

# Tuesday 5<sup>th</sup> May

## History

### Task 1

1. Research what 'Leisure Time' means.
2. How often do you get 'leisure time'?
3. What do you do in your leisure time?
4. What are you expected to do in your non-leisure time? E.g school, jobs/chores at home. Has this changed as you have grown older? How?

### Task 2

1. Go through the PowerPoint
2. Make notes on each different time period
3. Create a chronological timeline showing key events in history between 1837 and 2015.
4. Write a short summary how leisure activities have changed over the years

### Task 3

1. What toys do you know about that were around in the past? You might want to do some research or ask someone at home what they used to play with when they were little.
2. Do you think what toys you could play with and how much leisure time children had depended on whether they were rich or poor? Why?
3. Go through PowerPoint 2
4. Choose a time period and do more research about children, toys and leisure time in that period.
5. Write a diary about a typical from the point of view of a child using what you have learnt. Your diary needs to be planned using the table below and think about year 5/6 writing expectations. You also need to edit and improve your diary.

# Diary Planning Sheet

|  |              |                          |
|--|--------------|--------------------------|
| <p>Introduction</p> <p>What are your main thoughts of the day?</p> <p>Generalise/summarise your thoughts and feelings</p> <p>You might want to make a comment about how you are feeling now.</p> |              |                          |
| <p>Paragraph 1</p> <p>Start of the day</p>   | <p>Event</p> | <p>Thoughts/Feelings</p> |
| <p>Paragraph 2</p> <p>Main event of the day</p>  | <p>Event</p> | <p>Thoughts/Feelings</p> |
| <p>Paragraph 3</p> <p>End of the day</p>   | <p>Event</p> | <p>Thoughts/Feelings</p> |
| <p>Conclusion</p> <p>Final thoughts</p> <p>What do you want to happen tomorrow?</p>  |              |                          |

# Dairy Features

## Colloquial Language

You should try to use chatty/informal language.

## Follow a "Diary Style"

Start each entry with a date and "Dear Diary".



## First person

Remember to use personal pronouns (in particular: I/We)

## Chronological order

Your diary should be in time order, using adverbials.

## HOW TO WRITE A:

# DIARY

## Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

## Past Tense

A diary is about what has already happened.

## Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.



## Diary Example

Friday 30<sup>th</sup> November 2012

Dear Diary,

I had the best day EVER today. I woke up this morning, the sun was shining through the curtains and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quick as a flash. I grabbed my school bag, shouted "Bye!" to my mum and dashed out of the door to school.

When I arrived at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got 20 out of 20! I couldn't believe it! We had my best lessons in the morning (Literacy and Geography).

Before I knew it, it was lunchtime. The menu today was my favourite: Spaghetti Bolognese followed by Chocolate pudding - yum! The afternoon flew by, and we ended the school day with a really fun game of Dodgeball, and we all cheered when my team won (of course).

After school, I came home and was met with the most amazing surprise; my mum told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time!

I'm sitting on my bed writing this, remembering all the fun things that happened today. I hope tomorrow is just as good!

Ahmed

# Writing Expectations

|   |                             |
|---|-----------------------------|
| write for a range of purposes   |                             |
| using paragraphs to organise ideas  |                             |
| in narratives, describing settings and characters   |                             |
| in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) |                             |
| using mostly correctly:   | capital letters             |
|   | full stops                  |
|   | question marks              |
|   | commas for lists            |
|   | apostrophes for contraction |
| spelling most words correctly* (year 3 and 4)   |                             |
| spelling some words correctly* (year 5 and 6)   |                             |
| write legibly <sup>1</sup>  |                             |

write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

|   |
|---|
| in narratives, describe settings, characters and atmosphere   |
| integrate dialogue in narratives to convey character and advance the action   |
| select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) |
| use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs   |
| use verb tenses consistently and correctly throughout their writing   |
| use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)   |
| spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary   |
| maintain legibility in joined handwriting when writing at speed. <sup>2</sup>   |

# Spellings

## Year 3 and 4 Spelling List



accident(ally)  
actual(ly)  
address  
answer  
appear  
arrive  
believe  
bicycle  
breath  
breathe  
build  
busy/business  
calendar  
caught  
centre  
century  
certain  
circle  
complete  
consider

continue  
decide  
describe  
different  
difficult  
disappear  
early  
earth  
eight/eighth  
enough  
exercise  
experience  
experiment  
extreme  
famous  
favourite  
February  
forward(s)  
fruit  
grammar

group  
guard  
guide  
heard  
heart  
height  
history  
imagine  
increase  
important  
interest  
island  
knowledge  
learn  
length  
library  
material  
medicine  
mention  
minute

natural  
naughty  
notice  
occasion(ally)  
often  
opposite  
ordinary  
particular  
peculiar  
perhaps  
popular  
position  
possess(ion)  
possible  
potatoes  
pressure  
probably  
promise  
purpose  
quarter

question  
recent  
regular  
reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefore  
though/although  
thought  
through  
various  
weight  
woman/women

## New Curriculum Spelling List Years 5 and 6

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht