the words: mystery of faith?*
- *What is the same about these three responses, what is different?*
- *Think about the words, “Until you come again” What do you think this means and why is it here?*
- *What sacrifice is the Eucharist a memorial of?*

# *Giving reasons for the Mystery of Faith*

**GRAS**

*Your task is to re-write the words of the Mystery of Faith into your own words to make it more modern.*

*Some useful words:*

*Proclaim - Shout and tell everyone*

*Profess - claim something*



HAPPY  
TUESDAY

### Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

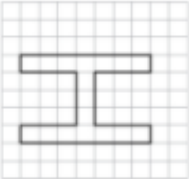
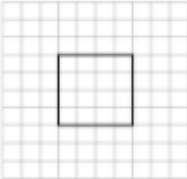
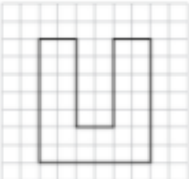
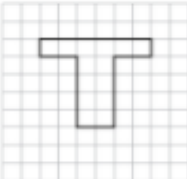
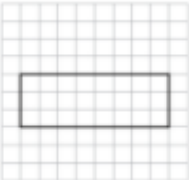
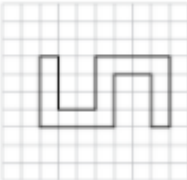
11:15 - 12:15 Maths

LUNCH

1:15 - 2:00 - DT (bridges)

## Maths Recap

Find the perimeter of these shapes

|                                                                                     |                                                                                      |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 1)  | 2)  |
| Perimeter = _____                                                                   | Perimeter = _____                                                                    |
| 3)  | 4)  |
| Perimeter = _____                                                                   | Perimeter = _____                                                                    |
| 5)  | 6)  |
| Perimeter = _____                                                                   | Perimeter = _____                                                                    |

# Basic Skills

## Literacy Task - Similes (as or like)

1. The moon is as bright as \_\_\_\_\_.
2. The water sparkles like \_\_\_\_\_.
3. The sweater is as warm as \_\_\_\_\_.
4. My hair is as soft as \_\_\_\_\_.
5. \_\_\_\_\_ is as red as a tomato.
6. \_\_\_\_\_ is like a library.
7. \_\_\_\_\_ is as sweet as candy.
8. \_\_\_\_\_ is as easy as ABC.

## Dojo Challenge - History

In Victorian times, what happened during the Industrial Revolution?





# Custard The Dragon: Magpie Words

## SPaG Starter: Metaphors

- 1) Her eyes are \_\_\_\_\_
- 2) The bubble bath is a \_\_\_\_\_
- 3) The rocks by the sea are \_\_\_\_\_
- 4) The sun is a \_\_\_\_\_
- 5) She is an absolute \_\_\_\_\_.
- 6) The raindrops are \_\_\_\_\_.

A metaphor compares two different things, usually with the word "is." Write your own metaphors below.

Example:

This chocolate cake is a dream.

What does it mean? The cake is so unbelievably delicious that it reminds me of a great dream.



Today, we are looking for interesting vocabulary in 'The Tale of Custard The Dragon'.

As we read through the text, make a note of any words or phrases that catch your eye.



# THE TALE OF CUSTARD THE DRAGON

By Ogden Nash

Belinda lived in a little white house,  
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And Blink said Weeek!, which is giggling for a mouse,  
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When Custard cried for a nice safe cage.

Suddenly, suddenly they heard a nasty sound,  
And Mustard growled, and they all looked around.  
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For there was a pirate, climbing in the winda.

Pistol in his left hand, pistol in his right,  
And he held in his teeth a cutlass bright,  
His beard was black, one leg was wood.  
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Belinda paled, and she cried Help! Help!  
But Mustard fled with a terrified yelp,  
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And little mouse Blink strategically mouseholed.

But up jumped Custard, snorting like an engine,  
Clashed his tail like irons in a dungeon,  
With a clatter and a clank and a jangling squirm  
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The pirate gaped at Belinda's dragon,  
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# Custard The Dragon Magpie Words

Did you spot any interesting vocabulary?



# Custard The Dragon Magpie Words

Barrenful

Pocketed

Gyrate

Unmerciful

Can you find the definitions  
of these words? Use a  
dictionary or google to help.

Embraced

Cutlass



flagon

Strategically

Clank

Clatter

*Your Task - Create sentences with our magpied words.  
Can you also include a subordinate clause?*

Barrelful - enough to fill a barrel

Unmerciful - without mercy

Cutlass - a pirate's sword

Strategically - carefully planned

Clatter - onomatopoeia

Clank - onomatopoeia

Flagon - An old fashioned container of drink

Embraced - hold somebody closely in your arms

Gyrate - move or cause to move rapidly in a circle or spiral.

Pocketed - put into your pocket.



*After, although, as, because, before, due to, since, once, unless, though*



From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 23rd February

*Friend or Foe*

Michael Morpurgo

Chapter 7



sleeve. 'You have done more than enough. It is good that we can help each other in these sad times. It is good.'

'We only did it 'cos you helped us,' David said. 'That's all. We're still enemies.'

'No, I don't think so,' he looked up at them and smiled. 'I am wearing the uniform of your enemy, but we are not enemies, not any more.'

'We must take Jip now,' David said, wanting it to be over. 'We were sent out to find Jip. We've got to get back.'

The airman got to his feet slowly, holding out his hand to stop them. 'Please,' he said, 'there is one last thing.'

'No,' David was almost shouting. 'It's finished. I've paid you back, haven't I? We won't do any more, do you understand? No more.'

'Please.' The German took a step closer, and the boys backed away. 'We want no more food, no more anything.'

'Come on, Tucky,' David turned to go. 'I'm going.'

'I want you to take my friend back with you,' said the German quietly. 'As your prisoner. He has agreed. He is not well enough to go with me over

the moor. I hoped food and warmth would help, but it hasn't. He wishes to go with you as your prisoner.'

'You want us to take him? Hand him over to the army?' Tucky said. Pictures of him leading a captured German pilot through the village, with crowds cheering and church bells pealing, came swarming into his mind. Their faces! The look on their faces!

'How far is it?' the German asked.

'How far?' David was still trying to take it in.

'To your home, your village?'

'It's not our home exactly,' he said. 'We're evacuees.'

'From London, mister, to get away from the bombs,' Tucky answered for him.

The man nodded knowingly, and looked hard at David. 'From London. I am sorry, my friends. Perhaps when you are older you will understand that we all do things we know we should not do. But perhaps you have learnt that already.'

David looked away. 'It takes over an hour,' he said. 'But it's downhill most of the way.'

'To begin with I will go with you - Gurt, my friend, he cannot walk too far - I will come to help

carry him. He is a big man, too heavy for you, I think. You will take him?'

'We will, won't we Davey?' Tucky was eager.

'All right,' David said. 'But no one must see you. You won't make it, you know.'

'Make it?'

'Over the moor. It's thirty miles of hills, bogs and rivers, and the army trains all over it. They'll catch you, and if they don't, the moor will kill you.'

'Will you tell them about me?'

David shook his head. 'There's no need. Mr Reynolds says no one can cross the moor from north to south without a map or a compass, and without knowing the moor. You'll never do it.'

'In planes we navigate by the stars,' he said. 'The moor may be big, but it is not as big as the sky. I will try anyway. I have to try. If you were away from home, and you wanted to get back, you would try, wouldn't you?'

They started off down the hill, Jip prancing on ahead sniffing at every rabbit hole. Tucky carried both the blankets over his shoulder, and kept looking round every few yards to make sure the two Germans were still behind them. David stuffed the pillowcase inside his jumper and wondered

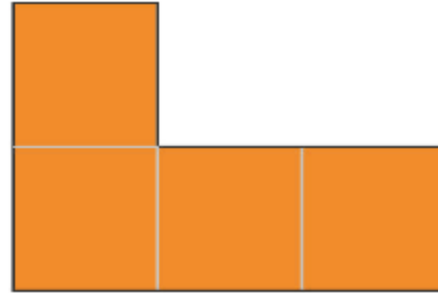
Tuesday: Imagine David goes home tonight and creates a chart of reasons FOR taking Gurt and reasons AGAINST taking Gurt.

Can you put yourself in David's shoes and create 3 reasons either way?

| <u>Reasons FOR taking Gurt</u> | <u>Reasons AGAINST taking Gurt</u> |
|--------------------------------|------------------------------------|
| 1.                             | 1.                                 |
| 2.                             | 2.                                 |
| 3.                             | 3.                                 |

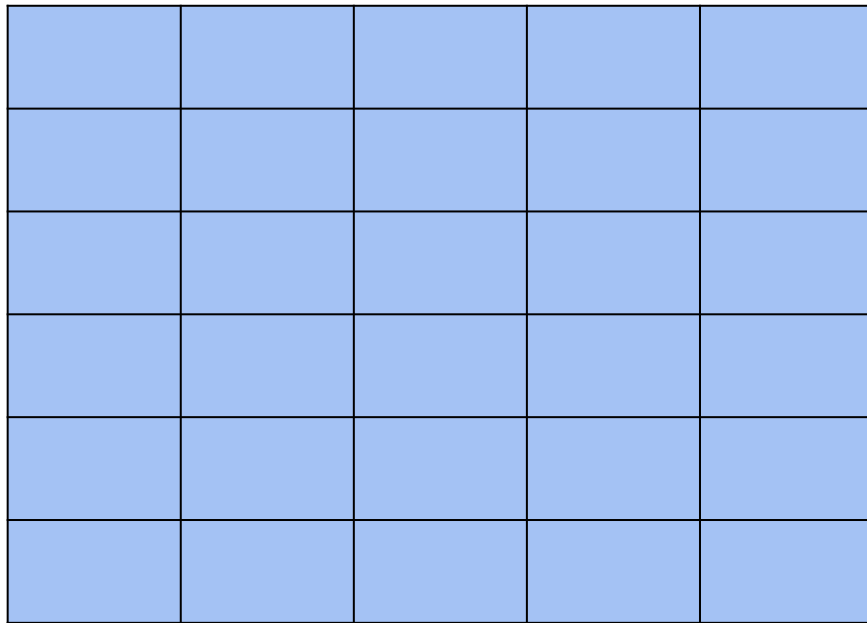
# Area

23.2.21  
XXIII.II.XXI



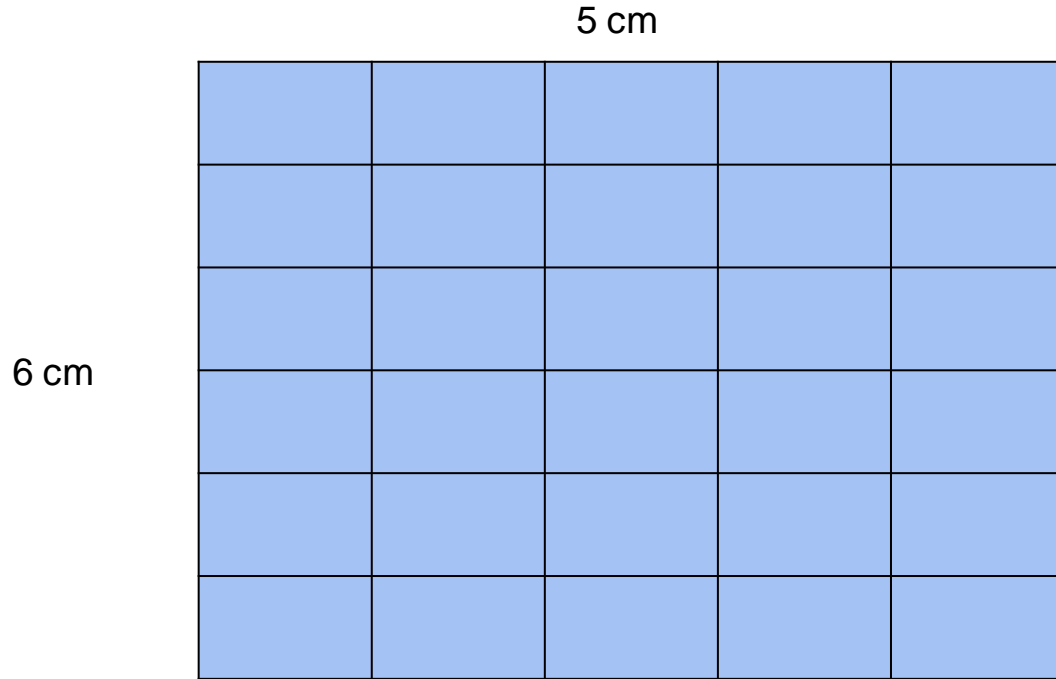
*Remember: area is how much “stuff” is inside a shape.*

*What is the area of this shape?*



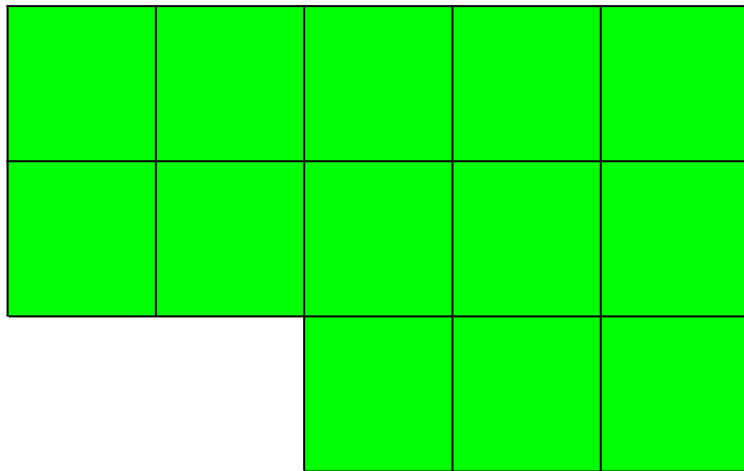
*I could count the squares, but are there quicker ways?*

***Our times tables can help to find the area...***



$$5 \times 6 = 30 \text{ cm}^2$$

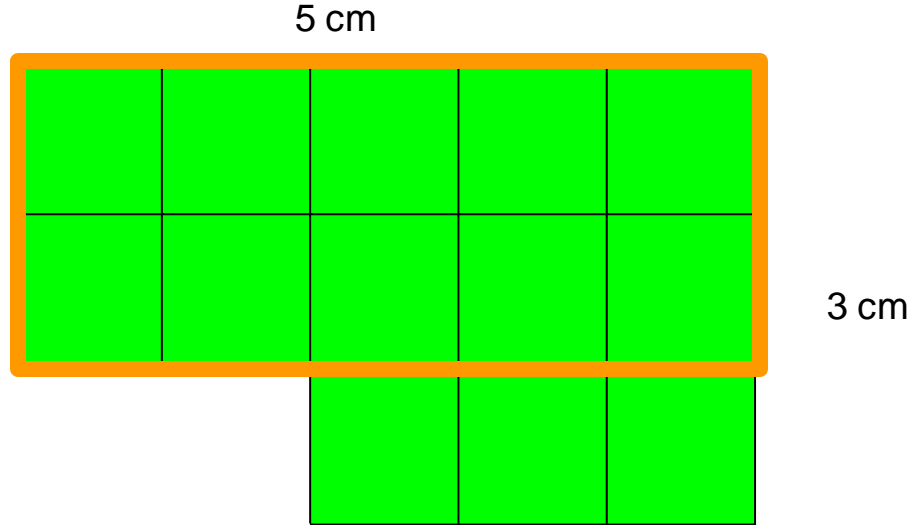
*What is the area of this shape?*



*I could count the squares, but are there quicker ways?*



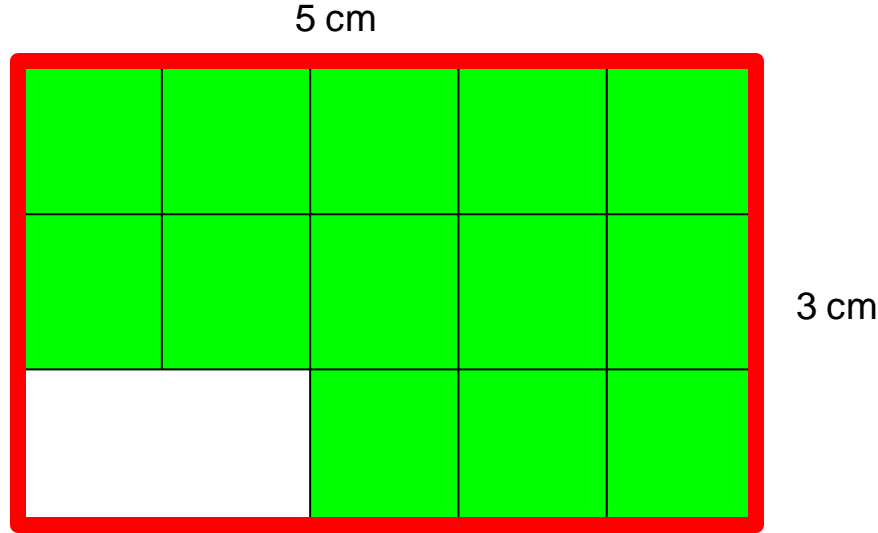
*Our times tables can help to find the area...*



$$2 \times 5 = 10 \text{ cm}^2$$

*but there are 3 squares extra...so...  $10 + 3 = 13 \text{ cm}^2$*

*Or...*

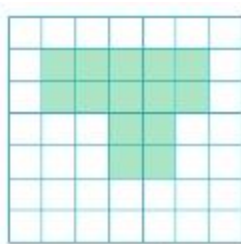


$$3 \times 5 = 15 \text{ cm}^2$$

*but there are 2 squares missing...so...  $15 - 2 = 13 \text{ cm}^2$*

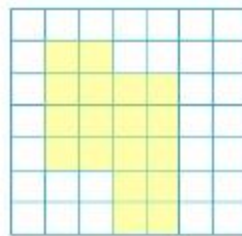
*Your turn:*

*Find the area of these shapes. If possible, can you find a quicker way?*



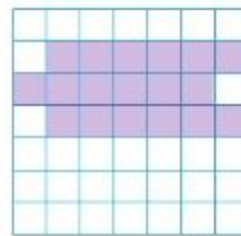
2

Area: \_\_\_\_\_



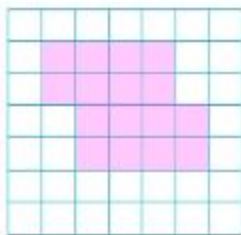
2

Area: \_\_\_\_\_



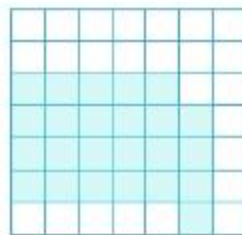
2

Area: \_\_\_\_\_



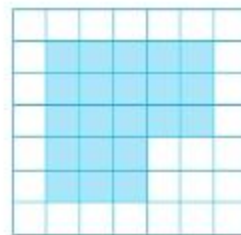
2

Area: \_\_\_\_\_



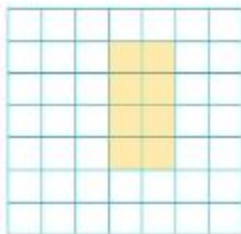
2

Area: \_\_\_\_\_



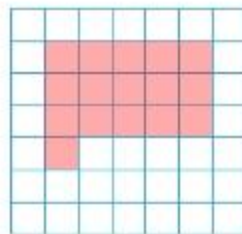
2

Area: \_\_\_\_\_



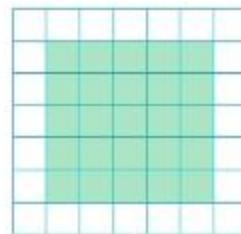
2

Area: \_\_\_\_\_



2

Area: \_\_\_\_\_



2

Area: \_\_\_\_\_

# Research

23.2.21

*There are many different types of bridge depending on where/why it is being used. Let's find out!*

1. *What types of bridge are there? (e.g. beam, suspension...)*

---

---

1. *Find the name of 4 famous bridges around the world.*

---

---

1. *Why do we need bridges? What is their purpose?*

---

---

# Research

4. *What sizes and shapes do bridges come in? Why are they different?*

---

---

5. *What colours and themes do bridges have? Why are they different?*

---

---

6. *Challenge: What are the main two forces which act on bridges?*

---

---

# W-E-D-N-E-S-D-A-Y

## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths

LUNCH

1:15 - 2:15 - DT (Bridges)

2:15-3:00 - RE

# Basic Skills

## Literacy Task

Can you place these similes into sentences?

### Maths Task - 2 digit by 2 digit

multiplication

$$\begin{array}{r} 1) \quad 52 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 61 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 28 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 72 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 57 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 48 \\ \times 26 \\ \hline \end{array}$$

1. tough as nails-

---

2. thin as a rail-

---

3. run like the wind-

---

4. sleep like a baby-

---

5. hard as a rock-

---

6. tough as a tiger-

---

7. as good as gold-

---

### Dojo Challenge - Geography

Can you remember what these River words mean?

Meander -

Tributary -

Confluence

Mouth -



# Rhyming Scheme: Custard The Dragon

SPaG

Starter:

Personification

Personification is a powerful literary device authors use to give animals or other non-human things human qualities.

Draw a line from the animal to the human quality to complete the sentence.

- |                      |   |      |                                                  |
|----------------------|---|------|--------------------------------------------------|
| 1. The bird          | ● | ● a. | argued over an acorn.                            |
| 2. The antelope      | ● | ● b. | examined its dinner salad: the meadow.           |
| 3. The bear          | ● | ● c. | was not a picky eater.                           |
| 4. The salmon        | ● | ● d. | sang songs about the deep ocean to each other.   |
| 5. A pod of whales   | ● | ● e. | showed off its skill by soaring down the valley. |
| 6. The eagle         | ● | ● f. | exercised by swimming upstream.                  |
| 7. The pigeon        | ● | ● g. | decorated its lair with soft leaves.             |
| 8. The squirrels     | ● | ● h. | planned their route through the prairie.         |
| 9. A herd of buffalo | ● | ● i. | sneered at their enemies.                        |
| 10. A pack of wolves | ● | ● j. | sang her babies to sleep in their nest.          |

## Today, we are looking into the rhyming scheme of Custard The Dragon

Belinda lived in a little white house,  
With a little black kitten and a little grey mouse,  
And a little yellow dog and a little red wagon,  
And a realio, trulio, little pet dragon.

A  
A  
B  
B

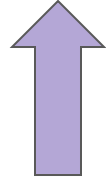
Now the name of the little black kitten was Ink  
And the little grey mouse, she called her Blink,  
And the little yellow dog was sharp as Mustard,  
But the dragon was a coward, and she called him Custard.

A  
A  
B  
B

Custard the dragon had big sharp teeth,  
And spikes on top of him and scales underneath,  
Mouth like a fireplace, chimney for a nose,  
And realio, trulio daggers on his toes.

A  
A  
B  
B

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z83g2nb>



What is a rhyming scheme?

Why does it matter?

How does it impact the rhythm?

# Guided Practice: AABB Rhyme Scheme.

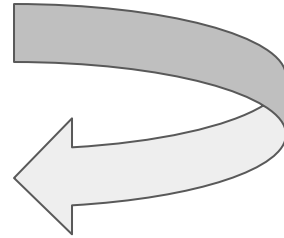
Create your own stanza about a Dragon - you can choose the name.

Upstairs, there lived a dragon named Ted,  
He lived underneath an old-fashioned bed.  
Whenever he heard noises, he would hide  
And wish for a different life outside.

A  
A  
B  
B

This is an AABB poem  
because the A lines rhyme  
with the other A lines.

Task 1 - Can you write your own stanza about your own Dragon? You must use a different name!



# Guided Practice: ABAB Rhyme Scheme.

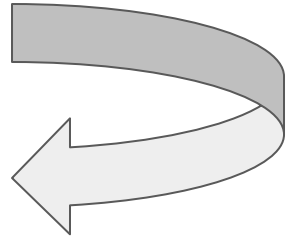
Create your next stanza about THE SAME Dragon?

Miserable weeks and months passed **by**  
As Ted dreamt of brighter **days**  
Every night he would sit and **sigh**  
And out of the bedroom window he'd **gaze**.

A  
B  
A  
B

This is an ABAB poem  
because the A lines rhyme  
with the other A lines and the  
B lines rhyme with the other  
B lines.

Task 2 - Can you write the next stanza about your Dragon?  
Remember, we are now using an ABAB rhyming scheme.



## Guided Practice: ABBA Rhyme Scheme (enclosed rhyme)

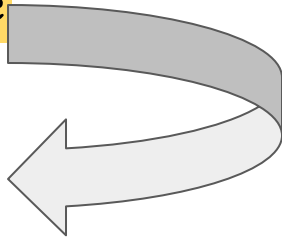
Create your final stanza about the same dragon. (Normally, we would stick to one rhyming scheme but this is a challenge...)

A few times each day, he'd see a plane  
Floating through the clouds up high  
As it sailed through the bright blue sky  
He felt that dull and aching pain.

A  
B  
B  
A

This is an ABBA poem  
because the A lines rhyme  
with the other A lines and the  
B lines rhyme with the other  
B lines.

Task 3 - Can you write the final stanza about your Dragon?  
Remember, we are now using an ABBA rhyming scheme



From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 24th February

*Friend or Foe*

Michael Morpurgo

Chapter 7





how they were going to explain away the blankets to Mr Reynolds. The deception was getting too complicated: something must go wrong, he was sure of it.

The boys found themselves walking too fast for the airmen, who needed to stop to rest from time to time. The injured one was being carried, slung over his friend's shoulder in a fireman's lift. David and Tucky sat down on a rock to wait for them to catch up. It was still drizzling and the German found it difficult to keep his feet as he came down towards them. He plodded on past them, and David saw the effort on his face and a look of grim determination.

'What're we going to say?'

David had made up his mind. 'We bumped into them by accident. No need to lie any more, Tucky.'

'That's just it,' Tucky went on. 'There's two of them, and we're only bringing one of them in. What's you going to do about the other one? Are we going to tell them or what?'

'I don't know.' David got up and followed the Germans.

