

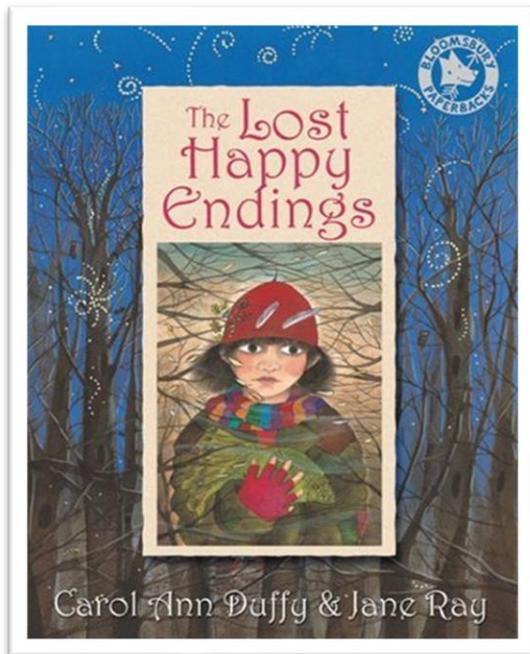


Pathways to Home Learning

linked to

*The Lost Happy
Endings*

Hansel and Gretel



Year 5 *Pathways to Home Learning*: Autumn 2

Overview of the home learning activities:

Session 1	Reading some of the story Find and evaluate noun phrases used by the author	Reading
Session 2	Explore the stepmother's character – find out from her speech Write noun phrases to describe the stepmother	Writing
Session 3	Write direct speech which conveys character Use correct speech punctuation	Writing
Session 4	Read the text and find details about the forest setting Use the details to draw a picture	Reading
Session 5	Label the forest setting with noun phrases Write a descriptive paragraph	Writing
Session 6	Reading comprehension about pages 5 and 6	Reading
Session 7	Complete spelling activities with the words from the Year 5/6 spelling list	Spelling
Session 8	Describe the old woman in the gingerbread house Create speech for her character	Writing
Session 9	Find similes in the story Write own similes Write a forest list poem using session 5 noun phrases and the similes	Writing
Session 10	Summarise the story to ten key events	Reading

National curriculum focus – this is the school focus for this half term

Reading	Writing
<ul style="list-style-type: none"> • Evaluate authors' language choice, including figurative language • Summarise the main ideas from more than one paragraph 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use of inverted commas and other punctuation to punctuate direct speech

Spellings to practise

Words to use in conversation and writing

<p>ancient accompany aggressive community conscience environment familiar</p>	<p>mischievous neighbour nuisance recognise sufficient variety</p>	<p>drifted skywards villainous vicious hobbled hysterical wailing sorrow seized thorniest</p>	<p>hideously sullen remains kindling spittle oak tree silver birch walnut (face) cinders</p>
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Daily sessions:

1.	<p>Main outcome of the session: To be able to identify noun phrases used by an author and decide on how effective they are.</p>	<p>Subject knowledge for parents: Noun phrases create extra detail and description about a noun. The description can come before the noun or after the noun. Children learned about these in detail in Y4 so should be familiar with them – now they need to work on improving word choices.</p> <p>An example of a noun phrase is: <i>the thickest part of the woods</i></p> <p>It is made up of: <i>the</i> – determiner <i>thickest</i> – adjective <i>part</i> – noun <i>of the woods</i> – adverbial phrase (where or when)</p>
<ul style="list-style-type: none"> • Read page 1 and 2 of ‘Hansel and Gretel’ by Jacob and Wilhelm Grimm. Discuss the characters that have been introduced so far. Also ask - How can you tell when it was set? What evidence is there? • Look back over the two pages and highlight any noun phrases in the text. Look for any description before the noun and after, or noun phrases which use both (<i>wild animals, bitter tears, white pebbles in front of the house</i>) • Copy some of the noun phrases into an exercise book or notepad. Give each noun phrase a score out of ten on how well it creates a picture in your mind. Discuss choices with an adult. • After the page break on page 1, can you find a simile which uses ‘as’ or ‘like’ to compare the description to something else? 		
2.	<p>Main outcome of the session: To write noun phrases which describe a character.</p>	<p>Subject knowledge for parents: In traditional tales, the settings are well described but the characters are not. The main detail comes through speech. Children need to look at the speech to make inferences about what the characters are like. In this story the father is a weak character who can’t say no to his wife who is a bully. You may wish to ask your child questions like – what can we tell about the father in this story? How do the children feel?</p>
<ul style="list-style-type: none"> • Reread page 1 and 2 with a focus on finding out about the stepmother, who is also referred to as woman. • Highlight any description or speech about the stepmother. • Generate 10 words to describe her character e.g. <i>wicked, thoughtless, selfish</i>. Use an online thesaurus e.g. thesaurus.com to extend the words. Choose a top 5 from your list. • Use these to create noun phrases about her e.g. <i>wicked stepmother to those children</i>. • Use the noun phrases to write sentences about the stepmother e.g. <i>That night, she was a wicked and thoughtless stepmother to those children</i>. 		

