


Year 5 Home Learning Spring 1 Week 3

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>LAUNCH/ READ: Make predictions about a text based on evidence</p> <ul style="list-style-type: none"> • Look at the cover for <i>Oranges in No Man's Land</i> by Elizabeth Laird. • Predict - <i>What might the title mean/ be about? What do you think the book will be about? What can you see on the front cover?</i> • Predict - <i>What kind of story will it be? Which genre do you think it belongs to? Why?</i> • Watch this video of a teacher reading the blurb. • Predict - <i>Is there anything you would like to change about your prediction(s)?</i> • Look at the two photographs showing Martyrs' Square, Beirut before and after the war. • Think - <i>What do you think had happened?</i> • Read the first two pages of Elizabeth Laird's Teacher Notes (<i>More About Oranges in No Man's Land</i>) or watch this video of a teacher reading them. • Answer the first comprehension question on this resource. • Watch these videos of a teacher reading Chapter One and Chapter Two. • Write an answer to <u>one</u> of the questions numbered 2 on this resource. • Read this resource and check/ improve your answers. • Summarise - <i>What have you learned about Ayesha (the narrator)?</i>
<p>Tuesday Explanation</p> 	<p>EXPLORE: Expanded noun/ prepositional phrases; PLAN: Description</p> <ul style="list-style-type: none"> • Look at the photographs of Heneine Palace in Beirut before and after war. • This week, you are going to write in role as Ayesha, imagining she has stumbled upon a ruined palace that she once visited before the war. • Re-read pages 6 and 7 and highlight/ underline/ write descriptions of the room. • Look at the ideas sheet with Before and After photographs. • Watch this video of a teacher explaining how to gather expanded noun phrases to describe the building before and after the damage. • Write expanded noun phrases next to the Before and After photographs or on paper under the headings Before and After. • Read this resource if you need help with creating expanded noun phrases. • Watch the videos here and here if you need more explanation of expanded noun phrases. • Watch this video of a teacher explaining how to add prepositional phrases to your ideas sheet. • Write prepositional phrases on your Before and After photographs or on paper that can be used when you write your description. • Watch the video here if you need more explanation of prepositions.

<p>Wednesday Explanation</p> 	<p>WRITE: Setting description</p> <ul style="list-style-type: none"> • Read this resource to remind you about yesterday's grammar. • Read this resource and write any useful words/ phrases on your work from Lesson 2. • Read the example setting description or watch a teacher reading it here to help you with structure and content. • Watch this video of a teacher discussing the techniques used in the example setting description. • Watch this video of a teacher showing you how to turn the notes on your ideas sheet or on paper into a paragraph of sentences describing the setting. • Write your 'Before' paragraph describing the palace before it was damaged by war.
<p>Thursday Explanation</p> 	<p>WRITE/ IMPROVE: Setting description</p> <ul style="list-style-type: none"> • Read the description you wrote for Lesson 3, checking your work. • Think – <i>How will you link your Before and After paragraphs?</i> • Write your 'After' paragraph describing the palace after it was damaged by war (this will probably be longer as there is more to describe). • Check and improve your work using ARMS and CUPS (see resource), making sure you have used tenses correctly and linked the 'Before' and 'After' paragraphs.
<p>Friday Explanation</p>	<ul style="list-style-type: none"> • Read the opening two paragraphs of Chapter Three. • Look at the two photographs and read Elizabeth Laird's notes on the Green Line (or watch a teacher reading them here). • Watch these videos of a teacher reading Chapter Three and Chapter Four. • Read the extract and write answers to the questions in this resource. • Read this resource and check/ improve your answers. • Watch these videos of a teacher reading Chapter Five and Chapter Six. • Write answers to the questions on this resource. • Read this resource and check/ improve your answers. • Watch this video of a teacher reading Chapter Seven.
<p>Spelling Explanation</p>	<p>bruise guarantee immediately vehicle yacht guard guide</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 (will show as 'Curriculum'):

Live explanation at 11.30am for 5BL and 5F

Live explanation at 2pm for 5CW and 5MW

Monday [Explanation](#)



Book 5A, Chapter 6, Lesson 12

Lesson 12: To subtract fractions with different denominators; to subtract fractions from whole numbers.

Video link – Learn the strategy (from 7 minutes 20 seconds to 9 minutes and 27 seconds): [Click here](#)

Deepening activity:

There are two mystery fractions. The difference between them is $\frac{1}{4}$. The sum of the two fractions is $1\frac{1}{4}$. What are the two fractions? Make your own challenge question similar to this if you have time.

Tuesday [Explanation](#)






Book 5A, Chapter 6, Lesson 13

Lesson 13: To subtract fractions where the denominators are not the same; to use bar models for subtracting fractions.

Video link – Learn the strategy: [Click here](#)

Deepening activity:

Is it true that the denominators ,  and  are always different in the equations on this page?

Wednesday A [Explanation](#)



Book 5A, Chapter 6, Lesson 14

Lesson 14: To subtract fractions and mixed numbers from mixed numbers with different denominators.

Video link – Learn the strategy: [Click here](#)





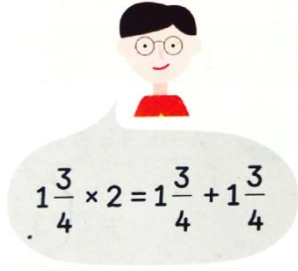

Deepening activity:


Method 3

$$2\frac{1}{2} - \frac{7}{8} = 1\frac{1}{2} + \frac{1}{8}$$



Can you explain 's method?