David stopped them when they reached the low stone wall that separated the moor from the farm,

and here the airman lowered his friend gently on to his feet. They talked to each other briefly in German, and then shook hands solemnly.

'You will look after him, please?' he said. 'He needs a doctor. You will make sure he has a doctor?'

'Course we will,' Tucky said excitedly. 'Course we will, won't we, Davey?' And David nodded his agreement.

'So, he is your prisoner now,' and he felt deep into the inside of his coat and pulled out the black revolver. 'You will need this,' he said, handing it to David. It was cold and heavy, heavier than David had imagined. 'It is loaded, but the safety catch is on. Be careful with it, please.' David balanced it in his hand and gripped the butt, his finger curling round the trigger.

'I could make you come too,' he said.

'Of course, Davey.' The man nodded. 'But friends do not use guns on each other.' He held out his hand to David. David looked down at the outstretched hand and took it. 'Goodbye, Davey, and you too, Tucky. Auf Wiedersehen.'

'Bye,' said David.

'And good luck,' Tucky shouted after him. But

the German was striding away into the rain, head bent forward, the collar of his coat turned up to cover his neck.

Mr Reynolds was in the yard, bringing in the sows. He heard footsteps behind him, and then Jip was nuzzling his leg. 'So you little devil, you. You found him then, my dears.' He still had not turned round. 'Dogs are like horses, got minds of their own.'

'We found him, Mr Reynolds,' said Tucky. 'And someone else. Look.'

Mr Reynolds turned and stared. 'Your plane? From your plane, is he?' he could hardly believe what he was looking at.

'Jip found him, Mr Reynolds,' said David. 'He's a German bomber pilot - Luftwaffe.'

'I can see that, my dear, I can see that.' He looked the German up and down, and then he noticed the revolver David was holding in his hand. 'Now, you give that thing to me, my dear,' he said, and he walked round the German, keeping his distance, and took the revolver from David. 'Ann,' he called out, not taking his eyes off the German. 'Ann, come here. Come out here.' He was pointing the revolver at the German now and





## Wednesday: Vocabulary

*Place these new words  
into sentences*

Deception

slung

plodded

Solemnly

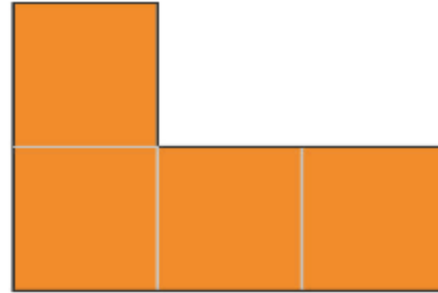
Outstretched

Striding

Revolver

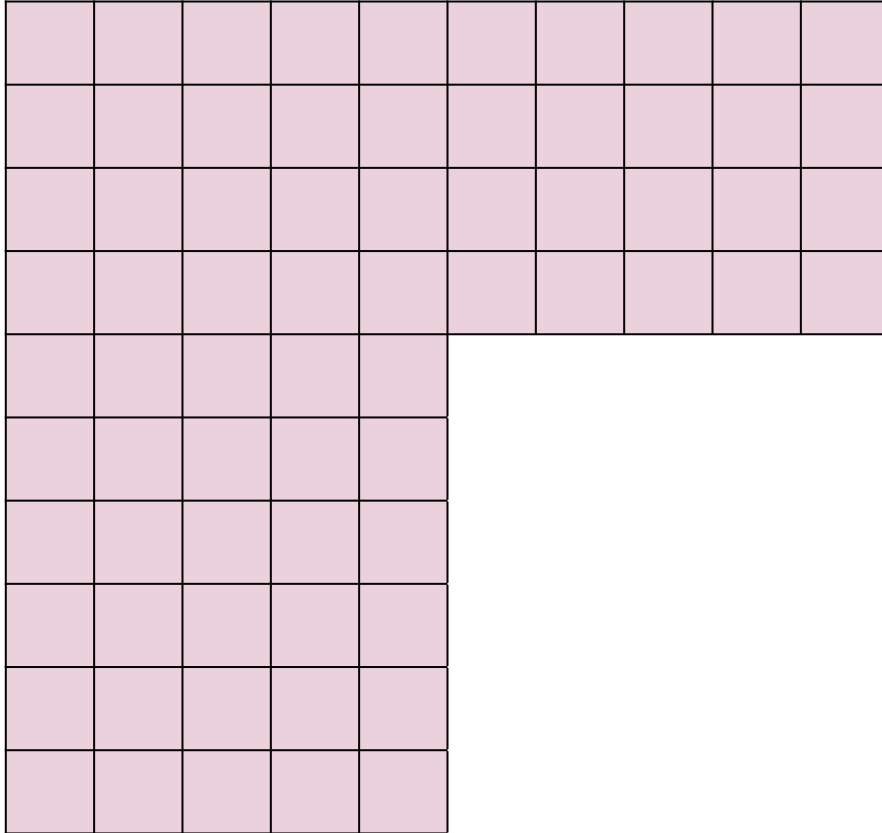
# Area

24.2.21  
XXIV.II.XXI



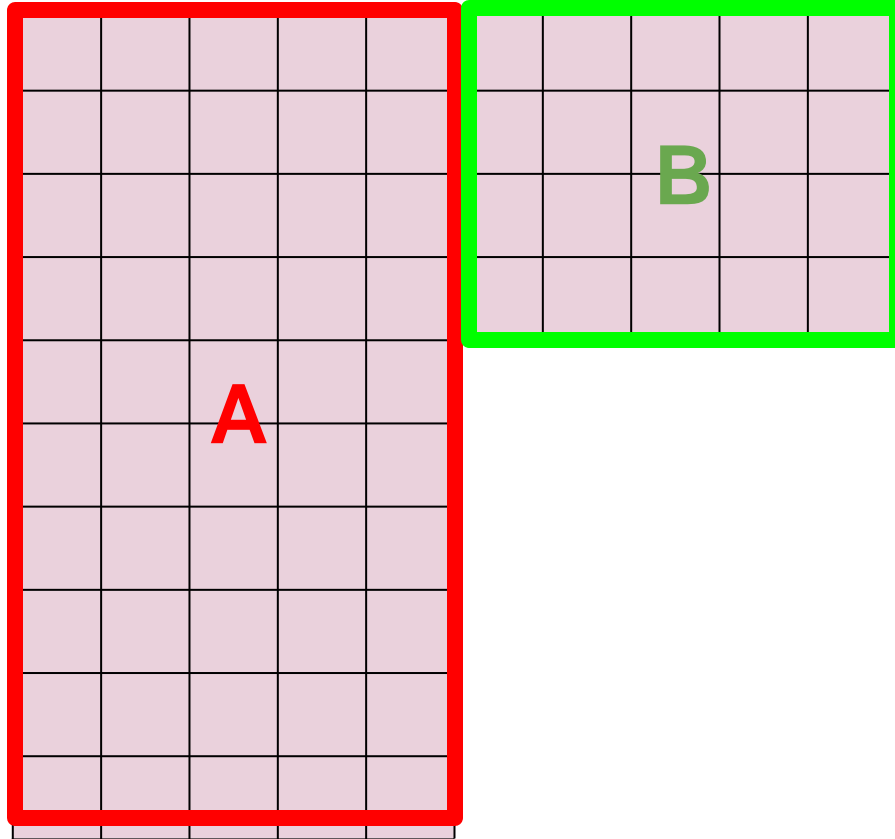
*Remember: area is how much “stuff” is inside a shape.*

*How could you find the area of this shape quickly?*



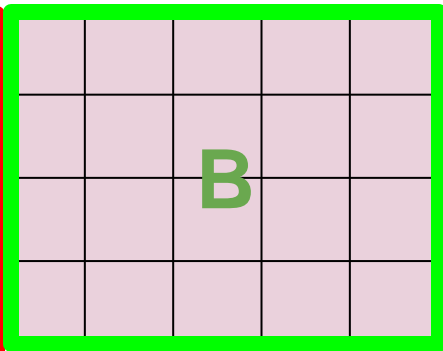
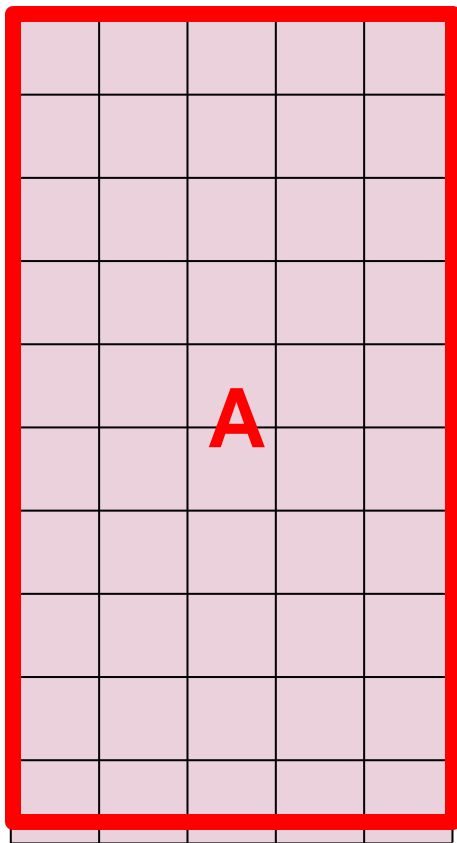
*I think I know a quick way...*

