

Year 5 Home Learning Spring 1 Week 5

Here is the curriculum home learning for this week. Please upload the piece of work with a  symbol to Seesaw for the teacher to see as a priority.

Home learning is planned to:

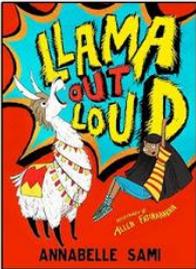
- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English

Live explanations at 8.30am each day

<p>Monday Explanation</p>	<p>PLAN/ WRITE: Rising action</p> <ul style="list-style-type: none"> • Use this Glossary to help you understand some of the vocabulary in this week's reading and/ or read Elizabeth Laird's notes about the novel for more information about its context here. • Re-read the story you have written so far. • Re-read this resource and re-watch this video of a teacher explaining a possible structure for your narrative (if you need to). • Think – <i>How will you link Friday's section of the rising action to today's?</i> • Read this example of the final parts of the rising action or watch this video of a teacher reading it. • Plan the remaining sections of the rising action of your narrative. • Re-read the following extracts from <i>Oranges in No Man's Land</i> to help you: no man's land; and friendly checkpoint. • Re-watch these videos about different sentence structures: video 1, video 2, or read the resources here and here (if you need to). • Write the final section of the rising action of your narrative.
<p>Tuesday Explanation</p> <p></p>	<p>PLAN/ WRITE: Climax and falling action/ resolution</p> <ul style="list-style-type: none"> • Re-read the narrative you have written so far and read your planning for the rest of it. • Re-watch this video of a teacher explaining how to use the short story triangle to structure your narrative. • Think – <i>What happens in the rest of your narrative?</i> • Read this example of the final parts of the narrative (climax; falling action/ resolution) or watch this video of a teacher reading it. • Plan the climax and falling action/ resolution of your narrative. • Watch this video of a teacher modelling how to turn your plan/ notes into the final parts of your narrative (climax; falling action/ resolution). • Write the climax and falling action/ resolution to finish your narrative.
<p>Wednesday Explanation</p>	<p>READ: Make inferences and explain a writer's choices</p> <ul style="list-style-type: none"> • Link – <i>What do you expect to happen in the remaining chapters of the book?</i> • Watch these videos of a teacher reading Chapter 12 and Chapter 13. • Write answers to the questions in this resource. • Read this resource and check/ improve your answers. • Watch these videos of a teacher reading Chapter 14 and Chapter 15. • Write answers to the questions in this resource. • Read this resource and check/ improve your answers. • Watch these videos of a teacher reading Chapter 16 and Chapter 17. • Write answers to the questions in this resource. • Read this resource and check/ improve your answers.

	<ul style="list-style-type: none"> ● Think – <i>What questions would you like to ask Elizabeth Laird about the novel?</i>
Thursday Explanation 	IMPROVE/ PUBLISH: Narrative <ul style="list-style-type: none"> ● Re-read your whole narrative. ● Check and improve this week's written work using Arms and Cups (see resource). [20 minutes] ● Publish your narrative on this publishing sheet or in your exercise book.
Friday Explanation 	READ: Summarise <ul style="list-style-type: none"> ● Watch this video of a teacher reading Chapter 18. ● Think – <i>What is your opinion of the book?</i> ● Read this resource and answer the questions in it. ● Read this resource and check/ improve your answers. ● Read to find out more about Elizabeth Laird here. ● Think – <i>What questions would you like to ask Elizabeth Laird about her life or the novel?</i> ● Write down <u>three questions</u> you would like to ask Elizabeth Laird. ● Read the FAQs (Frequently Asked Questions) page on Elizabeth Laird's website here. ● Write new questions if any of your questions are answered on the author's website; be creative. ● Remember to upload your questions for the author on Seesaw.
Spelling Explanation	sensibly incredibly responsibly horribly unsuitably Challenge: can you add any more ibly and ably words to these groups?
Story Time with Ms Atherton	Visit the school website by CLICKING HERE to continue to listen to 'Llama Out Loud' by Annabelle Sami, 'a story of LOLs, llamas, dramas and finding your voice'.  <p>'would suit readers who like a laugh-out-loud story with a big heart and a spark of magic'</p> 

Reading Group Links – please attend on your child's usual reading day

5MW	11.30am	Links on Parentmail
5CW	11.30am	Links on Parentmail
5BL	2.00pm	Links on Parentmail
5F	2.00pm	Links on Parentmail

Maths

Live explanations at 10am each day

For Wednesday Lesson B:

Live explanation at 11.30am for 5BL and 5F

Live explanation at 2pm for 5CW and 5MW

Monday Explanation 	Year 4 recap lesson Workbook 4B, Chapter 8, Lesson 8 Lesson 8: To write decimal numbers												
	Video Link - Learn the strategy: Click here												
	Deepening activity: My friend is thinking of a 3 digit number. The digit in the tenths place is half of the digit in the hundredths place. The number in the hundredths place is a multiple of 4. The digit in the ones place is in the 3 times table. Write down the possible numbers that my friend could be thinking of?												
Tuesday Explanation 	Year 4 recap lesson Workbook 4B, Chapter 8, Lesson 17 Lesson 17: To divide whole numbers by 100 & 10												
	Video link - Learn the strategy: Click here (multiplying and dividing by 100 with decimals part 1) and Click here (multiplying and dividing by 100 with decimals part 2)												
	Deepening activity: Amira used three of the number cards to make a decimal. The decimal is 50, rounded to the nearest whole number. <table border="1" data-bbox="501 1216 1334 1312"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>0</td></tr></table> Write down all the possible decimals that Amira made. <table border="1" data-bbox="799 1420 1038 1525"><tr><td></td><td></td><td></td></tr></table>	1	2	3	4	5	6	7	8	9	0		
1	2	3	4	5	6	7	8	9	0				
Wednesday A Explanation 	Workbook 5B, Chapter 7, Lesson 1 Lesson 1: To write decimal numbers												
	Video link - Learn the strategy: Click here												
	Deepening activity: I have five thousandths. How many do I need to make 3 wholes? Explain how you know.												
Wednesday B Explanation 	Workbook 5B, Chapter 7, Lesson 2 Lesson 2: To read and write decimals												
	Video link - Learn the strategy: Click here												
	Deepening activity: My friend Bill said that 0.15 is 15 tenths. Can you explain using a diagram, why he is right or wrong?												
Thursday	Workbook 5B, Chapter 7, Lesson 3 Lesson 3: To read and write decimals												

Explanation 	<p>Video link - Learn the strategy: Click here</p> <p>Deepening activity: What decimal is between 0.7 and 0.71? Explain your choice and can you write this as a fraction?</p>
<p>Friday Explanation</p> 	<p>Workbook 5B, Chapter 7, Lesson 4 Lesson 4: To compare tenths and hundredths written as decimals</p> <p>Video link - Learn the strategy: Click here and Click here</p> <p>Deepening activity:</p> <ol style="list-style-type: none"> How many times bigger/smaller is 0.1 than 0.01? Explain why. How many times bigger/smaller is 1.9 than 0.19? Explain why. <p>Extra: My friend says that numbers with more digits are always greater. Is she correct? How do you know?</p>
<p>Curriculum</p> <p>Live explanation at 11.30am for 5BL and 5F Live explanation at 2pm for 5CW and 5MW</p>	
<p>Science Monday Explanation</p>	<p>Which changes cannot be reversed? Chemical changes</p> <ul style="list-style-type: none"> Watch this demonstration video which shows irreversible reaction (Burning) Watch this video about the differences in physical and chemical reactions. Deepening: What is the difference between burning and melting?
<p>Science Tuesday Explanation</p>	<p>Which changes cannot be reversed? Chemical changes</p> <ul style="list-style-type: none"> Watch these two science demonstrations: Freaky hand and Fire extinguisher Draw these two experiments and explain what is happening. (useful vocabulary - reversible, chemical change) Look at the pictures in the resource Session 10 and label as reversible or irreversible reactions. Is it possible to get your original materials back? (if yes this is reversible) Watch this lesson to learn more about different kinds of chemical changes. Complete the activities as you go through the lesson.
<p>Geography Thursday Explanation</p> 	<p>Which biome is most under threat?</p> <ul style="list-style-type: none"> Watch this report here. Use your research from session 4 to write a report about your chosen biome. There is a writing template with examples of sentence starters to support you below. Read your report to a family member and ask them what they have learnt.
<p>Curriculum</p> <p>You can complete these independently over the week e.g. when you are not reading with your teacher</p>	
<p>RE Explanation</p>	<p>Buddhist Festivals</p> <ul style="list-style-type: none"> Watch this video lesson: What festivals do Buddhists celebrate? Complete the activities shared in the lesson. Remember to click on each of the buttons at the bottom of the screen to cover the lesson.
<p>PSCHE Explanation</p> 	<p>Online safety</p> <ul style="list-style-type: none"> Watch this video People can access the internet and media 24 hours a day. After watching the video, explain what some of the benefits of using digital media are. <i>Do you think there are any negatives to being able to access the internet and media 24 hours a day as well?</i> Complete part one of the online/offline handout here

	<ul style="list-style-type: none"> • Think of the activities you enjoy when you are not accessing media. • Record these in part two here • Look at this resource which gives us key vocabulary and phrases us for how we can understand the need to balance our use of digital media • Write down ideas for how you think you could 'unplug' from using devices, apps or the internet
Art	<p>Pottery Design Challenge</p> <ul style="list-style-type: none"> • Watch Ms Green's video to learn about Ceramics and the famous Leach Pottery in St.Ives, Cornwall. • Design a pot for Sharing to celebrate the Centenary of The Leach Pottery. • Deepening: Learn more about the history of ceramics at • https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-proud-to-be-a-potter/zvt8ap3
Music	<p><u>Improvising using Raga Scales over a Drone</u></p> <ul style="list-style-type: none"> • Watch the video • Use the resource sheet alongside the lesson.
French	<p>Watch the video about "Hobbies 3" from Madame Lambert.</p> <p>Complete the activities below:</p> <ul style="list-style-type: none"> • Write sentences by using the right activities. • Write sentences by sharing your opinion. • Write a short paragraph about your next weekend.
PE	<p>Warm up: Let's stretch the back</p> <ul style="list-style-type: none"> • Here are some exercises to stretch your back out. Watch the video here. <p>Dance: BOXING!</p> <p>We're in the boxing ring so get ready to pack some punches and watch the video here.</p> <p>For more ideas look at the resource below..Try it again.</p> <p>Warm down: Click here for the warm down video.</p> <p>Rolling: Golf</p> <ul style="list-style-type: none"> • Get 5 targets to place around an area (tin can, stuffed animal or shoe) and a ball (any size). <p>Follow the instructions below. Can you get creative and make a course around the house into different rooms?</p>

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week. Click on your class link in blue below.