Wednesday B Explanation 	Book 5A, Chapter 6, Lesson 15 Lesson 15: To multiply fractions by whole numbers creating other fractions, mixed numbers or improper fractions.
	Video link – Learn the strategy: Click here
	Deepening activity: Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza. Graham has six pizzas. How many people can he serve? Draw on the pizzas to show your thinking.  Write your answer as a multiplication sentence.
Thursday Explanation 	Book 5A, Chapter 6, Lesson 16 Lesson 16: To multiply fractions by whole numbers where the product is an improper fraction or mixed number.
	Video link – Learn the strategy: Click here Deepening activity: Write a help guide to explain how to multiply a fraction with a whole number.
Friday Explanation 	Book 5A, Chapter 6, Lesson 17 Lesson 17: To multiply mixed numbers by whole numbers, creating larger mixed numbers.
	Video link – Learn the strategy: Click here Deepening: Explain Charles' method and how it might help somebody to multiply fractions: 
Curriculum Live explanation at 11.30am for 5BL and 5F Live explanation at 2pm for 5CW and 5MW	
Science Monday Explanation	How can we separate mixtures? <ul style="list-style-type: none"> • A child in Reception has spilt a bowl of water in the sandpit. How could they separate the water from the sand? Is it possible? • Watch the video lesson about separating mixtures. • Follow the lesson and complete the activities.
Science Tuesday Explanation 	How can we separate mixtures? <ul style="list-style-type: none"> • Watch the video lesson about separation sand, salt and water. • Follow the lesson and complete the activities

Geography Thursday Explanation 	How are climate zones different? <ul style="list-style-type: none"> • Select a mission to identify the different climates in different biomes. Details of the climates are on the right – select the climate zone to find out more about it. • Look back at your mind map from session 1 and you may want to find out more about climate zones here. • Create one of the following with the title: <i>Climate Zones</i>. <ul style="list-style-type: none"> ○ A digital presentation ○ a video weather report from between 2 and 5 of the regions (click link to see an example) ○ a classic poster.
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Curriculum

You can complete these independently over the week e.g. when you are not reading with your teacher

RE Explanation	The four noble truths <ul style="list-style-type: none"> • Watch this video lesson: What are the four Noble truths? • 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.
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PSCHE Explanation 	Why is it important to face our fears? <ul style="list-style-type: none"> • Rank the following synonyms for fear in order from least scary to most scary. Give reasons for how you have ordered each of them: <ul style="list-style-type: none"> ○ Anxious, nervous, jittery, panic-stricken, dread • Look at picture 1 here. What do you think you would do in this situation? • Make prediction about this story. Do you think anyone will be brave enough to face the dog? • Now look at picture 2 here. Are you impressed with Small? Is this what you would have expected to happen? • You are going to create a page for Year 5's <i>Book of Bravery</i>. Illustrate and explain a fear that you have or have had. Give advice for how you overcame it or how you might try to overcome it in the future.
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Art	The elements of art and Jim Dine <ul style="list-style-type: none"> • Watch this video from Ms Green to recap the elements of art and learn about the artist Jim Dine. • Make a pencil drawing of an everyday object, thinking about line, shape and form, adding shading and value to your drawing. • Deepening: Make a fold out drawing to show your understanding of the elements of art.
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Music	BBC Ten Pieces – composing a layered Tala <ul style="list-style-type: none"> • Follow and join in with Ms Hughes on this video • Compose your own layered Tala. Think about which sounds and what body percussion you are using. Don't forget to include some rests. • Write on a grid like the one below and perform it to someone at home. <table border="1" style="width: 100%; text-align: center;"> <tr> <td></td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> <tr> <td>Sound</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Body percussion</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		1	2	3	4	5	6	7	8	Sound									Body percussion								
	1	2	3	4	5	6	7	8																				
Sound																												
Body percussion																												

French	Open the the video 1 about “Hobbies” from Madame Lambert. Complete the worksheets below . Copy the French phrases in order to practice the French spelling.
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	<p>1- Answer the questions 1 and 2 then write a description of yourself in French by using the vocabulary list.</p> <p>2- Write sentences by using opinion.</p> <p>Play the game in order to practice the vocabulary from today.</p>
PE	<p>Warm up: Sitting Yoga</p> <ul style="list-style-type: none"> Have you ever tried it? This is great to do in between lessons or at the start of the day before school. All you need is a chair; remember to push back away from the table if you are studying. Click here to watch. <p>Physical Activity: Strength</p> <ul style="list-style-type: none"> Strength- We need to keep our muscles strong. Can you perform the following exercises 20 times each, taking a rest in between: squat leg lift, ski jumps, seated crunch, mountain climber, and shuffle elbow to knee. To see a demonstration of the exercises, click here. Can you remember all the exercises? If not, watch the first exercise, <u>pause</u> the video, complete 20, then start to watch the second exercise, until you've completed all the exercises. Try the video again another day, is it easier to do? <p>Throwing: Battleships</p> <ul style="list-style-type: none"> You need something to throw: rolled up socks or small ball and 3 objects to use as your "Battleships": stuffed animals, pillows, shoes. Ask someone to play against you and get the same things for them. Follow the instructions below to play the game. Who can sink the Battleships first?

Talking Together

Come and join your teacher and your class on Friday for a reflection and celebration of the week.