*How could you find the area of this shape quickly?*



*I can make two smaller rectangles and add them together!*

*How could you find the area of this shape quickly?*



A

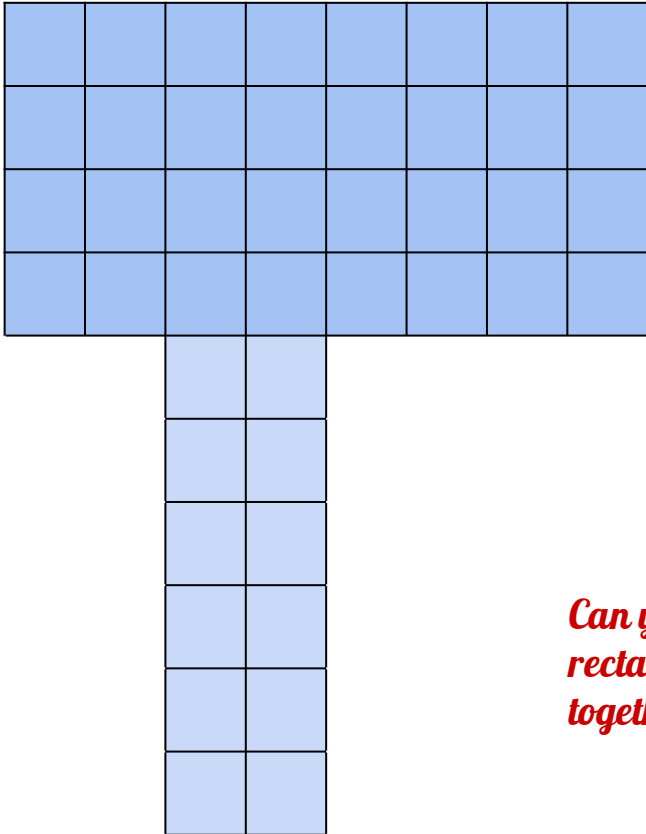
$$10 \times 5 = 50$$

B

$$4 \times 5 = 20$$

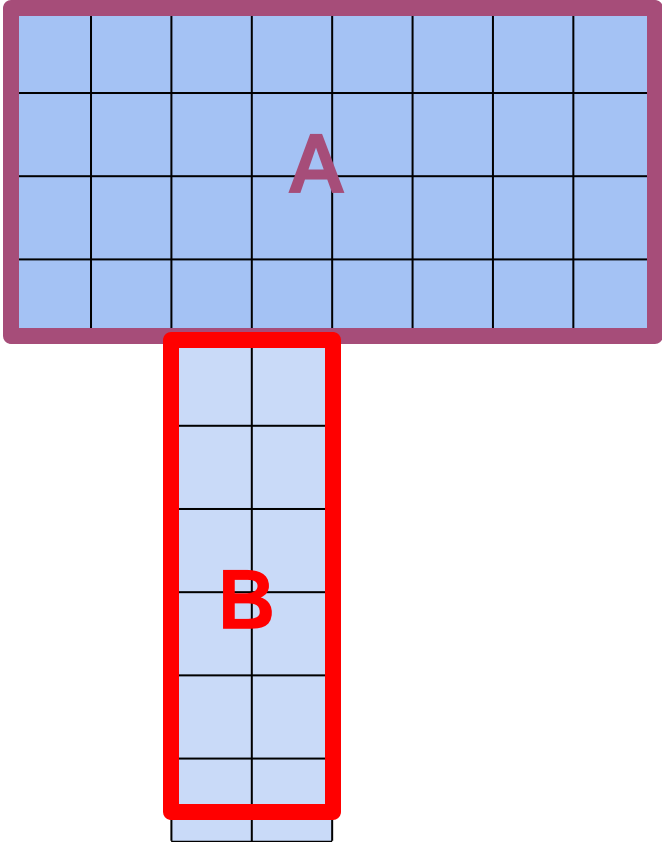
*Total area is  $50 + 20 = 70$*

*How could you find the area of this shape quickly?*



*Can you make two  
rectangles to add  
together?*

*How could you find the area of this shape quickly?*



**A**

$$4 \times 8 = 32$$

**B**

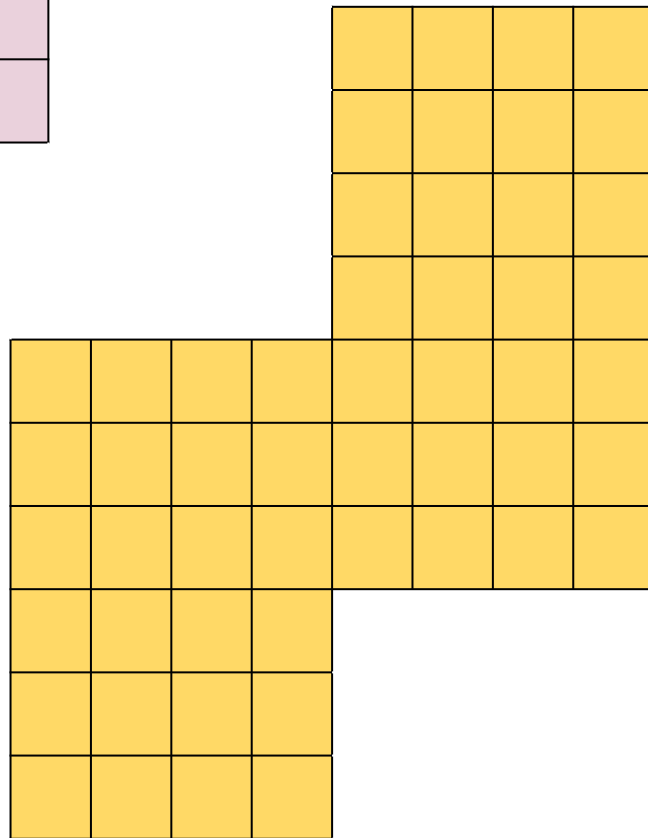
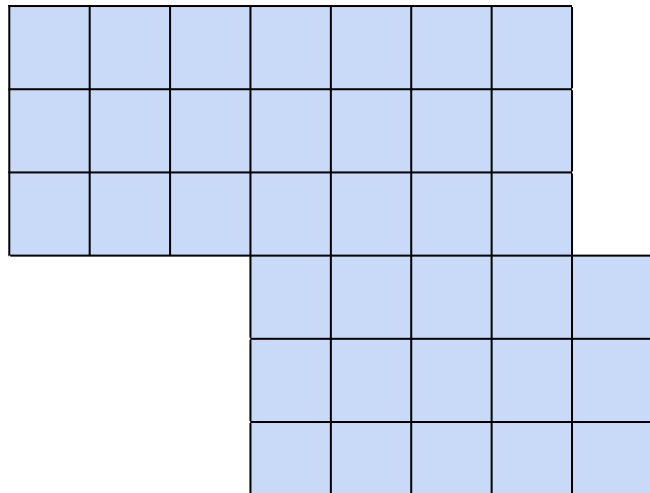
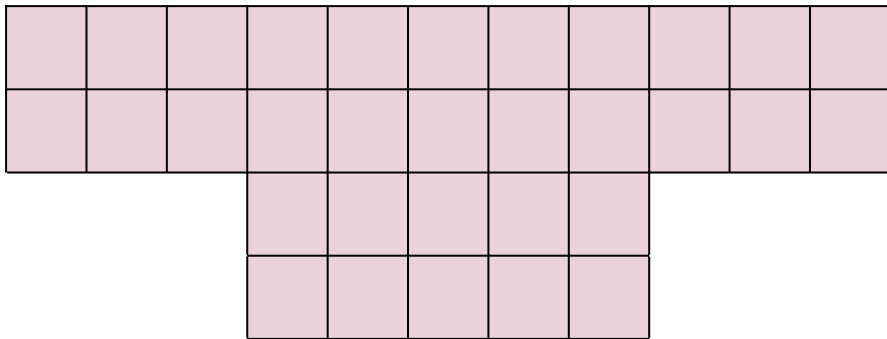
$$2 \times 6 = 12$$

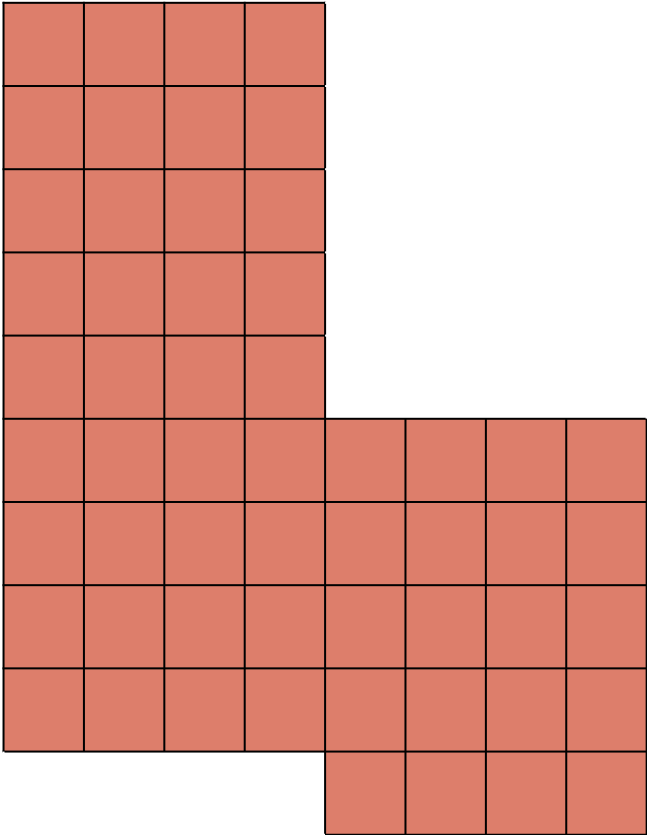
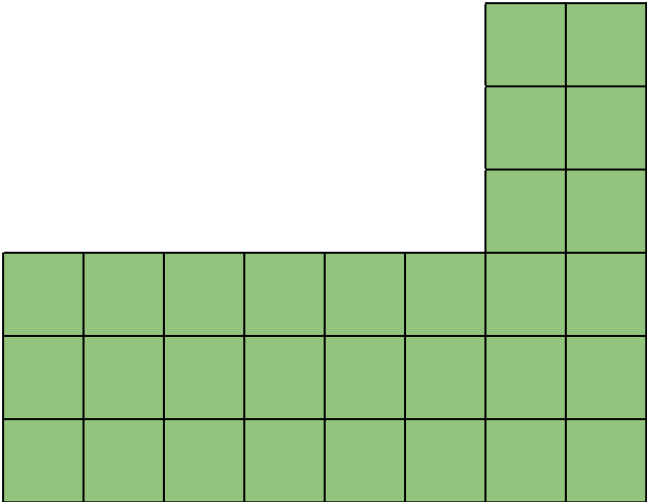
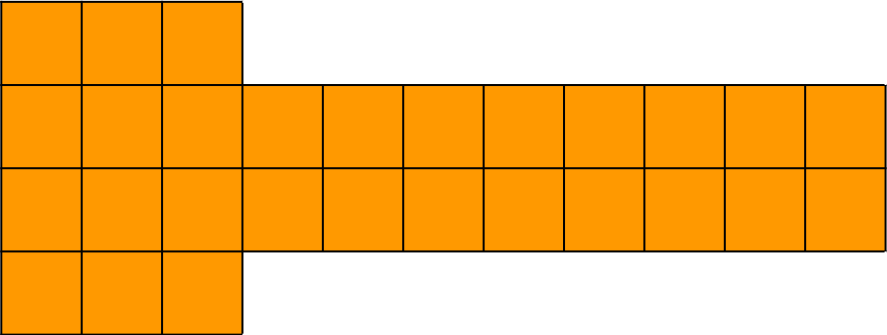
**Total area:**

$$32 + 12 = 48$$



**Your task: Find the area of these shapes**





# Design brief

24.2.21

*Your bridge must meet a few conditions. It must:*

- *Be 50cm or longer in length*
- *Be at least 20cm wide*
- *Stand up on its own*
- *Hold as much weight as possible*



*Use this information to write down what will make your bridge successful:*

*My bridge will be successful if it* \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

# *Health and safety*

*When building bridges in real life, engineers must be very careful to ensure that things are built safely as possible as a building site can be extremely dangerous.*

*But what about our bridges? How will you ensure that you are being careful when building your bridge? Think about things like scissors, glue, sharp edges, splinters, heavy weights....*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

24.2.21

# Memorial Sacrifice

LF5: Eucharistic Prayer





*Today, we'll be reading one more part of the  
Eucharistic ceremony.*

*Let's read it together and listen carefully to what  
the words are telling us*



Therefore, as we celebrate the memorial of his Death and Resurrection, we offer you, Lord, the Bread of life and the Chalice of salvation, giving thanks that you have held us worthy to be in your presence and minister to you.

Humbly we pray that, partaking of the Body and Blood of Christ, we may be gathered into one by the Holy Spirit.

# Key questions

*What is being remembered in this prayer?*

*What is being offered?*

*Why is thanks being offered?*

*Why do you think that the host/bread is called the bread of life?*

*What is the priest praying, for himself and all the people?*

*What do you think it means to be gathered into one by the Holy Spirit?*



# *Showing understanding of the Eucharistic Prayer*

SULIT

*Memorial* -

*Resurrection* -

*Chalice* -

*Salvation* -

*Presence* -

*Minister* -

*Humbly* -

*Partaking* -



## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths

LUNCH

1:15 - 2:00 - DT (Bridges)

2:00 - 3:00 - Geography

## Maths Task - 3 by 2 digit multiplication

# Basic Skills

## Literacy Task - Onomatopoeia

|    |   |   |   |   |
|----|---|---|---|---|
| a. |   | 5 | 2 | 3 |
|    | x |   | 1 | 2 |
|    |   |   |   |   |
|    |   |   |   |   |
| d. |   | 6 | 9 | 3 |
|    | x |   | 2 | 5 |
|    |   |   |   |   |
|    |   |   |   |   |
| g. |   | 2 | 5 | 6 |
|    | x |   | 4 | 1 |
|    |   |   |   |   |
|    |   |   |   |   |
| b. |   | 2 | 0 | 4 |
|    | x |   | 8 | 9 |
|    |   |   |   |   |
|    |   |   |   |   |

### Dojo Challenge - PSH&

List 3 ways you can show a growth mindset when faced with a challenge.

- 1)
- 2)
- 3)

1. The roller coaster \_\_\_\_\_ me to ride it.
2. The fluffy clouds \_\_\_\_\_ pictures in the sky.
3. That last candy \_\_\_\_\_ into my mouth.
4. The lightning \_\_\_\_\_ to reach the ground.
5. Once again, opportunity came \_\_\_\_\_ at my door.
6. The words \_\_\_\_\_ my mouth before I realized it.
7. The wind \_\_\_\_\_ my hat!
8. The hurricane \_\_\_\_\_ the farmer's field bare.
9. The \_\_\_\_\_ tornado \_\_\_\_\_ our cottage.
10. The fallen leaves \_\_\_\_\_ against the curb.

- |             |            |          |            |           |
|-------------|------------|----------|------------|-----------|
| a. begged   | d. escaped | f. raced | h. marched | j. jumped |
| b. swept    | e. drew    | g. ate   | i. angry   | k. stole  |
| c. knocking |            |          |            |           |

# Custard The Dragon - Rhythm and Pacing

25.2.21

**SPaG Starter:** Converting Nouns to Adjectives by adding a suffix

Nouns are people, places or things... Adjectives are describing words.

We can convert a noun into an adjective by adding a suffix. A suffix is a group of letters at the end of the word.

| NOUN     | ADJECTIVE |
|----------|-----------|
| Caution  |           |
| Humour   |           |
| Scandal  |           |
| Ambition |           |
| Nerve    |           |
| Joy      |           |

*Convert these nouns into adjectives and then place each adjective into a sentence.*

*You can add **'OUS'** to all of these words - be careful, though!*

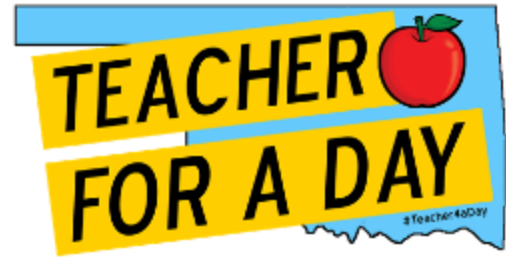
*On the yellow words, you will have to remove some letters first.*

Belinda lived in a little white house,  
With a little black kitten and a little grey mouse,  
And a little yellow dog and a little red wagon,  
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink  
And the little grey mouse, she called her Blink,  
And the little yellow dog was sharp as Mustard,  
But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,  
And spikes on top of him and scales underneath,  
Mouth like a fireplace, chimney for a nose,  
And realio, trulio daggers on his toes.

Belinda was as brave as a barrellful of bears,  
And Ink and Blink chased lions down the stairs,  
Mustard was as brave as a tiger in a rage,  
But Custard cried for a nice safe cage.