5MW	2.00pm	Links on Parentmail
5CW	2.00pm	Links on Parentmail
5BL	11.30am	Links on Parentmail
5F	11.30am	Links on Parentmail

Resources

English

English Resource 1.1: Possible Story Structure

Your story outline might look like this:

Exposition:

- Leaves Dr Leila's – feeling good – reflects on encounter - remembers has only completed half her mission – worries about granny – starts walk through enemy territory – feels relatively safe – light is fading

Rising Action:

- Enemy territory – market traders packing up – people seem hurried – realises often more dangerous at night – speeds up – must rely on memory of her route [accent]
- Enemy checkpoint – anxiety/ fear – will there be someone from before who recognises her(?) / will old man help her(?) – [**Think** – *How will she get through this checkpoint?*]
- No man's land – more dangerous at night – every sound is more alarming – difficult to find her way (perhaps she gets lost/ slows down – no help) - [**Think** – *What makes it more dangerous? How will you increase tension?*] – will she be in time/ is she already too late?
- Friendly checkpoint – everyone more edgy at night (including militiamen) – would she get the chance to show men who she was [accent] (?) – thinks about failing so close to home/ increasingly worried that taking too long – [**Think** – *How will you build tension as she gets so close to home?*]

Climax:

- Approaching flat – exhausted/ hungry/ thirsty – worried that is too late – was it all worthwhile(?) – arrives at door

Falling Action/ Resolution:

- Door opens – [**Think** – *How do her family/ neighbours react?*] – after the story

Click [here](#) to return to **Lesson 1**.

English Resource 1.2: Example Rising Action 3 and 4

Rising Action (continued):

- No man's land – more dangerous at night – every sound is more alarming – difficult to find her way (perhaps she gets lost/ slows down – no help) - [Think – *What makes it more dangerous? How will you increase tension?*] – will she be in time/ is she already too late?
- Friendly checkpoint – everyone more edgy at night (including militiamen) – would she get the chance to show men who she was [accent] (?) – thinks about failing so close to home/ increasingly worried that taking too long – [Think – *How will you build tension as she gets so close to home?*]

Suddenly, a thunderous boom was answered with gunfire. A mortar had exploded nearby. The fighting was resuming. Ayesha felt a strange blend of joy and terror.

She decided to take this dangerous opportunity.

Worrying about their own survival, the three militiamen ducked into the doorway of a bombed-out building. That gave Ayesha her chance.

She raced to the checkpoint, hurdling the chain.

Once again, she was in no man's land. Alone.

As she ran, she feared disaster at any moment. The gunfire did not seem to be getting closer, but she knew there could be snipers anywhere. In the darkness, the little bushes and baby trees of the Green Line were further hazards for her. She sprint-stumbled on. Occasionally, another explosion shook the ground, throwing her off balance, but she kept going.

Tomorrow, she would rest, she thought, once her granny was safe.

And then, her body rebelled against her. A stitch developed, slowing her down. Why now? With tears forming in her eyes, she moved gingerly from wrecked doorway to wrecked doorway.

It had been some time since she had taken notice of where she was. A brief lull in the fighting gave her time to look around. That was when she saw a man with a gun trained on her.

“What are you doing here, stupid little girl?” he snarled.

She had never been so grateful to be insulted. She recognised the voice.

“It's me: the little tiger's sister,” Ayesha responded.

She hoped the militiaman remembered.

He looked in the direction of the other militiamen at the checkpoint.

“Go back home, little one. You’ll get yourself killed out here.” He shouted to his comrades to let her through.

By the time she passed through the checkpoint, Ayesha’s stitch had gone. However, she did not resume her sprint. Exhaustion was overcoming her. There was another reason for her reluctance to run.

Fear.

What if her granny was already dead?

No. Such negative thoughts were unforgivable. All the people who had helped her today had not done so for her to give up now.

Click [here](#) to return to Lesson 1.

Resource X: Extracts from *Oranges in No Man's Land* (for planning Ayesha's Return Journey Narrative)

Extract from Chapter 7 (*No Man's Land*)

This was my chance and I took it. I slipped under the chain and bolted down the deserted street, running into no man's land as fast as my flip-flops would let me.

It was a miracle that I got away with it. A kindly angel must have been looking out for me, guiding my steps and turning the men's heads the other way.

I didn't stop running until I'd reached the bend in the road and knew I was out of sight of the checkpoint. Then I dropped right down to a walk. I didn't mean to. I'd meant to go on running all the way and not stop until I'd reached Dr Leila's house, but I couldn't help myself. It was as if fear was tangling my legs, slowing me down.

I could hardly believe that these were the same streets that Mama and I had walked down together, so long ago. There had been brightly lit shopfronts then, and pavements crowded with people, and cars and trucks bumper to bumper in endless traffic jams.

There wasn't a soul to be seen now. The shopfronts had all been blown out and their contents looted long ago. The old shops were dark, empty caverns now. Their signs hung drunkenly over the street, twisted and rusting. I could see old neon strip lights hanging broken from the ceilings inside. Piles of rubble choked the pavements. Bullet holes pitted every centimetre of the stone facades, and the shells that had blasted right through the walls had made holes that looked like the empty eye sockets in dead giants' skulls.