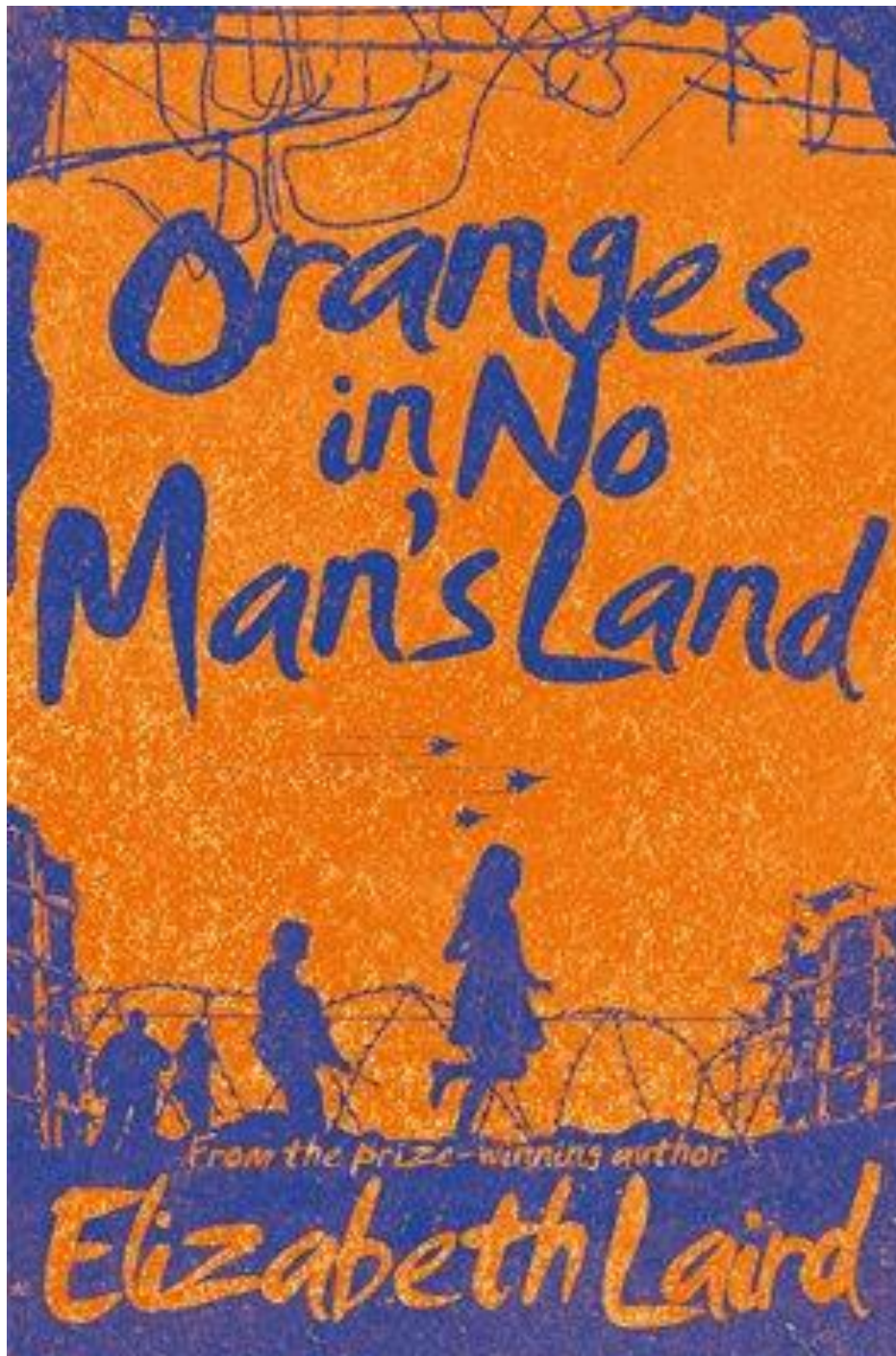
5MW	2.00pm	Links on Parentmail
5CW	2.00pm	Links on Parentmail
5BL	11.30am	Links on Parentmail
5F	11.30am	Links on Parentmail

Resources

English

Resources

English Resource 1.1: *Oranges in No Man's Land*



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

English Resource 1.2: Images of Martyrs' Square



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

English Resource 1.3: Extract from Elizabeth Laird's Teacher Notes (*More About Oranges in No Man's Land*)

MORE ABOUT *ORANGES IN NO MAN'S LAND*

LEBANON

Oranges in No Man's Land is set in Lebanon, a very small country in the Middle East. Lebanon is even smaller than Yorkshire, and it's only half the size of Wales. Here it is in red, on the map. Lebanese people speak Arabic, like almost everyone in the Middle East, but with their own special accents. Many Lebanese speak French and English too.



Lebanon is beautiful! It has rocky coves and beaches along the shore, and high mountains running like a spine from the top to the bottom of the country. It's hot in the summer but the mountains are always cooler. In the winter, it's cold, and up in the mountains there's deep snow. The Lebanese like to say that they can swim in the sea in the morning, then drive up into the mountains and ski in the afternoon.



There are some fabulous old castles in Lebanon as well as elegant palaces and some of the most enormous Roman ruins in the world. Here is Beiteddine, a 200 year old Druze palace.



THE WAR IN LEBANON DURING THE 1970s

Even though Lebanon is very small, it's home to several different groups of people, who have shared the country for many centuries. There are Christians, Shia Muslims and Sunni Muslims, as well as Druze people with their special religion. Millions of refugees have arrived from nearby countries too. If you look at the map, you can see how close Lebanon is to Syria, Iraq and Israel. There have been wars in all those countries, and people have had to run away to find safety in Lebanon. Some have come recently, from the wars in Iraq and Syria but many Palestinian refugees have been in Lebanon for over seventy years. They had to flee their homeland in 1948 after the State of Israel was founded. Many of them live in special refugee camps, which are still there today. There are "internal" refugees in Lebanon as well. When the Israelis invaded Lebanon in 1978, many people in the south fled north to safety in the suburbs of Beirut, the capital of Lebanon. Ayesha's family was among them.

For most of the time, these different groups live together in peace, but each group has its own powerful friend in another part of the world, and when things start to go wrong in Lebanon, Iran, Russia, Syria the United States and Israel all pile in with weapons for one side or another. Sometimes it seems as if the important countries of the world use Lebanon as a boxing ring where they can fight their own battles. This is very hard for the ordinary Lebanese people.



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

English Resource 1.4A: Comprehension

1. *It had been a lovely city once... (p1)*

What is suggested by this description?

2. Look at pages [6-7](#).

What suggests the flat had once belonged to wealthy people?
Give **two** examples from the text.

or

2. Look at pages [6-7](#).

Which sentence below best describes the flat?

Tick **one**.

No-one lived in it.

It had once been a grand residence.

The owners had left it because they were poor.

There was nothing notable about it.

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

English Resource 1.4B: Comprehension (Answers)

1. *It had been a lovely city once... (p1)*

What is suggested by this description?

This description tells you that the city is no longer lovely/ is worse than it once was.

2. Look at pages 6 – 7.

What suggests the flat had once belonged to wealthy people?

Give **two** examples from the text.

The hallway is huge/ the floors were made of marble/ there are mirrors with elaborate gold work/ there are chandeliers.

or

2. Look at pages 6 – 7.

Which sentence below best describes the flat?

Tick **one**.

No-one lived in it.