Listen to your teacher read the first 4 stanzas (Video on Dojo). They will read it twice. Can you give them both a mark out of 10? Give them some feedback about what you thought was good or bad about their effort.

**Attempt 1:**  
**What was good/bad?**

**Mark out of 10:**

**Attempt 2:**  
**What was good/bad?**

**Mark out of 10:**

Belinda lived in a little white house,  
With a little black kitten and a little grey mouse,  
And a little yellow dog and a little red wagon,  
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink  
And the little grey mouse, she called her Blink,  
And the little yellow dog was sharp as Mustard,  
But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,  
And spikes on top of him and scales underneath,  
Mouth like a fireplace, chimney for a nose,  
And realio, trulio daggers on his toes.

Belinda was as brave as a barrellful of bears,  
And Ink and Blink chased lions down the stairs,  
Mustard was as brave as a tiger in a rage,  
But Custard cried for a nice safe cage.

## Poems need:

- . Rhythm - a pattern of sound
- . A steady pulse/pace
- . Intonation when they are read

## Key Points

. The repetition of the word 'little' - why has the author done this?

. The rhyming pattern is AABB throughout

. The lines are roughly the same length - why could this help to keep a steady rhythm?

. Are 'realio, trulio' words we've come across before?

. Repeated use of similes

## Your Task...

Belinda lived in a little white house,  
With a little black kitten and a little grey mouse,  
And a little yellow dog and a little red wagon,  
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink  
And the little grey mouse, she called her Blink,  
And the little yellow dog was sharp as Mustard,  
But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,  
And spikes on top of him and scales underneath,  
Mouth like a fireplace, chimney for a nose,  
And realio, trulio daggers on his toes.

Belinda was as brave as a barrellful of bears,  
And Ink and Blink chased lions down the stairs,  
Mustard was as brave as a tiger in a rage,  
But Custard cried for a nice safe cage.

Rewrite the first 4 stanzas of Custard The Dragon. Your poem will still be based on Belinda, but you can change the yellow highlighted parts to create your own tale.

Remember, your poem must follow an AABB Pattern.

You must also try and replace the words with ones that are a similar length. That will keep your pacing.

Don't be afraid to make mistakes and start again.



From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 25th February

*Friend or Foe*

Michael Morpurgo

Chapter 7





waving him towards the cottage.

'Your plane, must've been your plane,' most for certain. You were right, my dears, right after all. Does he speak English?'

'No,' Tucky said. He was longing to see Ann's face when she saw.

'He's limping, isn't he? Course he's been out on the moor for the best part of a week; no, 'twould be more now, wouldn't it? Looks half starved, doesn't he? Ann!'

Ann threw open the door and came running out, her hands white with flour. She stopped dead and her hand shot to her mouth.

'German pilot,' Tucky said. 'From our plane. We found him out on the moor.'

'Jip found him,' David said quickly.

'Did he hurt you?' Ann had gone white.

'Gentle as a lamb, by the look of him,' said Mr Reynolds.

'But the gun,' said Ann. 'The gun. How did you get the gun?'

'Just gave himself up,' David said. 'He can hardly walk, Ann; he's tired out and coughing; he should see a doctor.'

'The van, my dear, get the van out,' said Mr

Reynolds. 'Take it up to the village and get Captain Starey, and if he's not there, then ring up the army at Okehampton. They'll send someone out, but quick as you can now. We'll look after him here, won't we, my dears?'

Ann came closer to the German and looked up into his face. 'Just people, just ordinary people, like you and me,' she said.

In the warmth of the kitchen, the German sat in Ann's chair by the stove, holding a mug of tea in his hands, and shivering. Mr Reynolds nursed the revolver, shaking his head.

'And the blankets, I don't understand about the blankets,' he said slowly. 'They're ours, no doubt about that. That green one, I've seen that one on my bed before now, most for certain. 'Twas on my bed for years.'

'We found all sorts up there,' David spoke up confidently. 'We brought them all back, the blankets, a bottle of whisky and this pillowcase. He must've taken them, come here and taken them.' David had thought it all out as they came across the fields, and the story came out now convincingly. Mr Reynolds nodded thoughtfully, but said nothing.

'And the plane?' he asked. 'No sign of that plane, I suppose.'

'We looked all around - there was nothing, not a sign.'

'Crashed into a bog,' Tucky blurted out, and David winced. They had agreed David would be the spokesman, that Tucky would keep quiet.

'How do you know that, my dear?' Mr Reynolds looked up sharply. 'He couldn't have told you, he doesn't speak English, does he?'

'He doesn't know, not really,' David said, willing Tucky to keep his mouth shut. 'Tucky's just guessing, that's all. Don't see what else could have happened though. We reckoned it must've crashed and then sank in a bog - that's what we thought anyway.'

'Ah,' Mr Reynolds nodded. 'There is that, I suppose. 'Tis a possibility, no doubt. And did you see any sign of anyone else up there, Germans, I mean? I was thinking that there's more than one man in a bomber crew, and it was a bomber wasn't it?' David nodded. The question was too close, and Mr Reynolds was talking strangely. He was suspicious; David was sure of it. 'Now there's as many as six or eight in one of their bombers, that's

## Thursday: SPaG

Imagine that Gurt could suddenly speak English.

Imagine a conversation that Mr Reynolds would have with him.

Can you write a conversation between the two men?  
Remember all of your direct speech punctuation.

Gurt and Mr Reynolds must both speak at least 3 times.

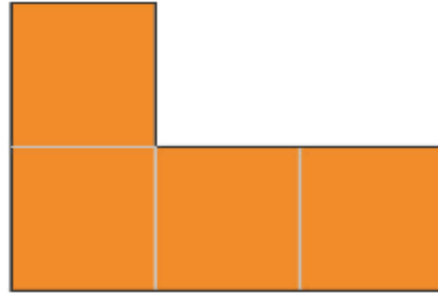
You could use the starter in green?

Mr Reynolds continued to look into the eyes of the injured, fearful man.

“I am sorry for the hurt I have caused to you and your country,” sobbed Gurt as he began to weep.

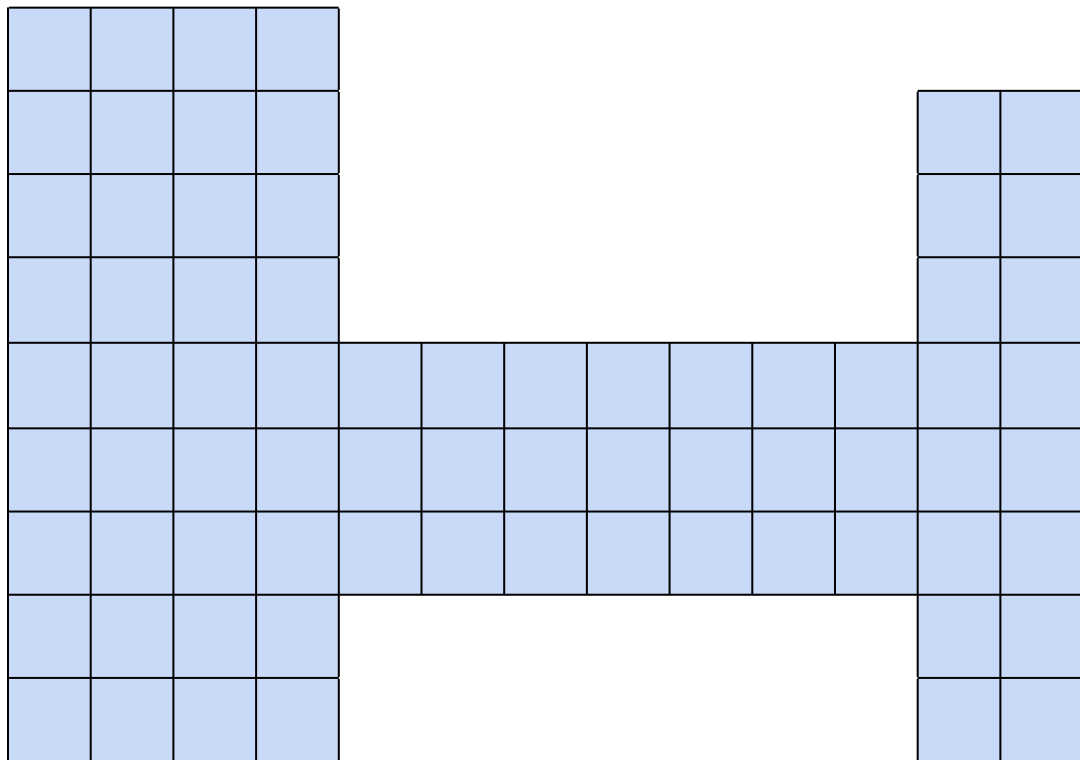
# Area

25.2.21  
XXV.II.XXI



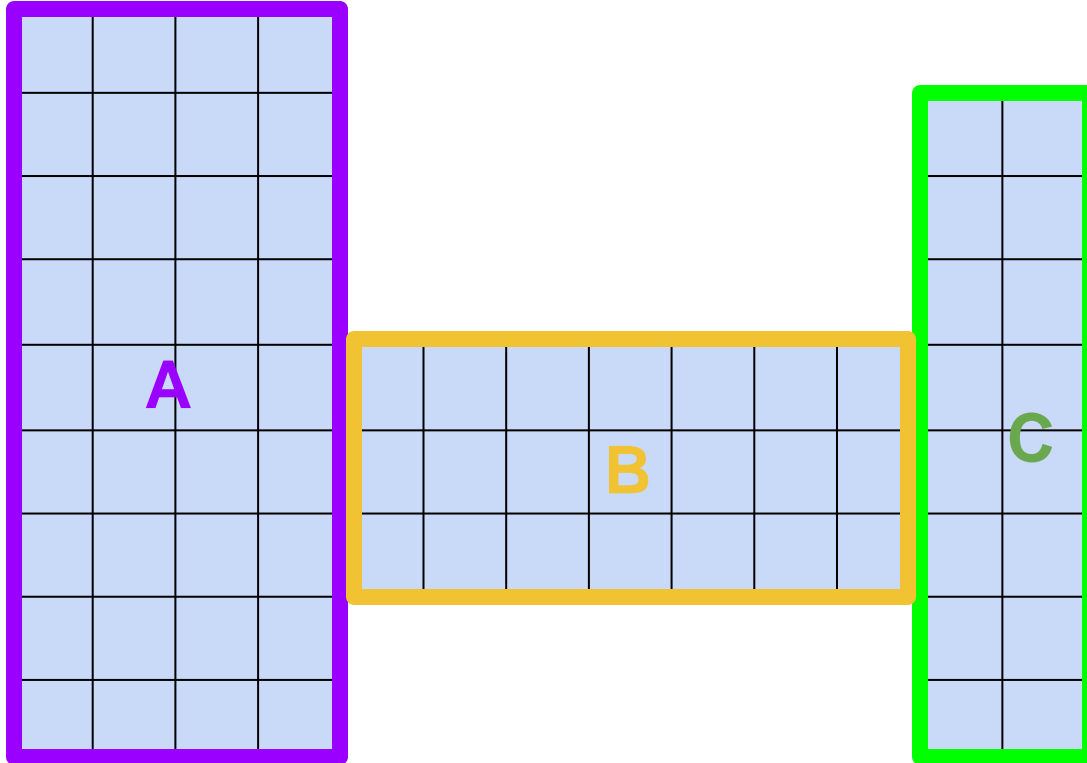
*Remember: area is how much “stuff” is inside a shape.*

*How would you work out the area of this shape?*



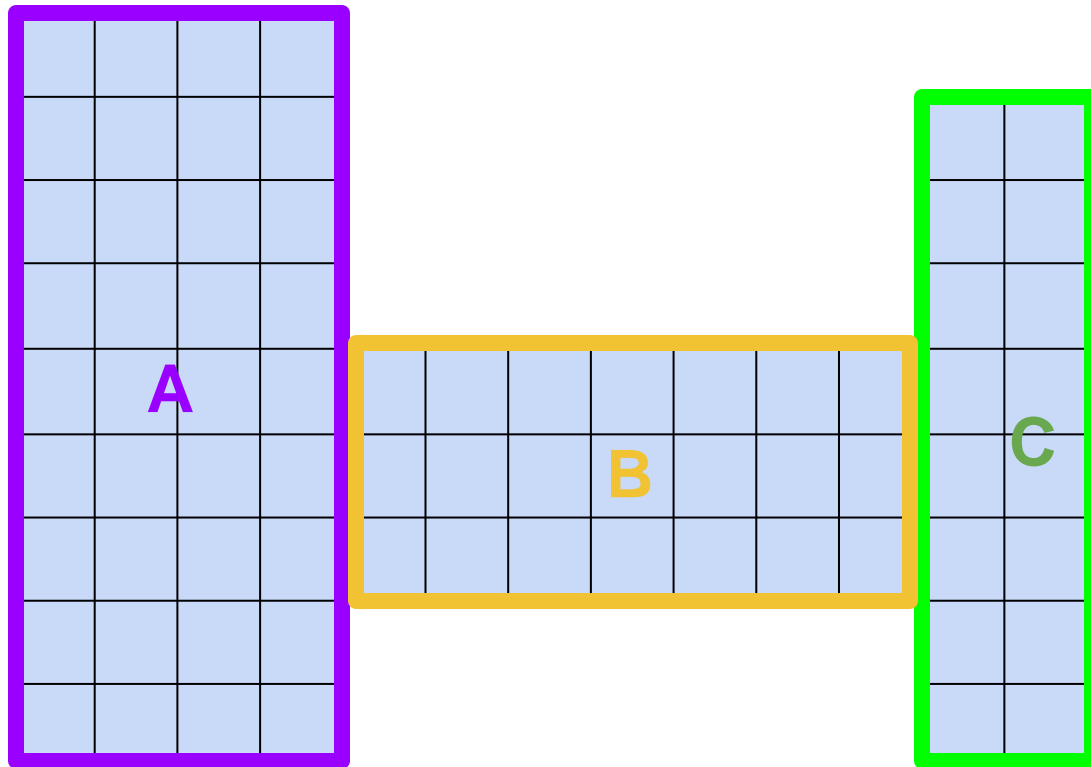
*I could use 3 rectangles  
to find the area of this  
shape!*