The storm had really burst now. The rain was spouting out of the sky, splashing down the broken sides of the buildings. I was soaked to the skin already. The clouds were so low it was half dark, although it was only morning.

A thin cat shot out suddenly from the building beside me, making me leap with fright. My legs responded on their own. Now I was running again, hardly knowing where I was going.

Mama! Mama! I was saying over and over again in my head. In the long months since my mother had died, she'd become less and less real to me, but I could almost see her beside me now, urging me on.

It can't be much further, I kept telling myself. *This street was never so long*. My hand was pressed to the painful stitch in my side.

And then I saw it. Ahead of me, stretched across the road, was a chain suspended between two piles of sandbags. Another checkpoint. And the flags that hung from it were white, with the symbol of a tree in the middle of them. They were the wrong flags. The enemy's flags. I'd run right into trouble.

Click [here](#) to return to **Lesson 1**.

Extract from Chapter 7 (*Friendly Checkpoint*)

The air hung heavy in the streets and thick dark clouds were rolling in from the sea. There would be rain soon, I could tell.

The way to the checkpoint seemed endlessly long. I tried to hurry, but I couldn't help slowing down. I could hardly believe that only yesterday I'd been nervous of the men who manned it. They were on our side, keeping us safe. It would be a different matter once I'd slipped past them into the no man's land that lay beyond.

The same soldiers were on duty today.

'Hey, *habibti*, where's that little tiger of yours?' one of them called out to me.

I hadn't expected them to remember me.

'He's sick,' I said, trying to think. 'Where's the truck? You said it would be here today. Granny said to get some oil. She needs it. I've got to get oil.'

I knew I was babbling on, sounding like an idiot, but my brain was working furiously. Somehow, I had to slip past them and get into the dead, dark, ruined city that lay ahead.

I'd been a fool to come to the checkpoint so early. I should have waited till there were people around. As it was, I was the only one out in the streets, apart from the militiamen. There was no one

...

'Hop it, kid,' the nice one said, the one who had played with Ahmed yesterday. 'You'll fall sick like your little tiger if you get soaked through.'

I was so used to doing what I was told that I automatically turned round, ready to run obediently back to the flat, but at that moment there came the rumble of an engine and the refugee truck appeared at the end of a side street, coming towards us, weaving from side to side to avoid the debris and the bomb craters.

Click [here](#) to return to **Lesson 1**.

English Resource 1.4 : Multi-clause Sentences with Subordinate Clauses

Think - *What is a clause?*

Think - *What is a main clause?*

Think - *What is a subordinate clause?*

Think - *What is a subordinating conjunction?*

A **clause** is a group of words containing a subject and a verb.

A **main clause** is one that makes sense on its own.

A **subordinate clause** is a part of a sentence that adds additional information to the main clause (for example, **when** or **why** something happened). A **subordinating conjunction** is simply the word is used to join a clause to another clause or sentence.

Read the following sentences:

She left Dr Leila's surgery.
Ayesha felt like skipping again.

Both of these are **main clauses** because they contain a subject and a verb and make sense independently.

What happens when we add a subordinating conjunction to the start of the first of these main clauses?

As she left Dr Leila's surgery

Does this clause make sense by itself? Could it form a complete sentence?

This subordinate clause acts as a time adverbial (also known as an adverbial clauses), but there is no main clause telling the reader what is happening at that time.

As she left Dr Leila's surgery, Ayesha felt like skipping again.

Remember: When the **subordinate clause** comes first, a comma separates it from the **main clause**.

How else could this sentence be structured?

The **main clause** could go first and no comma would be needed to separate it from the **subordinate clause**.

Ayesha felt like skipping again as she left Dr Leila's surgery.

Click [here](#) to return to Lesson 1.

English Resource 1.5: Participle Phrases

Read the following two sentences:

Ayesha was **looking** around.

Ayesha noticed a near-perfect orange that had rolled into the gutter.

Here, Ayesha is doing two things at the same time. Instead of writing two sentences, it is possible to give this information in one sentence using a participle phrase without the need to include the subject of the sentence twice.

The new sentence could be written like this:

Looking around, Ayesha noticed a near-perfect orange that had rolled into the gutter.

Key

participle [Here this is the present participle: the -ing form of the verb.]

participle phrase

noun

Participle phrases function like **adjectives**: in this example, the participle phrase modifies (or describes) something about the noun (Ayesha).

Here are two more examples of sentences with participle phrases:

Checking his phone, the man walked into a lamppost.
(The participle phrase describes the man.)

Looking for somewhere to hide, Ayesha approached the checkpoint.
(The participle phrase describes Ayesha.)

Using participle phrases in this way can help you to communicate information in fewer sentences. They can also add variety - an important part of excellent writing - to your work (but don't overuse this technique).

Remember:

- When a participle phrase is at the start of a sentence, it should be followed by a comma.
- The noun being modified (or described) should come immediately after the comma.

Beware hanging participles:

Be careful when using present participle clauses that the subjects of the clauses are the same.

Read the following sentence:

Walking through the narrow streets, the **square** looked desolate in the fading light.

In this sentence, the reader expects the participle clause (*Walking through the narrow streets*) to have the same subject as the main clause (*the square looked desolate...*)

However, the subject of the main clause is **the square** and obviously the square wasn't walking through the narrow streets.

This sentence could be structured as follows to communicate its meaning:

Walking through the narrow streets, Ayesha noticed the square looked desolate in the fading light.