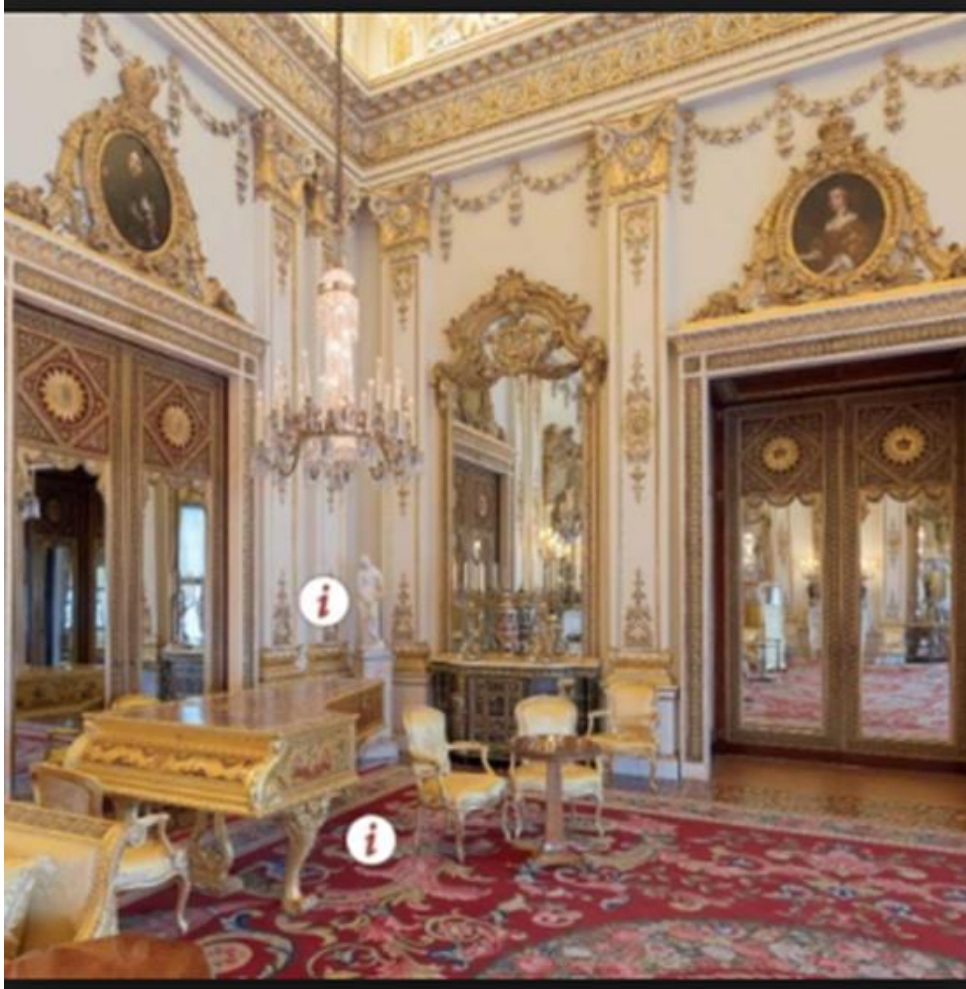
It had once been a grand residence.

The owners had left it because they were poor.

There was nothing notable about it.

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

English Resource 2.1: Heneine Palace Before and After



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

English Resource 2.2: *Oranges in No Man's Land* (pp6-7)

'There are people up there, in that window,' Latif suddenly said, pointing across the road to the first floor of the building opposite. 'Look, Granny, they're waving to us.'

That was the first kind, good thing that had happened to us since the disaster, and it was how we met Samar (who was ten years old like me) and Samar's mother, dear Mrs Zainab, the best mother in the world, after mine.

A few minutes later, we'd crossed the road, pushed open the broken street door of the building, gone up the dusty steps and found ourselves in what must once have been a beautiful flat, where rich people would have lived.

I can remember standing in the doorway, looking round in amazement. I'd never been in such a place before. The windows had all been blown out, and there were gaping holes in the walls where shells had blasted through, but you could still see how magnificent it had been in the old days.

Even the hallway was huge. The floors were made of marble, and there were big mirrors on the walls with elaborate gold-work round them. You could see beyond the hall into amazing rooms, all light and airy with high ceilings from which ruined chandeliers hung at crazy angles.

The people who had owned this flat must have left long ago, and they'd taken their beautiful furniture and fancy clothes with them. But the rooms weren't empty. They were full of people. Refugees. Squatters. Poor people from the bombed-out parts of town. People with nowhere to go. People like us.

I could see through the open doors that they'd made corners of the rooms their own. They'd set up little homes, with their own mattresses and cooking pots, and strung up cloths on strings to make partitions so that each family could have a bit of privacy.

Mrs Zainab came out into the hall towards us. She was comfortable looking, with smile-wrinkles around her eyes. She wore a long tattered dress, and had a scarf tied over her head.

'You poor things,' she said. 'I couldn't let you go on sitting there, with night coming on and all. Have you got somewhere to go? Are you lost?'

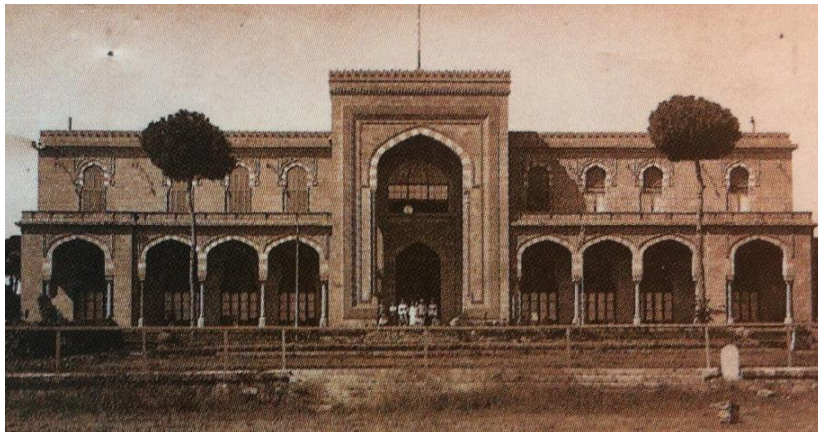
It was then that Granny burst into tears, and Latif and I were so shocked we huddled up against each other, not knowing what to say. We'd never seen her cry before.