*How would you work out the area of this shape?*



*I could use 3 rectangles  
to find the area of this  
shape!*

*How would you work out the area of this shape?*



A

$$4 \times 9 = 36$$

B

$$3 \times 7 = 21$$

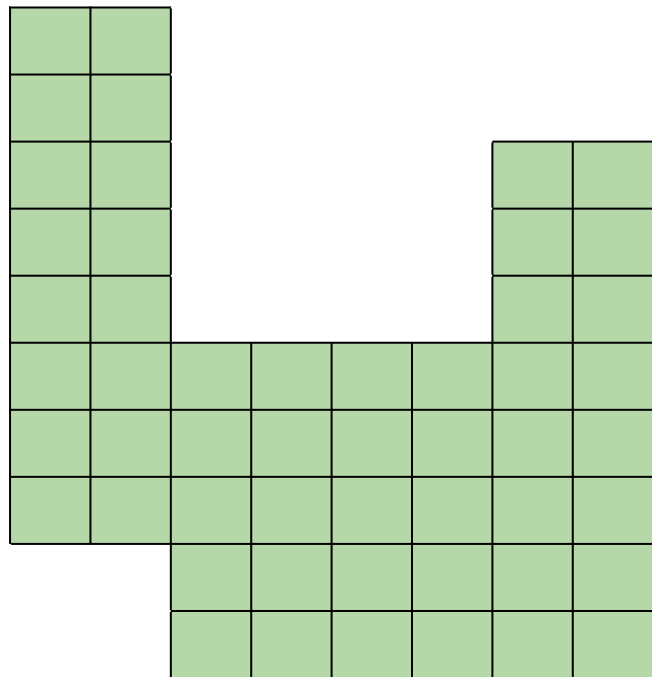
C

$$2 \times 8 = 16$$



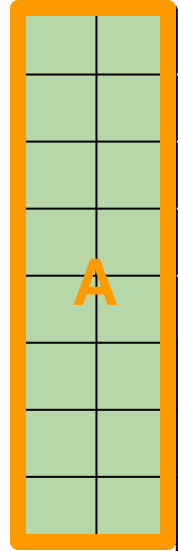
$$\begin{aligned} 36 + 21 + 16 \\ = 73 \end{aligned}$$

Try this one: Split it into 3 rectangles first

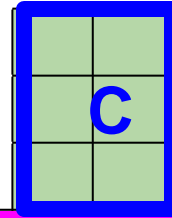


Try this one: Split it into 3 rectangles first

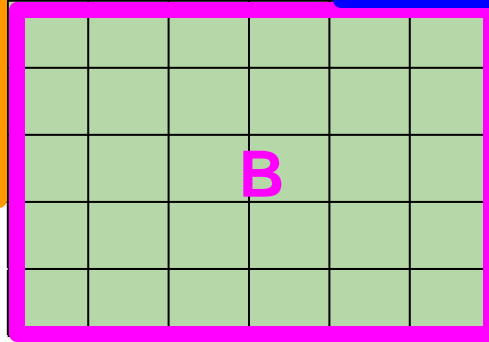
**A**  
 $2 \times 8 = 16$



**C**  
 $2 \times 3 = 6$



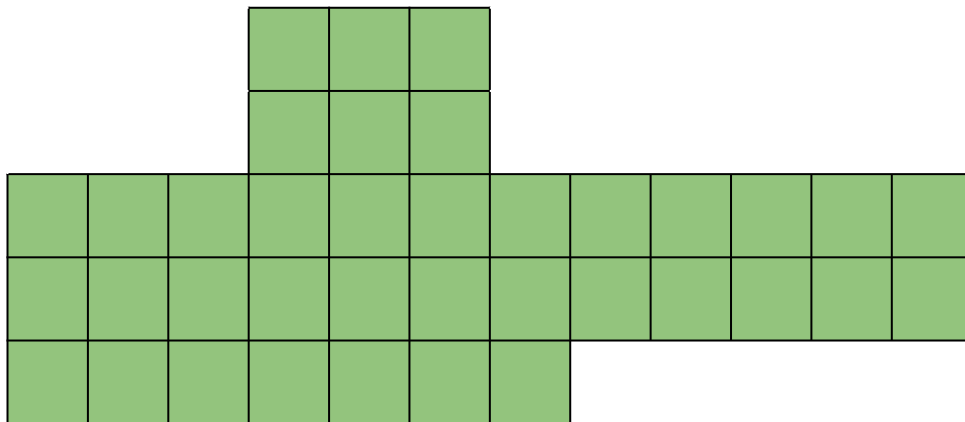
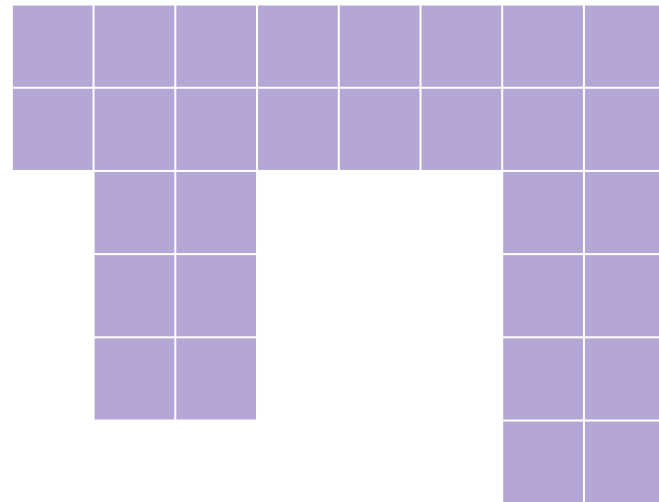
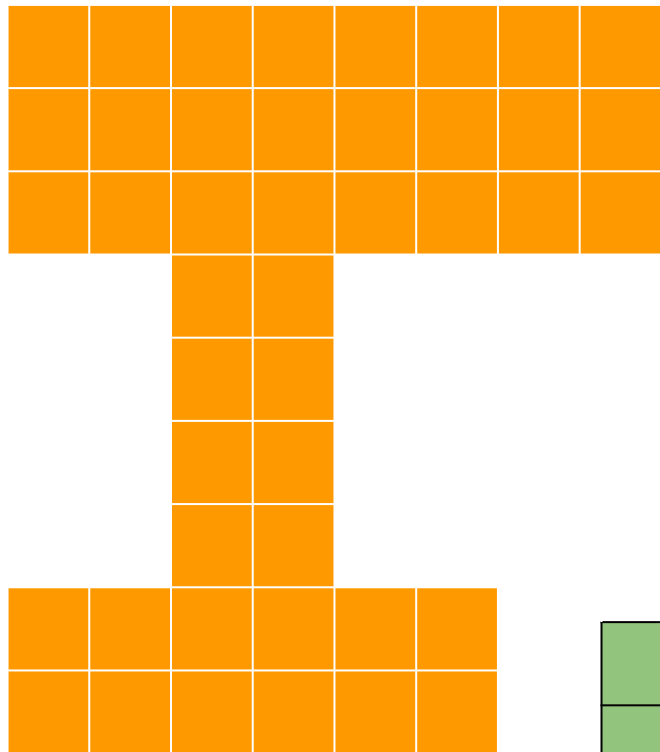
**B**  
 $5 \times 6 = 30$



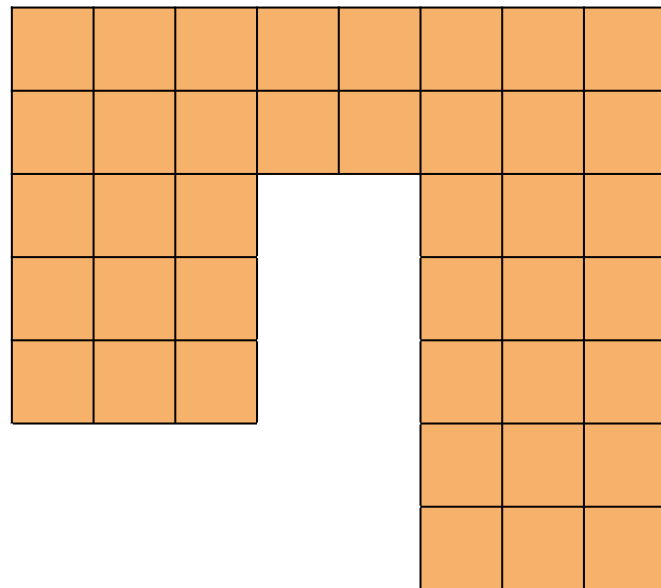
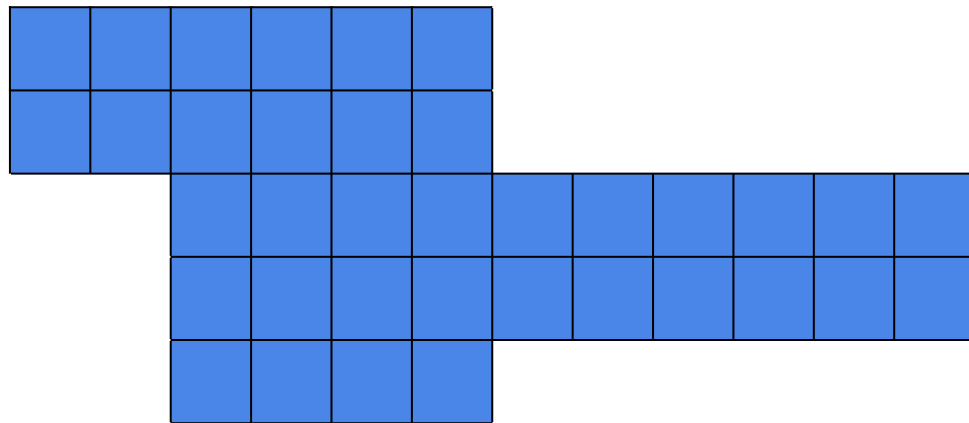
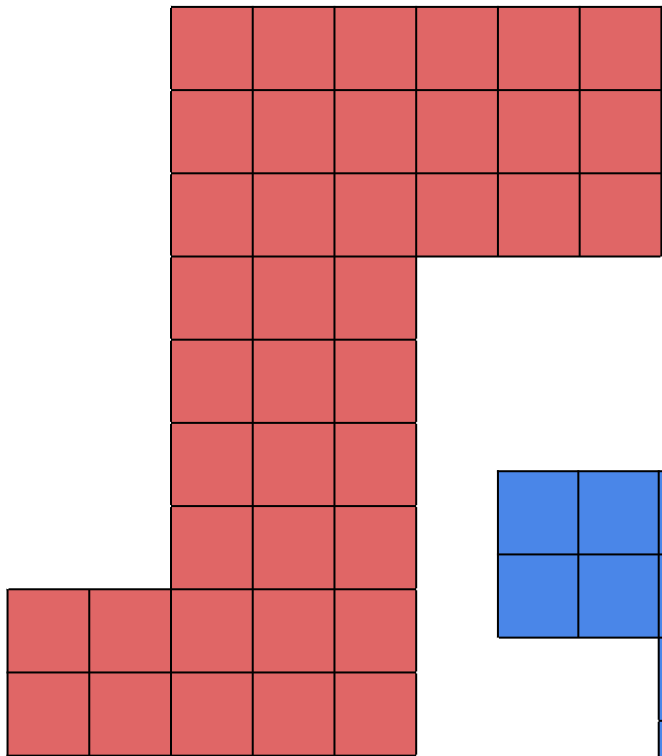
**Total area:**  
 $16 + 30 + 6 = 52$



Your task: Find the area of these shapes



Your task: Find the area of these shapes



# Design

*Even though bridges can be very different, they use similar techniques to keep them strong and*



*Triangles are very strong shapes. Can you see the triangles in these designs?*

*Could you make use of triangles in your design too?*

# *Design*

*When you know where your bridge will be built, you need to think about designs. Think of two different designs for your bridge and how you will strengthen it.*

*Design 1*

*Design 2*

*How it will be strengthened*

*How it will be strengthened*

# *Final design*

*Decide which of the designs you will build. Now we need to plan ahead in more detail...*

|                  |                              |
|------------------|------------------------------|
| <i>Side view</i> | <i>Materials needed</i>      |
| <i>Top view</i>  | <i>How it will be joined</i> |





**24.2.21**

## **Locating Rainforests**

# What do you already know?

*Create a mindmap of the knowledge you currently have.*



# What is a rainforest?

A rainforest is a tall, dense forest that receives lots of rain every year. Rainforests are full of biodiversity, meaning there are lots of different species of plants and animals that live there.



## Where are the tropical rainforests located?

Tropical rainforests are found near the equator, between the Tropic of Cancer and the Tropic of Capricorn. These are invisible lines that go all the way around the Earth.

The largest tropical rainforests are in the Amazon River Basin (South America), the Congo River Basin of West Africa, and parts of southeast Asia.

## Tropical Rainforest Climate

Tropical rainforests are very hot, humid and wet. They get around 2500 mm of rain a year. The average temperature is 28°C. There are no seasons in tropical rainforests; the weather is consistent all year round. Temperatures are always between 20°C and 35°C.



# Deforestation

The removal or destruction of forests from the earth.



There are over 7 billion people on the planet. This number keeps growing. By 2100, there could be 11.2 billion people! Rainforests are being destroyed in order for people to live in that space. This is called urbanisation.



Even if people aren't building homes where the forest once was, all of these people need food so land is cleared for farming.



### **Subsistence Farming**

Known as slash and burn, families cut down small parts of the forest and burn it to improve the soil and make room for cattle.

It is small scale and the forest can regenerate. But with more people taking more land, this chance of recovery is slower. Up to 48% of all deforestation is caused by subsistence farming.



### **Commercial Farming**

This is farming that happens on a large scale. It is led by companies who need to produce on a much bigger scale to provide food and products for the wider world.

Forest is cleared permanently for:

- **Cattle grazing:** this provides meat for restaurant chains and supermarkets.
- **Crops:** such as sugar cane and palm oil.



# What Are the Effects of Deforestation?



**Climate change:** Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide builds up in the atmosphere and is known as a greenhouse gas which causes global warming.

**Lack of biodiversity:** The number of different species becomes smaller.

**Soil erosion:** Tree roots help hold the soil and prevent it being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.

**Habitat loss:** Animals and plants lose their home so some may become endangered or extinct.

**Droughts:** Trees are an important part of the water cycle. Without them, there will be a lack of rain.

## Did you know?

Every minute, an area the size of a football pitch is cut down in a rainforest. If this continues, in 100 years there will be no rainforests left.



# Tropical Rainforests of the World



Equator

Rainforests cover about 6% of the Earth's surface but are home to over half of the world's species of plants and animals.

 = Rainforests

## The Amazon Rainforest

South America

The world's largest rainforest

What do you notice about the location of these rainforests?

Why do you think the climate would be perfect?

## The Daintree Rainforest

Oceania

Believed to be the oldest rainforest on earth

## The Congo Basin

Africa

The world's second largest rainforest

# Rainforest Fact-file

Name of Rainforest: \_\_\_\_\_

Location: \_\_\_\_\_

Wildlife: \_\_\_\_\_

3 Interesting Facts:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Name of Rainforest: \_\_\_\_\_

Location: \_\_\_\_\_

Wildlife: \_\_\_\_\_

3 Interesting Facts:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Name of Rainforest: \_\_\_\_\_

Location: \_\_\_\_\_

Wildlife: \_\_\_\_\_

3 Interesting Facts:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Create a fact file for the three  
rainforests we have located.

The Amazon

The Congo Basin

The Daintree

Glossary - We will add to this each lesson!

Biodiversity -

Deforestation -

Equator -

# FRIDAY



## Suggested Timetable

9:00 - 9:25 - Basic Skills

9:25 - 10:25 - Literacy

10:25 - 10:45 Guided Reading

BREAK

11:15 - 12:15 Maths

LUNCH

1:15 - 2:15 - DT - Practical

2:15 - 3:00 - RE



# Basic Skills

## Maths Task - 3 digit by 2 digit multiplication

b. 
$$\begin{array}{r} 130 \\ \times 43 \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 472 \\ \times 49 \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 503 \\ \times 30 \\ \hline \end{array}$$

f. 
$$\begin{array}{r} 499 \\ \times 81 \\ \hline \end{array}$$

## Dojo Challenge - Oracy

## Children should stay in school until at least 5pm.

Personally, I believe that....  
Many others will suggest...  
However, .....

Create a video response with your opinion.

26.2.21

## Literacy Task - To, Too and Two

Today, we will practise some tricky homophones.



### Vocabulary Challenge

Name \_\_\_\_\_

## To, too or two?

Complete the following:

7. I know how \_\_\_\_\_ ride a bike \_\_\_\_\_.
2. My dog has \_\_\_\_\_ too.
3. I'm just \_\_\_\_\_ tired \_\_\_\_\_ go out.
4. I have \_\_\_\_\_ brothers who like \_\_\_\_\_ bug me.
5. I will go \_\_\_\_\_ bed in \_\_\_\_\_ minutes.
6. There are \_\_\_\_\_ boys for every girl in our class.
7. You can't have your cake and eat it \_\_\_\_\_.
8. She wasn't \_\_\_\_\_ pleased \_\_\_\_\_ see me again.

# Custard The Dragon: Performance Technique

**SPaG Starter:** Converting Word Type using 'some'

Nouns are people, places or things. Adjectives are describing words.

We can convert a noun into an adjective by adding a suffix. A suffix is a group of letters at the end of the word.

| NOUN    | ADJECTIVE |
|---------|-----------|
| trouble |           |
| fear    |           |
| awe     |           |
| loath   |           |
| bother  |           |

*Convert these nouns into adjectives and **then place each adjective into a sentence.***

*You can add '**SOME**' to all of these words - you do not need to change the spelling*

*On the yellow words, you will have to remove some letters first.*

# Think back to yesterday. We adapted the first 4 stanzas of Custard The Dragon.



Belinda lived in a little white house,  
With a little black kitten and a little grey mouse,  
And a little yellow dog and a little red wagon,  
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink  
And the little grey mouse, she called her Blink,  
And the little yellow dog was sharp as Mustard,  
But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,  
And spikes on top of him and scales underneath,  
Mouth like a fireplace, chimney for a nose,  
And realio, trulio daggers on his toes.

Belinda was as brave as a barrellful of bears,  
And Ink and Blink chased lions down the stairs,  
Mustard was as brave as a tiger in a rage,  
But Custard cried for a nice safe cage.

Rewrite the first 4 stanzas of Custard The Dragon. Your poem will still be based on Belinda, but you can change the yellow highlighted parts to create your own tale.

Remember, your poem must follow an AABB Pattern.

You must also try and replace the words with ones that are a similar length. That will keep your pacing.

Don't be afraid to make mistakes and start again.

# What do we mean by Performance Poetry?



## Performance Poetry Checklist:

- Volume
- Pace
- Pauses
- Expression
- Different voices
- Background sounds
- Body positions



<https://www.youtube.com/watch?v=wFCcbFtd6Zo>

If you have your own adapted 4 stanzas from yesterday, please use them!

If you do not, then feel free to use the original poem by Ogden Nash.  
(rewind the video to the second slide)

## Your task..

Perform your poem on Class Dojo! Nobody else will be able to watch your poem so do not feel worried or nervous!

Remember, we are looking for:

- . Loud Voice
- . Rhythm and Pacing
- . High energy





From the author of WAR HORSE

# MICHAEL MORPURGO

FRIEND OR FOE

Guided Reading - 26th th February

*Friend or Foe*

Michael Morpurgo

Chapter 7



as far as I know, certainly more than one. I wonder what happened to the others?'

'Dead. They are all dead.' It was the German who spoke. David and Tucky looked at him in amazement.

'You speak English?' said Tucky.

'I speak English,' said the German, leaning back in the chair and shutting his eyes. 'I speak very good English.' And he did; there was an accent, but it was barely discernible.

'But I thought . . .' Tucky remembered Mr Reynolds. 'That's the first time, Mr Reynolds, honest. He never said a word in English before, not a word.'

Mr Reynolds got up from the table and crouched down by the German's chair. 'The other men in the plane', he said, 'are they all dead?'

'All of them', the German said, opening his eyes and looking at Mr Reynolds. 'All of them, dead. My plane sunk under the ground; there was no time, I could not get them out.'

'And the blankets,' Mr Reynolds held up the one that was drying by the stove. 'Where did you get these from?' David and Tucky held their breath. David felt his nails biting into the palms of his

hands, and his heart pounded in his ears.

'I was cold and I was hungry,' he spoke clearly. 'I stole them. This afternoon and yesterday afternoon I came here. The house was empty, there was no one here. I took blankets, eggs, whisky, anything I could find. I am sorry to steal from your house, but when a man is that hungry he will do anything. I had to eat.'

Mr Reynolds straightened up and put his hands on his hips. 'You were bombing Plymouth last week?'

'I can say nothing about that.' The German leant back and closed his eyes again.

'Well, my dears,' Mr Reynolds was smiling. 'I'm beginning to understand it now. Jip must've followed him back out on to the moor, and I sent you two out after Jip. Well, I'll be blown. You wouldn't believe it, would you? I'll tell you something, they'll never believe it in the village, my dears, not till they see him anyway.' He looked at the German and back at the boys. 'Well, I'll be blown. I'll be blown.'

The German had cleared them on every count, and the boys could relax for the first time. David was tempted to catch his eye, to thank him, but he

dared not take the risk. There was no point in spoiling it now, not just for a gesture. He felt Tucky smiling at him confidentially, and he ignored him. They were safe, but he felt no triumph, only relief.



## Friday: Chapter 7 Summary

Can you summarise the chapter we have read this week?



### Reminder

- . Jip found the Germans, who had moved locations.
- . The boys took their whiskey and pillowcases.
- . The German asked the boys to take Gurt back as prisoner.
- . The boys agreed to do it and took the revolver.
- . In Mr Reynold's Kitchen, Gurt spoke english and lied to protect David and Tucky.

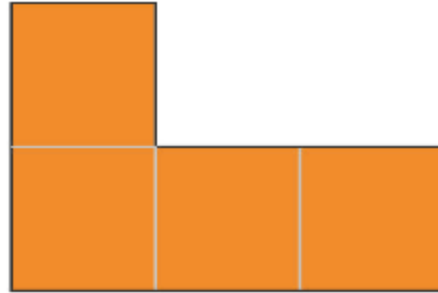
### Your Challenge

Create a 'tweet' to summarise Chapter 7. A tweet can only be 180 letters long!  
If you go over 180, you are disqualified! Try and get as close to exactly 180 as you can.



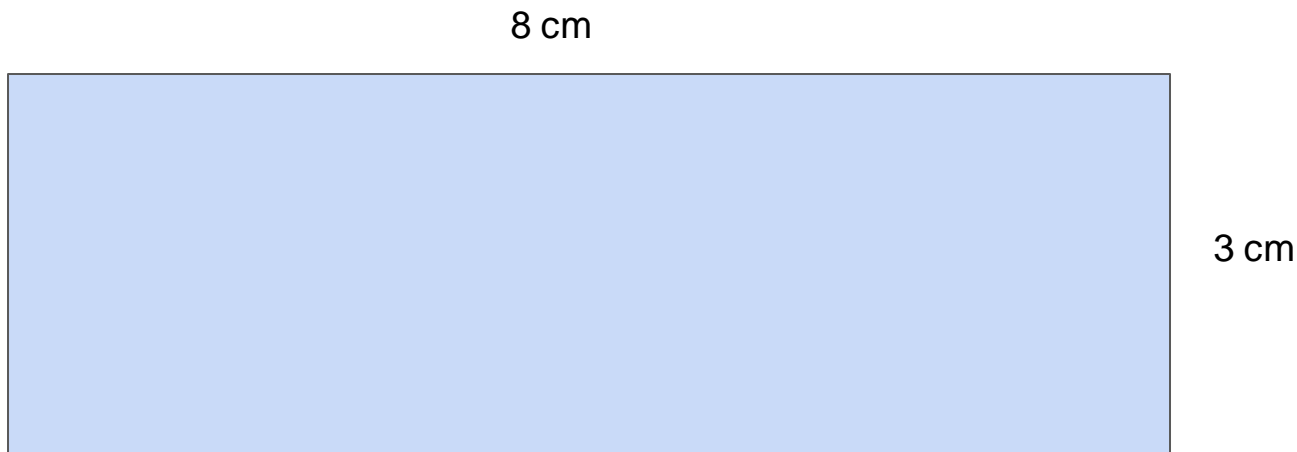
# Area

26.2.21  
XXVI.II.XXI



*Remember: area is how much “stuff” is inside a shape.*

*Can we still find the area of this shape? Who do you agree with?*

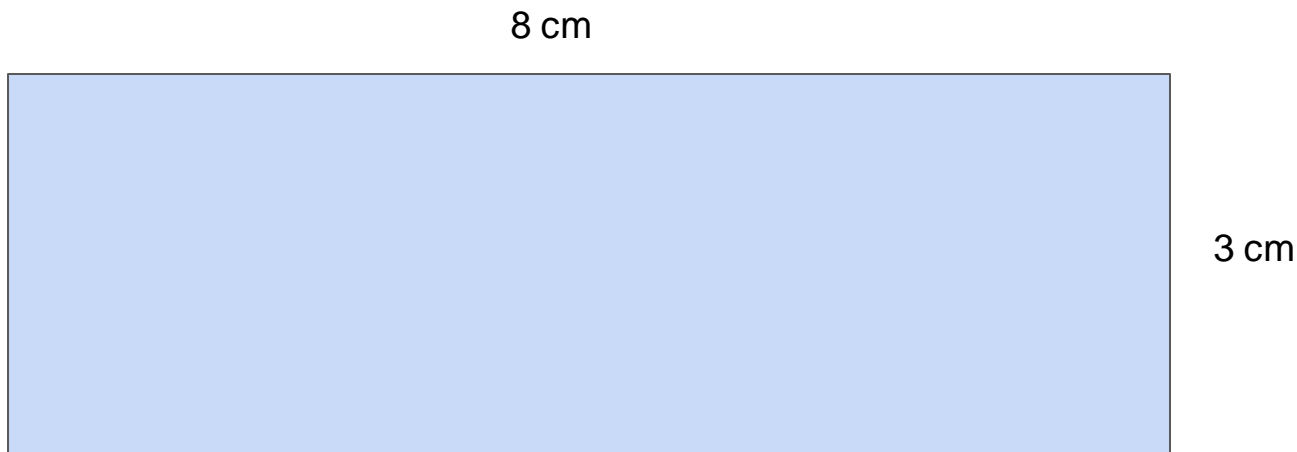


*There's no squares so we can't work out the area.*

*We don't need squares to work out the area. We know the sides.*



*Can we still find the area of this shape? Who do you agree with?*

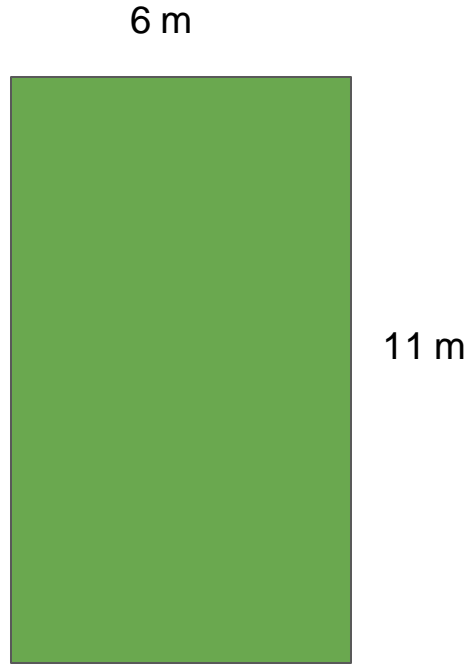


$$8 \times 3 = 24 \text{ cm}^2$$

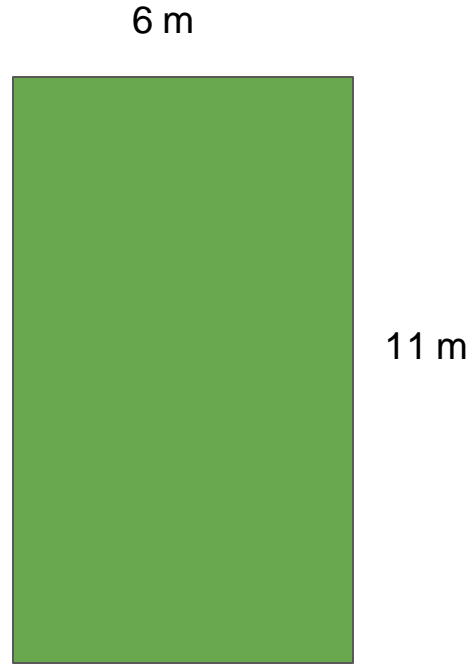
*We don't need squares to work out the area. We know the sides.*



*A gardener's field is 6m across and 11m. What is the area of the field?*

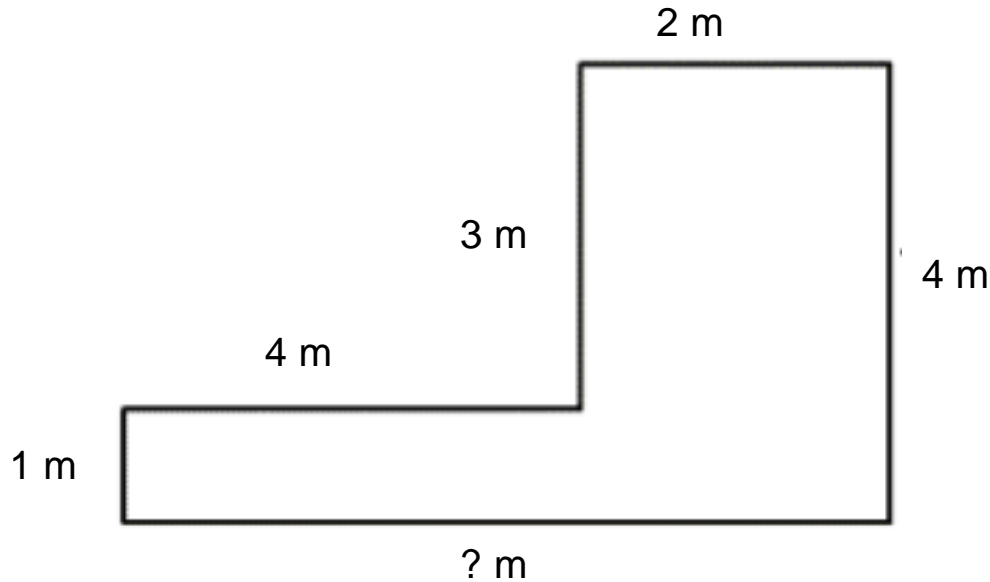


*A gardener's field is 6m across and 11m. What is the area of the field?*



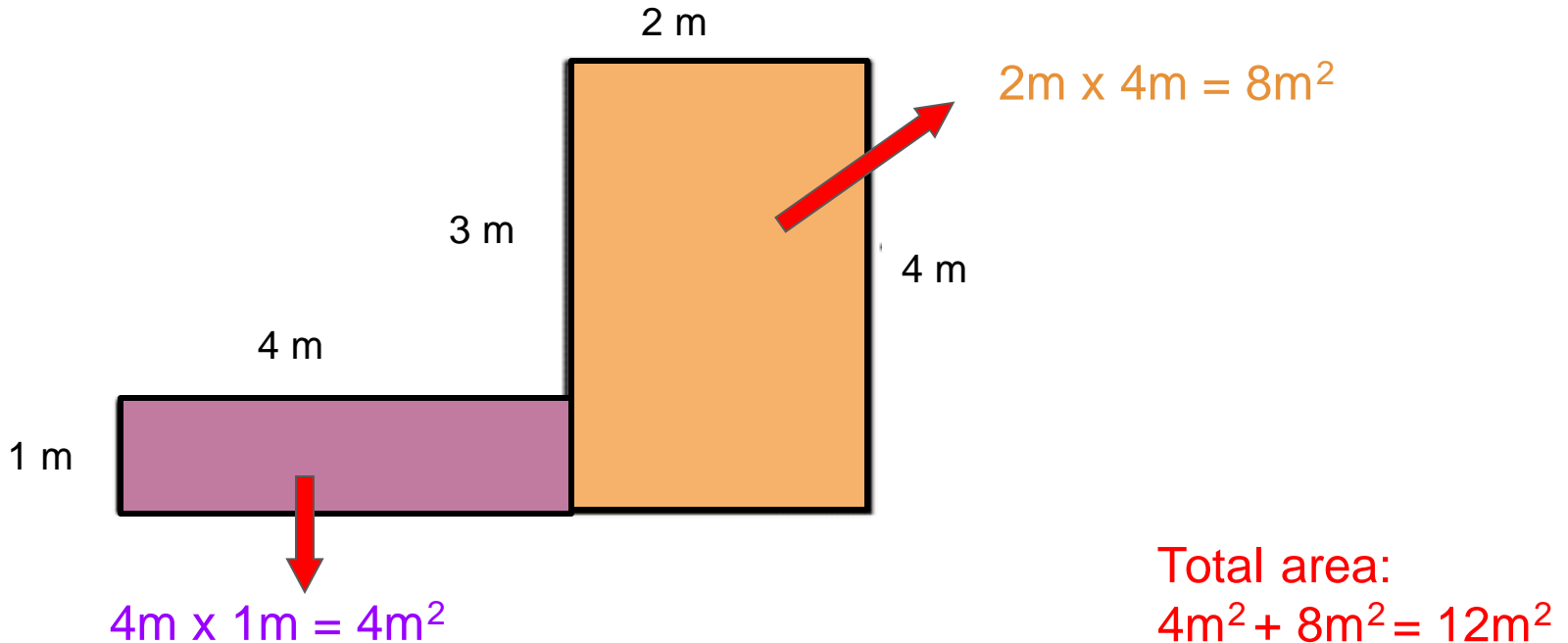
$$6m \times 11m = 66 m^2$$

*Mrs Jones wants to get carpet for her spare room but doesn't know how much to buy. What is the area of the floor?*



*Hint: Could we use two rectangles?*

*Mrs Jones wants to get carpet for her spare room but doesn't know how much to buy. What is the area of the floor?*



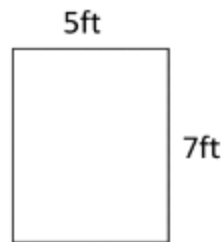
Work out the area of the following rectangles. They are not to scale.

1)



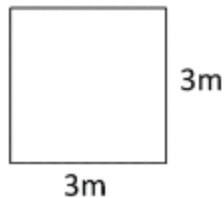
Area = \_\_\_\_\_ square cm

2)



Area = \_\_\_\_\_ square ft

3)



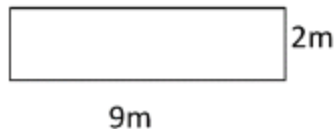
Area = \_\_\_\_\_ square m

4)



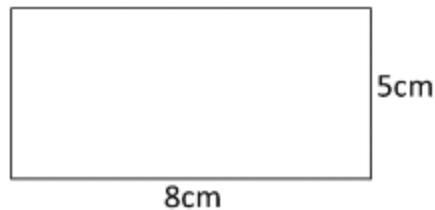
Area = \_\_\_\_\_ square in

5)



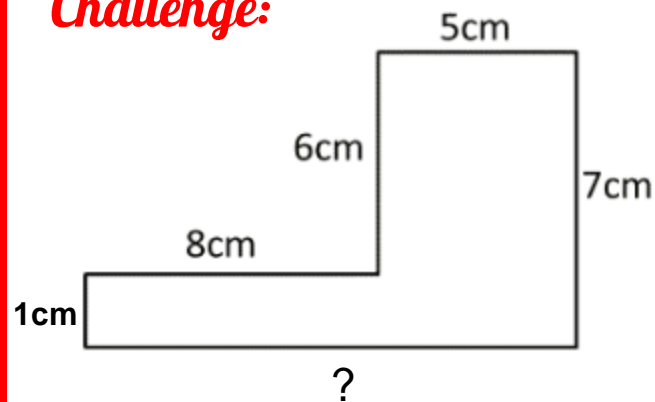
Area = \_\_\_\_\_ square m

6)



Area = \_\_\_\_\_ square cm

**Challenge:**



*Tip: Change the shape into 2 rectangles first then add them!*



# Now, it's time to build your bridge!

26.2.21

Remember to follow your design carefully and take plenty of photographs for Class Dojo!



# *Evaluation*

26.2.21

*What would you say are the strengths of your bridge? Why?*

*Does your bridge meet your original criteria? How?*

*Are you pleased with your finished product? Why?*

*How could you make it better? What would you change next time?*

26.2.21

# Memorial Sacrifice

LF6: Sacrifice in daily life





Nothing great was ever  
accomplished without  
making sacrifices.





*Sacrifice is when we give up something for someone else.*

*We know that Jesus sacrificed himself for us, but we also sacrifice ourselves each day.*

*Sometimes you may step back so your friend can have a turn.*

*You might give them something that you wanted yourself.*

*You may do something for them, give up some pocket money for a present.*



*Life is full of give and take and we know it is important to get the balance right.*

*Sacrifice always involves love. It is a kind of memorial sacrifice.*



*...but if sacrificing is hard and involves us giving things up.*

*People who work for charities sacrifice more than most people.*



# *Making links to daily sacrifice*

ML RB

*Your task is to research a charity of your choice.*

*When you have chosen one and found out more about it, create a job advert for a new member of that charity.*

|                                                |  |
|------------------------------------------------|--|
| <i>Job title:</i>                              |  |
| <i>What you will need to do:</i>               |  |
| <i>What qualities/values you need to have:</i> |  |
| <i>How you will use your qualities:</i>        |  |
| <i>What you might need to sacrifice:</i>       |  |
| <i>What difference you will make:</i>          |  |