Click [here](#) to return to **Lesson 1**.

English Resource 2.1: Example Climax/ Falling Action/ Resolution

Climax:

- Approaching flat – exhausted/ hungry/ thirsty – worried that is too late – was it all worthwhile(?) – arrives at door

Falling Action/ Resolution:

- Door opens – [**Think** – *How do her family/ neighbours react?*] – after the story

When she arrived at the steps to the shattered apartment that was her home, Ayesha used the last of her energy to scale them. Staggering, she lifted the curtain to her family's part of the marble-floored room.

She handed Mrs Zainab the bag with the medicine cartons.

“Granny's medicine – quick,” said Ayesha with a new-found assertiveness.

Mrs Zainab did not have time to scold her or ask Ayesha the countless questions she had. Removing the medicine and Dr Leila's letter from the bag, Mrs Zainab headed in the direction of granny's bed.

“Fetch some water, habibti,” said Mrs Zainab.

That instruction told Ayesha all she needed to know.

It was not too late. There was still hope.

Click [here](#) to return to **Lesson 2**.

Chapter 12

1. Look at *the first two paragraphs of Chapter 12*:

I realize now how much trouble Dr Leila took for me and my granny that day. At the time I didn't think of it. I was only aware of a huge sense of relief. I'd done my bit. It was up to the adults now to solve all the problems.

I let myself relax. It was lovely to be sitting on soft upholstery in a clean, quiet room. I hadn't been in a place like that for a long time. It was all so different from our crowded, noisy, dusty flat, where it was impossible ever to wash properly, or keep the place clean. I leaned back against the cushions of the sofa and looked round at everything, enjoying the lovely smell of Dr Leila's perfume and gazing at the picture of a lady in a blue robe on the wall, and the red flowers growing on the windowsill.

Why is Ayesha able to relax?

Read the following section of the text and answer the two questions about it:

Meanwhile, Dr Leila was busy on the phone.

'Abu Bashir, please, I'm asking you – yes, and we'll need an ambulance – no, it has to be a United Nations one – Well yes, I'm afraid so – to the other side – Why? Because I have a child here with urgent medicine for her grandmother, and only an ambulance will get through – yes, literally, a matter of life and death – Of course I'm going with you. Would I ask you otherwise?'

I could hear a man's voice, talking on and on, making excuses. At last he stopped. Dr Leila cleared her throat and looked uncomfortable.

'How is your little girl now, Abu Bashir? Did the treatment I gave her work? Good. That's excellent.' There was silence. Then the man said something softly. Dr Leila's face broke into a smile. 'Thank you. So much. I knew I could rely on you. I won't forget this. If it wasn't a very special case I wouldn't have asked you, believe me.'

2. How does Dr Leila know Abu Bashir?

3. How does Dr Leila finally persuade Abu Bashir to arrange an ambulance for her?

4. '*...There's a storm brewing up this afternoon and I don't mean the kind that brings rain.*' (p74)

What does Abu Bashir mean when he says this?

Deepening

5. *I realize now how much trouble Dr Leila took for me and Granny that day.*

What is the impact of the word **now** on this sentence?

Chapter 13

6. *I'd heard countless bombs exploding... (p79)*

What does the word **countless** suggest about the bombs Ayesha had heard?

7. *Just as we reached the end of the street and **plunged** through one of the narrow openings into a ruined side alley... (p79)*

What does the word *plunged* suggest in this sentence?

Click [here](#) to return to **Lesson 3**.

English Resource 3.1B: Comprehension

(Chapters 12 and 13 - Answers)

Chapter 12

1. Look at the first two paragraphs of Chapter 12:

...

Why is Ayesha able to relax?

She was able to relax because she had the medicine. /
She was sitting in a clean, quiet room [whereas she lived in a crowded, noisy, dusty flat].

Read the following section of the text and answer the two questions about it:

...

2. How does Dr Leila know Abu Bashir?

She once treated his little girl.

3. Look at page 72.

How does Dr Leila finally persuade Abu Bashir to arrange an ambulance for her?

Dr Leila reminds him that she treated his little girl [who is now better].

4. '...There's a storm brewing up this afternoon and I don't mean the kind that brings rain.'
(p74)

What does Abu Bashir mean when he says this?

He is referring to a battle/ fighting. [Like a storm, battles/ war are noisy and destructive.]

Deepening

5. I realize now how much trouble Dr Leila took for me and Granny that day.

What is the impact of the word **now** on this sentence?

The word now suggests that Ayesha did not realise it at the time.

Chapter 13

6. I'd heard countless bombs exploding... (p79)

What does the word **countless** suggest about the bombs Ayesha has heard?

It suggests she has heard very many [/too many to count].

7. Just as we reached the end of the street and **plunged** through one of the narrow openings into a ruined side alley... (p79)

What does the word *plunged* suggest in this sentence?

It suggests they moved quickly.

Click [here](#) to return to **Lesson 3**.

English Resource 3.2A: Comprehension (Chapter 14)

1. Read the following extract:

I couldn't hear their questions, only Abu Bashir's replies.

'Little girl – head injuries. Yes, I know. Crazy to take her across, but there's some expert over that side – only person – Who? Dr Leila. Yes, that's right. You know her? She's a true saint, that woman.' I sensed him leaning further out of the window. 'Wait a minute. Aren't you Ramzi's little brother? Hey! Nice to see you! – The fighting? It's north of the Burj. We only just got through – Thanks, boys. Look out for me. I'll drop the patient off and be back as quick as I can.'

The window hissed up again. The ambulance moved off. We were through.

I looked at the back of Abu Bashir's head.

He knows those bad men, I thought. They're his friends. I was worried now. What if Abu Bashir wasn't kind after all?

But he's got a daughter, I thought. He can't be all bad.

I took a deep breath.

Why is Ayesha worried?

2. Read the following extract:

I couldn't hear their questions, only Abu Bashir's replies.

'Little girl – head injuries. Yes, I know. Crazy to take her across, but there's some expert over that side – only person – Who? Dr Leila. Yes, that's right. You know her? She's a true saint, that woman.' I sensed him leaning further out of the window. 'Wait a minute. Aren't you Ramzi's little brother? Hey! Nice to see you! – The fighting? It's north of the Burj. We only just got through – Thanks, boys. Look out for me. I'll drop the patient off and be back as quick as I can.'

The window hissed up again. The ambulance moved off. We were through.

I looked at the back of Abu Bashir's head.

He knows those bad men, I thought. They're his friends. I was worried now. What if Abu Bashir wasn't kind after all?

But he's got a daughter, I thought. He can't be all bad.

I took a deep breath.

'Please, Uncle, how old's your little girl?'

'Lamis? She's ten. Must be around the same age as you, *habibti*. One day, God willing, you might be friends, when all this is over.'

So he is nice after all?

It was too confusing. I didn't know what to think any more.

Why is Ayesha confused?

3. What does Chapter 14 tell you about Abu Bashir's character?

Watch this video of a teacher reading [Chapter 14](#) and **pause** it when there is useful evidence for your answer.

Explain **two** features of his character, using evidence from the text to support your answer.

Explanation

Although this type of question is worded differently to the 'impressions' questions you answered last week, the approach to answering them is similar.

For this type of question, it is often effective to describe character with an adjective supported by the evidence that supports your view.

First, look for evidence of what Abu Bashir is like. Think about these questions:

What does he do?

What does he say? How does he speak?

How do others react to him?

Once you have found some evidence, think about an appropriate adjective to describe him. You might write two sentences structured like this:

I think Abu Bashir is [adjective] because [evidence – what he does/ says etc.].

Now write an answer to the question about Abu Bashir.

Click [here](#) to return to **Lesson 3**.

English Resource 3.2B: Comprehension (Chapter 14 - Answers)

1. Read the following extract:

...

Why is Ayesha worried?

She worries because Abu Bashir knows *those bad men* and this might mean that he is not kind.

2. Read the following extract:

...

Why is Ayesha confused?

She is confused about Abu Bashir because he is kind to her, but he knows some *bad men*.

3. What does Chapter 14 tell you about Abu Bashir's character?

Watch this video of a teacher reading [Chapter 14](#) and **pause** it when there is useful evidence for your answer.

Explain **two** features of his character, using evidence from the text to support your answer.

[I think] he is **friendly** as he treats Ayesha kindly and also gets along with the men at the checkpoint.

[I think] he is **considerate**. Even though he is scared, he still watches to check that Ayesha gets *through all right*./ He says that he hopes her granny gets better soon.

He is **cunning**. This is shown by him convincing the men at the checkpoint to believe his story/ distracting them and referring to one of their brothers.

Click [here](#) to return to **Lesson 3**.

English Resource 3.3A: Comprehension (Chapters 16 and 17)

1. **Read** the following extract from the text:

‘Ayesha! Wherever have you been?’ She looked annoyed. ‘Fancy disappearing like that, today of all days, with your granny so sick. Especially with this news that’s come through. I’ve got so much to do, I...’

I wasn’t listening. I held up Dr Leila’s letter.

‘Please, Mrs Zainab, what does it say? Dr Leila’s written down what to give her, but I can’t read it.’

‘Dr Leila? What are you talking about?’

She was looking at me, not at the letter. I was so impatient I wanted to scream.

‘I went to see her,’ I said, all in a rush. ‘I ran. Across the Green Line. I found her. She gave me all this stuff for Granny. A UN ambulance brought me back.’

Her mouth was open. She was staring at me.

‘You? But Samar said you’d gone off to look for food. You mean you went all the way across no man’s land? Alone?’

Her mouth was open. She was staring at me. (p93)?

Why does Mrs Zainab react in this way?

2. Read the following extract from *the end of Chapter 17*:

I’d had enough of armed men and checkpoints. I never wanted to go near them again.

He nodded, looking serious and grown up.

‘We’ll manage,’ I said. ‘Mrs Zainab will help us.’

What he said next made me open my eyes in horror.

‘No she won’t. They’re leaving. Tomorrow. Didn’t Samar tell you?’

What makes Ayesha’s mood change at the end of Chapter 17?

Click [here](#) to return to **Lesson 3**.

English Resource 3.3B: Comprehension (Chapters 16 and 17)

1. **Read** the following extract from the text:

...

Her mouth was open. She was staring at me. (p93)?

Why does Mrs Zainab react in this way?

She is surprised/ shocked when she finds out what Ayesha has done.

2. Read the following extract from *the end of Chapter 17*:

...

What makes Ayesha's mood change at the end of Chapter 17?

She learns that Mrs Zainab and Samar (her best friend) are leaving the area.

Click [here](#) to return to **Lesson 3**.

English Resource 4.2: Publishing Sheet

The publishing sheet is on the next page.