Mrs Zainab took charge at once. She had found us a corner of our own, in what had been the sitting

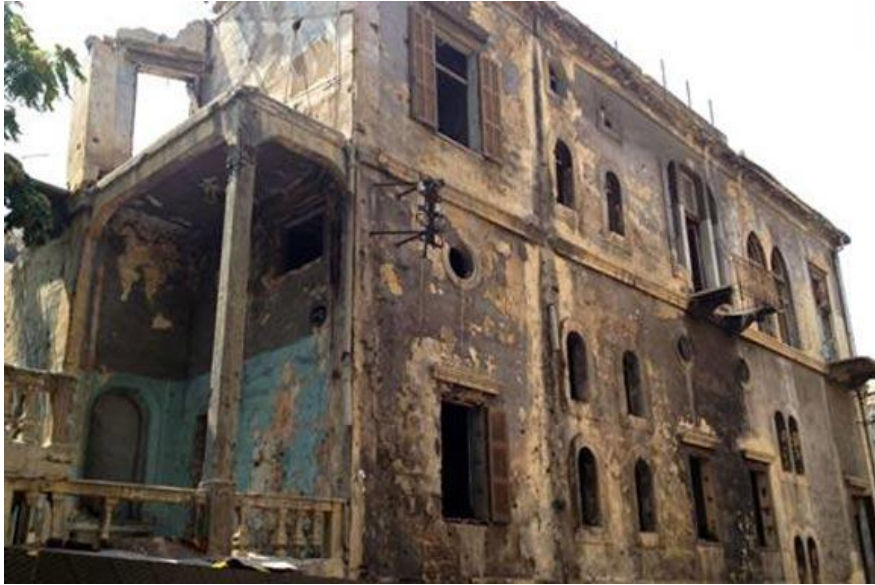
Click [here](#) to return to **Lesson 2**.

Resource 2.3 : Ideas Sheet -Before/ After Images

Before



After



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

Resource 2.4: Expanded Noun Phrases Explanation

Look at the photographs of the palace before and after.

What can you see?

Let's consider how you might describe the walls in the After photographs.

walls = noun

the walls = noun phrase (**determiner** + noun)

the crumbling walls = expanded noun phrase (**determiner** + **adjective** + noun)

An expanded noun phrase can be expanded further with the addition of adjectives. Always think about whether additions improve your description.

the crumbling, bullet-peppered walls (determiner + adjectives + noun)

Now, let's consider how you might describe the tiles in the Before photographs.

tiles = noun

the tiles = noun phrase (determiner + noun)

the handmade tiles = expanded noun phrase (determiner + adjective + noun)

Extra detail can be added to this expanded noun phrase by using a prepositional phrase after it.

the handmade tiles with intricate patterns = (determiner + adjective + noun + prepositional phrase)

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

Resource 3.1: Grammar Recap

It had been **an elegant room** **once**.

The elaborate and intricately decorated high ceilings had created a sense of airiness and space. **Above the dining table** hung **a magnificent chandelier: the delicate crystals** glistened, casting magical shadows like dancing fireflies. **In the centre of the room, the ornate piano embellished with gold leaf** dominated, showing **the sheer splendour of the room**.

Now, the space felt gloomy and robbed of light. Paint peeled from the once splendid walls and any decorative embellishments had long since faded. The remains of the tarnished chandelier now hung crooked. Below it, fragments of glass littered the ruined carpet and crunched under her feet.

What are the highlighted words/ phrases?

expanded noun phrases

prepositions

adverbs (used here to show the contrast between before/ after)

The grey highlighting shows the **prepositions** and that the underlined groups of words including them **prepositional phrases**.

Remember that a **preposition** is a word that tells you where or when something is in relation to something else (e.g. above/ below/ under). A **prepositional phrase** is a group of words that does the same (e.g. on the walls/ beyond the hall/ under the arch).

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

English Resource 3.2: Extract from Elizabeth Laird's Teacher Notes (More About Oranges in No Man's Land)

In this extract, Elizabeth Laird describes a flat that she once moved into in Beirut:

Oh that flat! It had been beautiful once. Handmade tiles covered the walls, chandeliers hung from the ceilings and the once beautiful sofas were covered in velvet. It was a sad sight when we moved in. Splatters of broken glass were all over the floor, some of the windows had been shot out and rows of bullets ran along the wardrobe doors.'

Add any useful words and phrases (these might include expanded noun phrases or prepositional phrases).

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

English Resource 3.3: Example Setting Description

It had been an elegant room once.

The elaborate and intricately decorated high ceilings had created a sense of airiness and space. Above the dining table hung a magnificent chandelier; I remembered how the delicate crystals glistened, casting magical shadows like dancing fireflies. In the centre of the room, an ornate piano embellished with elaborate patterns had dominated, showing the sheer splendour of the room.

Now, I could hardly believe that this was the same room I once studied in awe.

Today, the space felt gloomy even though sunlight shone through the huge holes in the once magnificent ceiling. Above the centre of the room, the ruined chandelier now hung precariously by a single frayed wire, like a ghost of its former self. The piano was no more. Battered oil paintings, vandalised by war, and fragments of luxurious velvet furnishings lay scattered on the cracked marble floor. Shards of glass made the floor treacherous underfoot.

The palace was now an uninhabitable shell, like so many buildings in Beirut. I took one last look at the room, observing all the destruction, and set off for home.

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

Chapter Three

One morning I stepped out of that crowded, overflowing, noisy flat. It must have been early summer, I suppose, because the night had been cool and the day looked as though it would be hot.

There had been a ferocious gun battle raging in the streets around us all through the night. There was an invisible line across Beirut in those days. It was known as the 'Green Line' and it divided the city as surely as a wall, though there was no actual line to be seen, only a vast maze of bombed-out buildings, infested with gunmen and a few old people. The different groups controlled the opposite sides, and the battles were fought across it.

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

English Resource 5.2: The Green Line



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

English Resource 5.3: Extract from Elizabeth Laird's Teacher Notes on the Green Line (*More About Oranges in No Man's Land*)

Beirut had been a lovely city once, but it was a sad sight when we arrived. An invisible "Green Line" ran right through the centre of the city. It divided Beirut between the two sides, which faced each other across it. Their militias (informal armies) had blasted away with their rockets and guns so hard that the whole of the city centre was in ruins. Buildings had collapsed, ruined cars and tanks cluttered the streets and most of the lamp posts and trees had been knocked over. This is what the Green Line looked like on a rainy day.



