

Tuesday 5th 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 30th 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 ¹	

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. ²

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