English Resource 5.1A: Comprehension (Chapter 18)

1. What do you think is the main message of the novel?
2. **Look** at the following paragraph:

But I'll never have an audience like Samar again. For her, I acted it all out – the scary ruins, the horrible men at the checkpoint, old Abu Boutros with his ivory-topped cane, the racing paraffin tankers, the vast emptiness of the Burj, the orange seller's boy, Dr Leila, her nasty aunt and the mad ride home in the UN ambulance. She laughed, and gasped, and held her breath, and she sniffed at the lingering scent of soap on my dress with delight, putting back her head to hold the smell in her nostrils.

Why has the author chosen to write a long sentence **after** this one?

Click [here](#) to return to **Lesson 5**.

English Resource 5.1B: Comprehension (Chapter 18 - Answers)

1. What do you think is the main message of the novel?

Answers will vary – your teacher will mark individually via Seesaw.

2. **Look** at the following paragraph:

But I'll never have an audience like Samar again. For her, I acted it all out – the scary ruins, the horrible men at the checkpoint, old Abu Boutros with his ivory-topped cane, the racing paraffin tankers, the vast emptiness of the Burj, the orange seller's boy, Dr Leila, her nasty aunt and the mad ride home in the UN ambulance. She laughed, and gasped, and held her breath, and she sniffed at the lingering scent of soap on my dress with delight, putting back her head to hold the smell in her nostrils.

Why has the author chosen to write a long sentence **after** this one?

The long sentence emphasises just how much Ayesha did to get the medicine for her grandmother.

[If you read this sentence aloud, you get quite breathless.]

Click [here](#) to return to **Lesson 5**.

Glossary for *Oranges in No Man's Land* (Chapters 12 – 18)

Word	Word Class	Definition
<i>sidling</i> (p74)	verb	walking in a timid manner
<i>crump</i> (p79)	noun	a loud thudding sound
<i>eerily</i> (p81)	adverb	in a strange and frightening manner
<i>lull</i> (p84)	noun	a pause
<i>sternly</i> (p87)	adverb	in a serious and severe manner, especially when showing authority
<i>upended</i> (p43)	verb	turned on its end/ upside down
<i>Wallah</i> (p97)	Arabic expression	'I swear by God'
<i>lingering</i> (p103)	adjective	continuing for a long amount of time

Click [here](#) to return to **planning**.

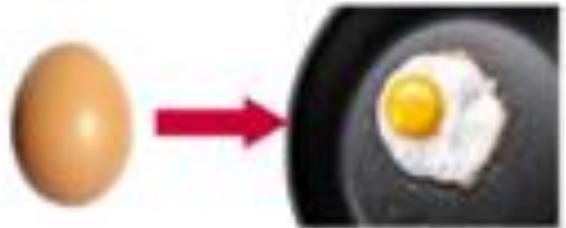
Science

Session 10

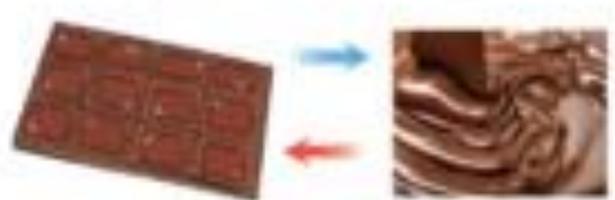
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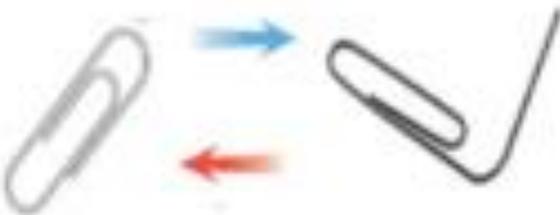
Which are reversible or irreversible reactions?
Are they physical or chemical reactions?

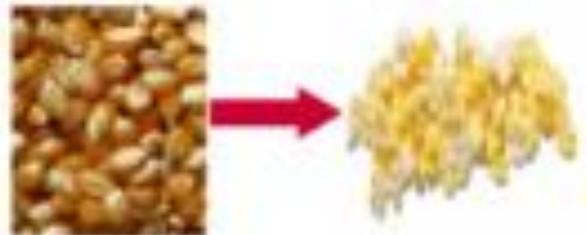


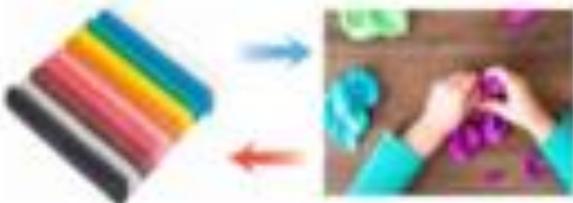














Can you think of some more examples:

Challenge: What about metal items which rust? Explain how this is the same or difference from these other changes.

Geography

Session 5 Back to lesson

<u>Paragraphs for your report</u>	<u>Examples</u>
1. Introduce your chosen biome	The Tundra biome is the coldest of all biomes.
2. Explanation of your biome – why it's important	There are many reasons why the Tundra biome is important; however one important reason is there are many animals which have adapted to live in the harsh habitat.
3. Threats/risks for biome	Unfortunately, one major risk to the Tundra biome is climate change as the warm conditions melt the icy environment.
4. Consequences/impact around the World	Without the Tundra biome, many animals will become extinct, such as the polar bear which relies on the ice and snow to hunt and survive.
5. Solution – how we can reduce threat to the biome	Humans can reduce the threat to the Tundra biome by reducing harmful, planet-warming pollution.