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

English Resource 5.4A: Comprehension

Read the following extract and answer the two questions about it:

The checkpoint wasn't far. I slowed down as I approached it. You had to be very cautious with checkpoints. You had to take care and look closely to make sure that the men guarding them were from a friendly militia. To tell you which militia was running the checkpoint, each one had a little flag stuck up on a pole, or one hanging across the chain that they used to stop the traffic going down the street. Sometimes there were posters too, of the different political leaders. Our flags were green and black.

There were four militiamen there that morning. They had built up two walls of sandbags on either side of the street and had run a chain across between them to stop vehicles going through. They all carried automatic weapons, slung casually over their shoulders. They didn't frighten me though. I knew their flag was the right one for my sort of family. I recognized their accents too. They were the same as mine. They came from the far south of Lebanon. They were Shia Muslims, like us.

1. Why does Ayesha have to be careful at checkpoints?
2. Look at the paragraph beginning: *There were four militiamen there that morning... (p14)*

Give **two** ways the narrator knows that the militiamen are not a threat to her.

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

English Resource 5.4B: Comprehension (Answers)

1. Why does Ayesha have to be careful at checkpoints?

The militiamen at the checkpoint might not be friendly/ might be on the other side in the war.

Militiamen carried guns.

2. Look at the paragraph beginning: *There were four militiamen there that morning... (p14)*

Give **two** ways the narrator knows that the militiamen are not a threat to her.

Their flag was the right sort of one for my family / They had the same accents as Ayesha/ They are Shia Muslims like Ayesha.

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

English Resource 5.5A: Comprehension

Read the following extracts and answer the questions about them:

Chapter Five

I haven't told you about Samar yet, and she needs to be properly introduced. To be honest, when I'd met her that first evening, and for days afterwards, I was scared of her. I didn't know what to make of her.

Samar didn't speak. She made grunting, squeaking noises instead, and her hands flew about all the time, in complicated flicking movements.

'It's all right,' Mrs Zainab said, seeing my alarm. 'Samar's not stupid. She's deaf, that's all. She can't hear what you say to her, but she can read your lips. Just make sure she can see your mouth when you speak. She'll understand all right.'

She must have seen the wary look on my face, because she frowned as if I'd annoyed her.

3. *She must have seen the wary look on my face...*

What does **wary** mean?

Teacher Tip:

Follow this process to help you:

What word class is wary in?

Here, it describes a *look on my face* – as *look* is a noun used as it is here, we can tell that *wary* is an adjective (because it describes the noun).

What is happening here?

Ayesha is showing her feelings by the look on her face.

Look at the rest of this extract.

Are there any clues about how Ayesha is feeling earlier in the extract? How does she feel?

Now, **think** about *wary* might mean in this context and write an answer to question 3.

So we went to her special place (only it was *our* special place now). We took out our treasures, hers and mine, and arranged them in a proper order on the windowsill. We always did it the same way, taking a long time over it, before we started to play. It was our little ritual. Once we'd arranged our things, that dusty corner of the ruined stairwell became ours, set apart for us. We never noticed the people who hurried past us to and from the upper floors of the building.

4. It was our little **ritual**.

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

5. Look at the following paragraph:

Mrs Zainab was the only one who seemed to know what to do. She brought Granny some mint tea and knelt beside her, trying to coax her to drink.

Find and **copy one** word closest in meaning to persuade.

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

Read the following extract and answer the two questions about it:

I haven't told you about Samar yet, and she needs to be properly introduced. To be honest, when I'd met her that first evening, and for days afterwards, I was scared of her. I didn't know what to make of her.

Samar didn't speak. She made grunting, squeaking noises instead, and her hands flew about all the time, in complicated flicking movements.

'It's all right,' Mrs Zainab said, seeing my alarm. 'Samar's not stupid. She's deaf, that's all. She can't hear what you say to her, but she can read your lips. Just make sure she can see your mouth when you speak. She'll understand all right.'

She must have seen the wary look on my face, because she frowned as if I'd annoyed her.

'Samar's missing her friends,' she said. 'Before all this trouble began, she used to go to the deaf school. Top of the class, she was. They taught her sign language there. None of us can do it properly, and she gets really frustrated when we can't understand. She's lonely. You don't have to be friends with Samar, Ayesha, but she'd love to be friends with you.'

I could see she was worried about Samar, and that I might be about to offend her. I didn't know what to do. Then I heard a noise behind me. Samar was there. She'd been reading her mother's lips. Now she was looking at me, with her head on one side. She took hold of my hand.

'That means she likes you,' Mrs Zainab said.

I still wasn't sure. I'd never met a deaf person before. I didn't know what to do. But Samar did. She pulled a ball of string out of her pocket, and

before I knew what she was doing, she'd looped it round my hands.

'She wants to play cat's cradle,' said Mrs Zainab.

'What's that?' I said.

Samar rolled her eyes and grinned at the same time. She looked really funny and cheeky. She didn't need sign language to show what she was thinking. *What? Never played cat's cradle? Where have you been, you poor sad girl?*

It was so easy to understand her that I burst out laughing. She tugged at my arm. I followed her.

The place she took me to was her special place. It was a quiet corner in a turn of the stair outside the flat. She showed me the few small treasures she kept hidden behind a loose shutter. There was a little ring with a red glass bead in a matchbox, a yellow plastic rose and tiny toy teddy bear with a sweet little hat.

That's how I became friends with Samar. She began teaching me her sign language at once. Slowly I began to understand most of what she wanted to say. Anyway, a week later she was as close to me as the sister I never had.

That afternoon, when Granny went to sleep, and I'd been cooking the chickpeas, Samar poked her head round the screen.

Come on, she signed. Let's play.

So we went to her special place (only it was *our* special place now). We took out our treasures, hers and mine, and arranged them in a proper order on the windowsill. We always did it the same way, taking a long time over it, before we started to play. It was our little ritual. Once we'd arranged our things, that dusty corner of the ruined stairwell became ours, set apart for us. We never noticed the people who hurried past us to and from the upper floors of the building.

