

**English:** This week we would like you to take on the role of a news reporter for a local newspaper. You are going to write an article about the lockdown and how it is effecting the local residents. Consider both sides of the argument (for and against the lockdown), is it a good thing, what might happen if the lockdown is lifted too soon, how is it effecting children, adults and shop owners?

There is a powerpoint and exemplar text attached to help you.

## Y5 Example Text - Recounts: Newspaper Reports Annotated Grammar, Punctuation and Spelling Features

All text: Uses the full range of spelling, grammar and punctuation features taught in previous year groups, including pronouns for cohesion, adverbials, and the correct tense throughout

<sup>2</sup> Selects appropriate grammar and vocabulary to match the purpose and audience

<sup>3</sup> Uses organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining

<sup>4</sup> Précises longer passages

<sup>5</sup> Uses linking words/phrases between sentences and paragraphs to build cohesion including time adverbials, e.g. later; place adverbials, e.g. nearby; and number, e.g. secondly

### The Sporting Telegraph<sup>3</sup>

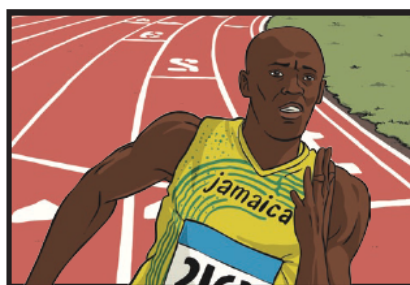
www.sporting-telegraph.com

The Number One Sports Newspaper

### Brilliant Bolt Grabs Gold Again!<sup>3</sup>

**Jamaican Sprinter Takes London by Storm Winning Three Olympic Gold Medals**

*Exclusive Report by John Stevenson<sup>3</sup>*



Usain Bolt: winner of three Olympic gold medals in London

Usain Bolt **reaffirmed**<sup>10</sup> his title as the World's Fastest Man by achieving a marvellous third gold **medal**<sup>12</sup> of the games this week. **In front of a deafening**<sup>11</sup> **capacity crowd**<sup>2</sup> in London's Olympic Stadium,<sup>5</sup> the 25-year-old **world record holder**<sup>2</sup> **completed**<sup>11</sup> a remarkable set of victories to **establish himself**<sup>2</sup> as one of the greatest sprinters of all time.<sup>4</sup>

Following **earlier victories** in both the 100m and 200m individual sprint,<sup>5</sup> Bolt inspired his Jamaica team-mates to a **third triumph**<sup>2</sup> in the 4x100m relay. The three gold medals are added to his personal collection alongside similar **achievements**<sup>13</sup> in the **corresponding**<sup>13</sup> individual events of Beijing in 2008.

Afterwards,<sup>5</sup> the **reigning**<sup>12</sup> 100m and 200m world champion was **understandably buoyant**<sup>2</sup> in his celebrations.

"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

Although **other athletes have won more medals than Bolt**,<sup>5</sup> including American sprinter Carl Lewis who was commentating for a television network,<sup>6</sup> and <sup>8</sup> no-one else can match the **explosive power**<sup>2</sup> and unrivalled pace exhibited by Bolt.

The sprinter's Jamaican team-mates were equally jubilant following their relay victory,<sup>9</sup> describing it as a momentous day in Athletics history. Even the American team, who were disqualified from the relay following a **disastrous**<sup>13</sup> illegal baton handover,<sup>6</sup> and <sup>8</sup> were gracious in defeat. Admitting disappointment at missing out on a team medal, Justin Gatlin promised supporters that the team had given it all they could and refused to **criticise**<sup>11</sup> and <sup>13</sup> the officials' decision, but did **apologise**<sup>11</sup> to the US fans.

Now thinking ahead to his **future**<sup>5</sup> and the potential of **bringing down the curtain**<sup>2</sup> on a glittering Athletics career, Bolt confirmed that he intends to compete in 2016 but retire before the next Olympic Games in 2020. **Instead**,<sup>5</sup> he **will**<sup>7</sup> focus on charity work, a **likely**<sup>7</sup> ambassador role in the sport or **could**<sup>7</sup> even consider a dramatic switch to another sport such as football. As the crowds filtered out of the magnificent stadium,<sup>9</sup> the talk was all about just one man -<sup>8</sup> the incredible Usain Bolt,<sup>8</sup> who is **surely**<sup>7</sup> already an Olympic legend.<sup>6</sup>

<sup>6</sup> Uses relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery

<sup>7</sup> Uses adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might

<sup>8</sup> Uses brackets, dashes or commas to indicate parenthesis

<sup>9</sup> Uses commas to clarify meaning or to avoid ambiguity

<sup>10</sup> Spells a wider range of verb prefixes correctly, e.g. deactivate, overturn, misconduct

<sup>11</sup> Spells nouns or adjectives converted into verbs using suffixes, e.g. designate, classify, criticise

<sup>12</sup> Spells more complex homophones correctly, e.g. affect/effect, practice/practise

<sup>13</sup> Spells most words correctly from the Y5/6 statutory spelling list

Did I include...	Child	Friend
<b>Structure and Language</b>		
the name of the newspaper		
a headline that uses pun, rhyme or alliteration		
a sub-headline which gives a bit more information		
a 'byline' (the writer's name)		
an introductory paragraph that includes the 5 W's		
pictures with captions		
a commentary of the main events		
write in third person and past tense		
direct and reported speech		
a conclusion paragraph to explain what might happen next		

## Spellings:

**Adverbials of time** Write your spellings in to sentences. How many can you include in your newspaper report?

yesterday

tomorrow

later

immediately

earlier

eventually

recently

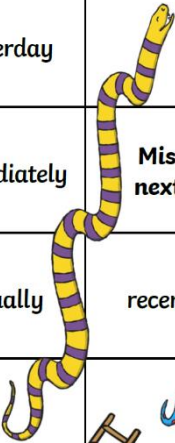
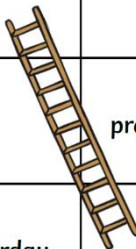
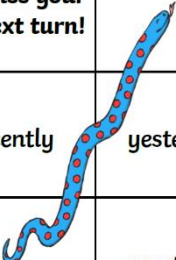
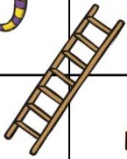
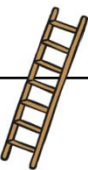
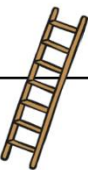
previously

finally

lately

## Adverbials of Time Snakes and Ladders

Roll the dice and move that number of squares. You must use the adverbial of time you land on to write a sentence on your whiteboard. If you write a sensible sentence and your time adverbial is spelt correctly, you can stay on that square. If not, you must move back. The first player to reach the finish square is declared the winner!

yesterday			later	<b>finish!</b>
immediately	<b>Miss your next turn!</b>		previously	earlier
eventually	recently		yesterday	finally
		eventually	tomorrow	lately
	lately			immediately
previously	tomorrow		recently	<b>start!</b>

# Time Adverbials

y e y h b i v n n y p a  
y l z l v z l f l l r e  
l q t e j a m l n l e q  
e u d n t c a h d a v y  
t d l e e u a f y n i e  
a j r y t c o l v i o s  
l w p n n z e j f f u t  
m a e z d q q r b x s e  
w v t o m o r r o w l r  
e a r l i e r a t c y d  
y l e t a i d e m m i a  
v k j z p v y g g w l y

yesterday  
tomorrow  
later  
immediately  
earlier  
eventually  
recently  
previously  
finally  
lately

**Word of the week (WOW):** This week your word of the week is 'ebullience'. Define it, note which word class it belongs to and use it in a sentence.

**Maths:** Follow the link to White Rose maths for this week.

<https://whiterosemaths.com/homelearning/year-5/>

Additionally to this, we would like you to design a new playground for the school. You will need to consider the children, space and budget. The order forms and price lists have been attached- good luck, we look forward to seeing your designs.