Part 1

Directions

Part 1: Think about the different activities you do online and on your devices: listening to music, playing games, looking up information, doing homework, talking with friends, etc. Write down as many as you can think of.

What activities do you do <i>online</i> ?	When and for how long?

Part 2

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Part 2: Think about the different activities you do offline: with others or by yourself, for fun or other reasons. Write down as many as you can think of.

What activities do you do <i>offline</i> ?	When and for how long?



MEDIA BALANCE & WELL-BEING

We find balance
in our digital lives.

DIGITAL CITIZENSHIP | GRADE 6

Finding Balance in a Digital World

 common sense education®



Essential Question

How do we balance digital media use in our lives?

Learning Objectives

1

Reflect on their common online and offline activities.



2

Analyze and prioritize the activities that are most important to them.



3

Identify ways to "unplug" to maintain balance between online and offline activities.

Media balance

Using media in a way that feels healthy and in balance with other life activities (family, friends, school, hobbies, etc.)

Red flag feeling

When something happens on digital media that makes you feel uncomfortable, worried, sad, or anxious

"Unplug"

To engage in activities that don't involve devices, apps, or the internet

French

Mots clés/ Key words

Qu'est-ce que tu fais le weekend? = What do you do at the weekend?

Je regarde la télé. = I watch TV.

Je joue au jeux vidéo. = I play video games.

Je téléphone à mes amis. = I call my friends.

Je vais au parc. = I go to the park.

Je vais au cinéma. = I go to the cinema.

Je fais du trampoline. = I go on the trampoline.

Je surfe sur le net. = I surf the internet.

Je joue aux jeux de société. = I play board games.

Je n'aime pas regarder la télé = I don't like to watch TV.



opinion

♥ J'aime = I like

♥♠ Je n'aime pas = I don't like

♥♥ J'adore = I love

♥♠♥♠ Je déteste = I hate

et = and

Mais = but

Activity 1: Write sentences next to the picture.

Walt: say which activities we doing in the weekend.

	Je regarde _ _ _ _ _ .
	Je joue aux _ _ _ _ _ .
	Je téléphone à _ _ _ _ _ .
	Je vais _ _ _ _ _ .
	Je _ _ _ _ _ .
	
	
	

Activity 2: Write sentences next to the picture by using the right opinion.

Walt: say what we like to do or what we don't like to do at the weekend.

	J'aime _____ .
	J'adore _____ .
	Je n' _____ _____ .
	
	
	
	
	

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P.E.

Boxing resource

Now that you are warmed up play the game using different shapes to show which sport you are playing such as; Football, boxing, tennis, running, basketball etc.

Try holding each shape for 8 counts. Repeat changing shape every 4 counts and finally can you change shape every 2 counts? Maybe you can find some music with a strong beat to help you.



We are going to explore boxing movements. Perform the following 4 key movements one at a time;

- Punches
- Jumps, high and low intensity
- Sumo
- Knee crunches

Remember to perform the movement with lots of energy. Which movement is the jerkiest? How could you make the punches sharper? (Make sure you fully straighten the arms). Which movements were easy/hardest to fit with the beat/rhythm?

Why not create your own boxing dance using our 4 key movements. Remember your facial expressions and to use different dynamics. Teach your dance to someone at home and perform it together.



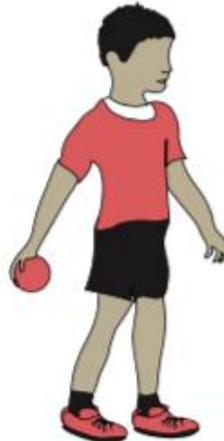
Golf: Rolling PE Home Learning



Can you be honest and keep the score?

Time to Learn:

- Place five targets in different places on the floor (garden or in a room). Decide on a starting point and mark it out.
- The aim of the game is for pupils to roll a ball, making it rest against one of the targets in the least amount of rolls possible.
- If you are playing against someone, the winner is the player who rests their ball against a target with the fewest rolls. Repeat with all of the different targets.
- If you are playing on your own, can you keep trying to beat your score?



Top Tips

Roll Underarm

- Step forwards with one foot, bending the knee releasing the ball along the ground using your opposite hand.



Let's Reflect

When did you need to increase the power of your rolls?

How did you ensure you used the correct rolling technique?

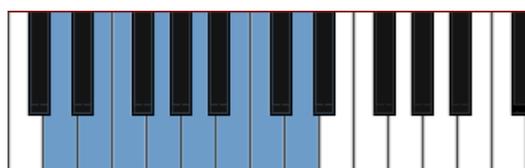
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YEAR 5 RESOURCES

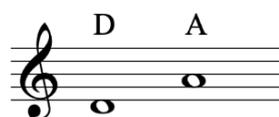
DRONE & IMPROVISATION



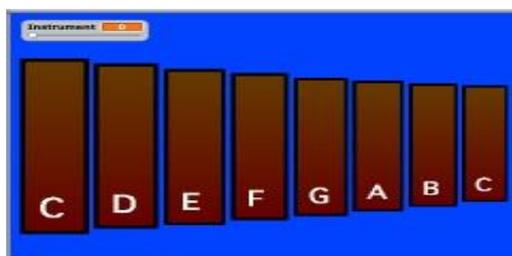
D E F G A B C



D E F G A B C D



DRONE



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