6. *The place she took me to was her special place. (p24)*

How can the narrator tell that the place was special to Samar?

7. How can you tell that the narrator's friendship with Samar develops quickly?

Give **two** pieces of evidence from the text.

8. **Deepening:** What is the main development in Chapter 6?

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

English Resource 5.5B: Comprehension (Answers)

3. *She must have seen the wary look on my face...*

What does **wary** mean?

It means cautious or watchful (especially about danger).

4. *It was our little ritual.*

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

It suggests that they repeated it regularly [in the same way].

5. Look at the following paragraph:

Mrs Zainab was the only one who seemed to know what to do. She brought Granny some mint tea and knelt beside her, trying to coax her to drink.

Find and **copy one** word closest in meaning to persuade.

coax

6. *The place she took me to was her special place. (p24)*

How can the narrator tell that the place was special to Samar?

She keeps a few small treasures hidden there.

7. How can you tell that the narrator's friendship with Samar develops quickly?

Give **two** pieces of evidence from the text.

Samar began teaching me her sign language at once.

Anyway, a week later she was as close to me as the sister I never had.

*...only it was **our** special place now...*

8. **Deepening:** What is the main development in Chapter 6?

Ayesha decides that she will try and find Dr Leila.

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

Glossary for *Oranges in No Man's Land* (Chapters One - Seven)

Word	Word Class	Definition
<i>bustling</i> (p1)	verb	moving rapidly and energetically
<i>refugees</i> (p1)	noun (plural)	people forced to leave their homes/ countries to seek safety or protection
<i>elaborate</i> (p6)	adjective	complex, ornate and detailed
<i>chandeliers</i> (p6)	noun (plural)	a single light fixture that hangs from the ceiling and holds several lights (often used for decoration as well as for lighting a room)
<i>squatters</i> (p7)	noun (plural)	people who settle or live in a property without a legal right to do so (without owning it/ renting it)
<i>shells</i> (p12)	noun (plural)	pieces of ammunition used in a cannon or gun
<i>somersaults</i> (p12)	noun (plural)	motions in which the body rolls all the way over backward or forward
<i>hefty</i> (p13)	adjective	of considerable weight or bulk
<i>fronds</i> (p13)	noun (plural)	long leaves with many small divisions (ferns and palm trees have fronds)
<i>checkpoint</i> (p13)	noun	a place where something is stopped for inspection
<i>militiamen</i> (p14)	noun (plural)	trained citizens who are not professional soldiers but can serve in the army in an emergency
<i>bombardment</i> (p15)	noun	a continuous attack with bombs, cannon fire, or artillery
<i>inshallah</i> (p15)	Arabic expression	'if God wills' or 'God willing'
<i>squatting</i> (p19)	verb	sitting on one's heels, or to crouch low to the ground with the knees bent
<i>kerosene</i> (p19)	noun	a thin liquid fuel
<i>wary</i> (p23)	adjective	caused by or showing caution about possible dangers/problems
<i>ritual</i> (p25)	noun	a set of actions always done in the same way
<i>stairwell</i> (p25)	noun	in a building, a walled-off section that contains a staircase
<i>muezzin</i> (p26)	noun	a man who calls Muslims to prayer from the minaret of a mosque

Click [here](#) to return to **English Plan**.

Resources



One day, a black dog came to visit the Hope family. Mr Hope was the

first to see it.

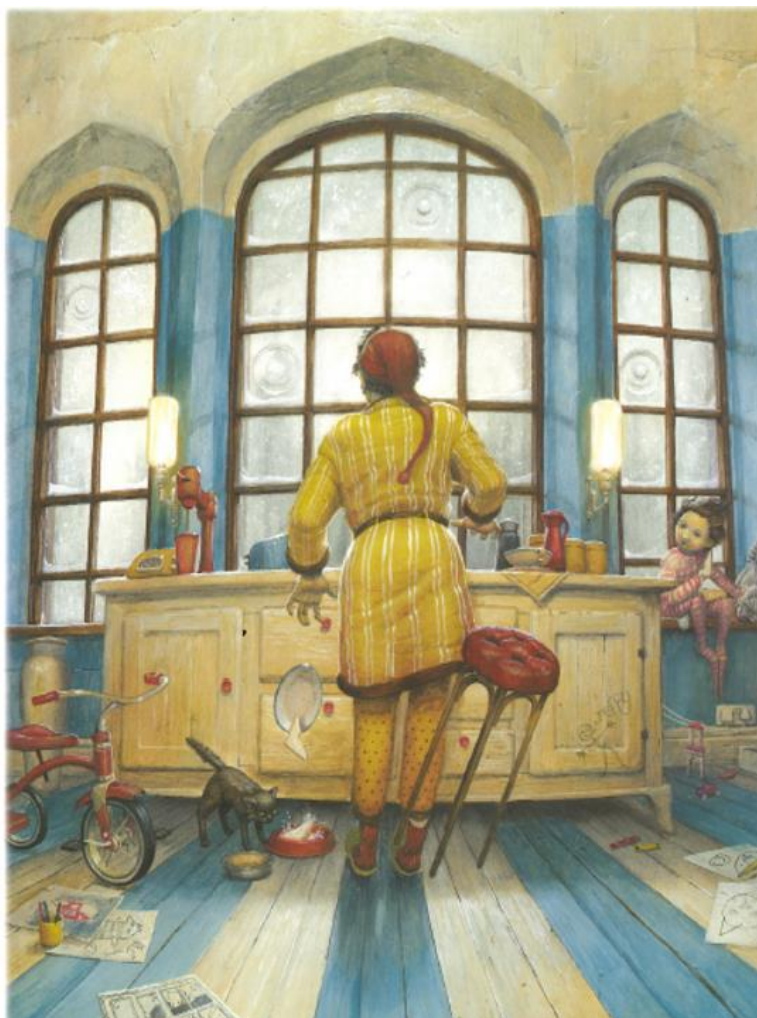
"My goodness!" he cried, dropping his toast. He didn't waste any time in phoning the police.

"There's a black dog the size of a tiger outside my house!" he told the policeman.

The policeman laughed.

"What should I do?" asked Mr Hope.

"Don't go outside," said the policeman, and put down the phone.



Get back to plan [here](#)



It was then that the youngest member of the Hope family, called Small (for short), noticed that there was something going on.

"What are you lot doing under there?"

"We're hiding from the Black Dog!" they whispered.

"Oh, you are such sillies," said Small, opening the front door.

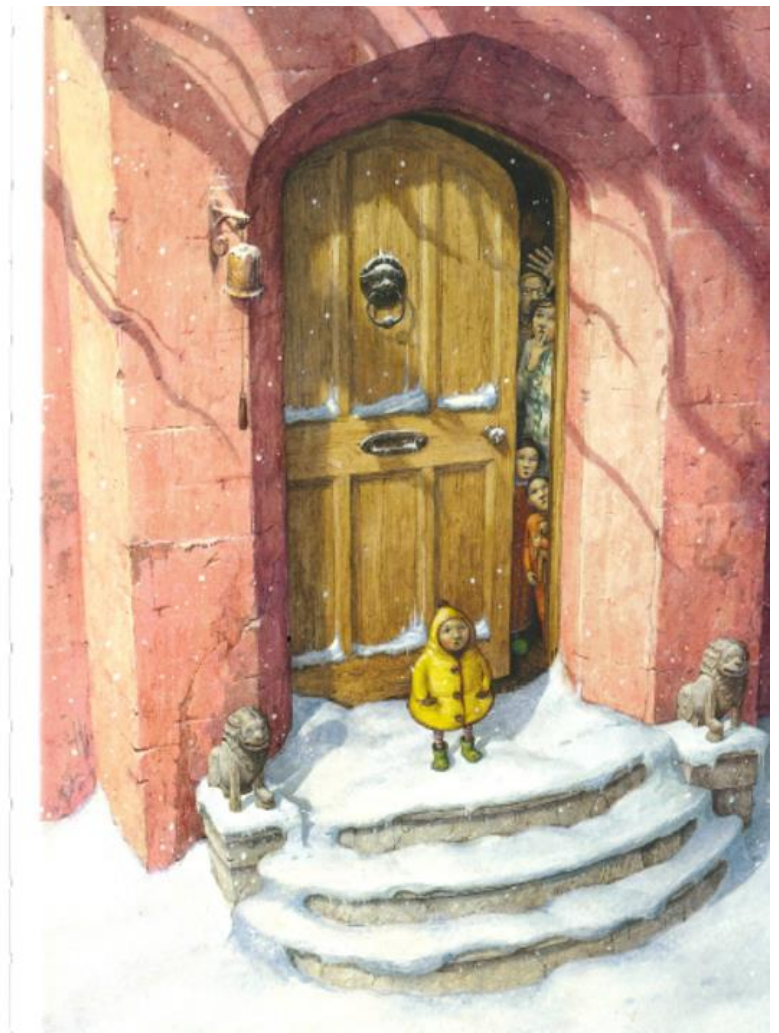
"Don't go out there!" gasped her family.

"The hound will eat you up!"

"It'll munch your head!"

"It'll crunch your bones!"

But Small had gone anyway.



Get back to plan [here](#)

P.E.

[Go back to lesson plan](#)

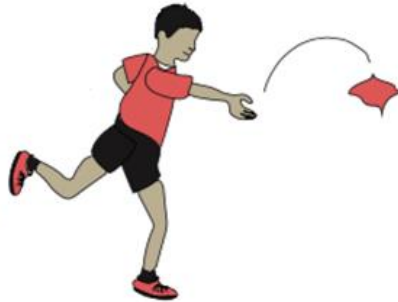


Battleships: Level 2 PE Home Learning



Time to Learn:

- With a partner, each player places three targets (battleships) in front of them. Place an additional battleship known as the 'ultimate battleship' in the middle.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed. If players hit the ultimate battleship they can add back one of their battleships that has been hit.
- The winner is the first player to hit all of their partner's battleships.



Play on your own!
How many attempts does it take you to hit all three targets?

Play for three minutes!
The player with the most battleships at the end of the game is the winner.

Have a competition!
Create a league table and play against different family members.

Top Tips

Throwing Underarm

- Step forwards with one foot, releasing the ball from low to high using your opposite hand.

Let's Reflect

What did you learn after each throw to adapt for the next?

How did you keep focused?



French

[Return to plan](#)

Mots clés/ Key words

le sport = sport

la natation = swimming

la musique = music

le cyclisme = cycling

la lecture = reading

les jeux vidéo = video games

Tu aimes.....? = Do you

Name:

Date:

Word List: Mes passe-temps



English

French

Copy the French words...

sport

le sport

.....

music

la musique

.....

swimming

la natation

.....

cycling

le cyclisme

.....

reading

la lecture

.....

video games

les jeux vidéo

.....

I love

j'adore

.....

I hate

je déteste

.....

Do you like...?

Tu aimes...?

.....

Yes, I love...

Oui, j'adore...

.....



Mes passe-temps / My hobbies

Q1 Unscramble each French sentence and write it on the line.

la aime tu
lecture tu



.....
..... ?

j'adore la
musique oui



.....
.....

je les jeux
déteste vidéo non



.....
.....

Q2 Draw a line to match each French word to the right picture, and then write the right article (la or le).



..... la lecture

..... cyclisme















..... natation

..... sport



Activity 3: Write sentences next to the picture by using opinion

Walt: say what we like or don't like to do as hobbies.

 	<p><u>J'aime</u> <u>la</u> musique .</p>
 	<p><u>J'adore</u> _____ .</p>
 	<p>Je n' _____ .</p>
 	<p>Je _____ .</p>
 	
 	
 	
	<p><u>Moi</u>,..... </p>

- 1- Throw your dice twice
- 2- Make up 5 sentences.

Example:

$$\begin{array}{|c|} \hline \bullet \\ \hline \end{array} + \begin{array}{|c|} \hline \bullet \\ \hline \end{array} = \begin{array}{|c|} \hline \bullet \bullet \\ \hline \end{array}$$

C'est la lecture.