**Science:** Each week we are going to set you a fun science experiment for you to have a go at.

<b>Week 1 - Giant Bubbles</b>	
<b>Resources</b>	<ul style="list-style-type: none"><li>→ Trays</li><li>→ Water</li><li>→ Selection of washing up liquids</li><li>→ Straws</li><li>→ String</li></ul>
<b>Hook</b>	<p>Blow bubbles from typical bubble mixture. How could we make this bigger? Do the ingredients affect the size of the bubbles?</p> <p>Show pictures of giant bubbles. Ask children to predict which washing up liquid they think will be the best and why.</p>
<b>Investigate</b>	<p>Instructions for the investigation here: <a href="http://www.pbs.org/parents/crafts-for-kids/really-big-bubble-maker/">http://www.pbs.org/parents/crafts-for-kids/really-big-bubble-maker/</a></p> <p>Give children time to investigate which washing up liquid produces the best/ biggest bubbles (approx. 20 mins).</p> <p>EXTENSION - Does changing the size/ shape of the bubble wand affect how easy it is to blow the bubbles?</p> <p>Extra extension ideas from here: <a href="http://www.sciencemuseum.org.uk/visitmuseum/plan-your-visit/events/science-shows/bubbles-bubbles-bubbles/making-perfect-bubbles">http://www.sciencemuseum.org.uk/visitmuseum/plan-your-visit/events/science-shows/bubbles-bubbles-bubbles/making-perfect-bubbles</a></p>
<b>Teach</b>	<p>Adding washing up liquid to the water reduces its surface tension, making it stretchy so that you can blow bubbles.</p>
<b>Review</b>	<p>Was your prediction correct? Which washing up liquid made the best bubbles?</p> <p>What did you find tricky about this investigation? (Lots of children took a while to crack how to blow the bubbles properly without just popping them.)</p>

**Arthog:** We know that this week we were due to travel to Arthog. Some of the instructors have been uploading stories to their Facebook page, which you can access through this link. There are also some videos of fun activities that you can complete at home- have fun and remember to send your photos and videos through Seesaw.

<https://www.telford.gov.uk/aoec/site/index.php>



**Reading:** Keep up with your daily reading- you can note down what you are reading in your home-learning exercise books. We would also like you to complete the following reading comprehension this week.

## The Mystery of the Colour Thief by Ewa Jozefkowicz

**H**e came out of nowhere, a man in the smoke. He was nothing more than a shadow at first, a smudge of black in the grey. But as he loomed closer, he grew bigger, became more solid. My heart was a drum. He was shouting at me, but the sound bounced off my ears in eerie echoes. His long arms reached out. He was so close that I could smell him - a mix of sweat and burning rubber. He leaned in...

3.05 a.m.



The luminous figures stared back at me in the dark. The glow of a street lamp seeped through the wooden slats of my blinds. It was quiet. The man had gone. A nightmare. Though somewhere in the depths of my mind I knew that it was more than a nightmare.

That morning I was late getting ready because Milo wouldn't come in from the garden. He'd been leaping around like a maniac, chasing a tiny vole that he'd found. Eventually I managed to get him indoors and I waited for my best friend, Lou, while grabbing scraps of breakfast. Dad had gone to work already, leaving me a note on the kitchen table:

*Diz, see you after school. Have a good day x.*

Lou usually arrived at 8.45 a.m. on the dot, so we didn't have to rush, but it was almost 8.50 a.m., and she wasn't here. She must have been running late herself and decided to go in on her own. I couldn't wait any longer.

I broke into a run as soon as I was outside. My feet hit the pavement in sync with the beating of my heart. The houses on either side of Gulliver Avenue shifted and swayed, and my ears ached inside from the sharp nip in the early autumn air. Clusters of people huddled at the bus stop passed me in a burst of charcoal greys, the white and black of offices and banks and traffic merged into a single, moving stream.

I ran and ran until I reached the finish line of the school gates, my arms propped against the railings, my chest ready to burst. The bell had gone. Even the usual crowds of sixth formers with their slouchy rucksacks and rolled-up blazer sleeves had disappeared inside. I walked into the empty entrance hall.

### Retrieval questions

1. What time of year was it?
2. Is Lou a boy or a girl?
3. Who was 'a smudge of black in the grey'?

### Inference questions.

1. Who was Milo? – Support your answer with evidence from the text.
2. Was the narrator late for school? – Support your answer with evidence from the text.
3. Is it a cold day? – Support your answer with evidence from the text.

### Choice questions

1. Which word in the text means 'radiating light'?
2. Which word in the text means 'to gather in a close group'?
3. What does the phrase 'in sync' mean?
4. What does the author mean in the line 'the finishing line of the school gates'?
5. The author uses a metaphor in paragraph one can you identify it?
6. The author uses short sentences in paragraph two – what effect does this have on the reader?

### Challenge question

Write your own description of a mysterious figure. Use paragraph one to help you.