3.	<p>Main outcome of the session: To write a section of dialogue which conveys the stepmother's character using correct punctuation.</p>	<p>Subject knowledge for parents: Children in Y5 need to be able to write speech to show what a character is like and they need to use correct punctuation. An example of this would be: <i>"Let's leave the children in the forest," suggested the woman.</i> Your child will need to be able to:</p> <ul style="list-style-type: none"> • Use inverted commas around the words that are spoken • Use a capital letter at the start of the speech • Use either a comma, ? or ! at the end of the speech • Choose an appropriate verb for how the speech has been reported (explained, questioned, shouted, whispered) • Write speech by a new character on a new line
<ul style="list-style-type: none"> • Read the speech rules (see resources) • Look back over page 1 and 2 at the speech that is used. Look at the layout and punctuation. • Read the stepmother's speech. Create own speech for stepmother which conveys her character. Make a note of this in speech bubbles (see resources). An example could be: <div data-bbox="639 882 1236 1079" style="text-align: center;"> <p>Get up you lazy child!</p> </div> <ul style="list-style-type: none"> • Use speech written in speech bubbles to create a conversation between the stepmother and either Hansel or Gretel. Punctuate this correctly. Remember to try to show their characters through the speech. 		

4.	<p>Main outcome of the session: To extend vocabulary related to a forest setting. To imagine what the setting looks like.</p>	<p>Subject knowledge for parents: The vocabulary selected for this activity comes from the Hansel and Gretel text plus books they would be sharing in school (see front cover). The idea is that pupils begin to understand what words mean in different contexts. In this context, all of these words relate to a forest setting. Try to continue using some of these words throughout the week to ensure the words are added to your child's vocabulary.</p>
<ul style="list-style-type: none"> • Play vocabulary noughts and crosses (see resources). Use two sets of coloured counters (or something similar e.g. 1p and 5 p coins). Take turns to select a word and use it correctly in an oral sentence related to a forest setting e.g. rays – <i>The sun's rays beamed down through the gaps in the branches of the old oak tree.</i> If both partners agree that it is a suitable use of the word, then the person who has said the sentence may place a counter on the word. The aim is to make a line of three. • Read pages 3 and 4 of the text. Highlight any descriptions which give an image of the forest setting – look out for single nouns as well as noun phrases. • Using the setting vocabulary and the highlighted words, draw a picture of what you think the forest looks like. 		

5.	<p>Main outcome of the session: To write noun phrases about a forest setting.</p>	<p>Subject knowledge for parents: Reminder (this time children will write noun phrases rather than read and find them): Noun phrases create extra detail and description about a noun. The description can come before the noun or after the noun. Children learned about these in detail in Y4 so should be familiar with them – now they need to work on improving word choices.</p> <p>An example of a noun phrase is: <i>the thickest part of the woods</i></p> <p>It is made up of: <i>the</i> – determiner <i>thickest</i> – adjective <i>part</i> – noun <i>of the woods</i> – adverbial phrase (where or when)</p>
	<ul style="list-style-type: none"> • Watch short film clips of being inside forests. Films like 'Into the woods' or 'Frozen' are also based on traditional tales so have a similar setting to the one in Hansel and Gretel. • Use some of the vocabulary from yesterday to create noun phrases. Record notes in an exercise book. Practise writing different types of noun phrases using a variety of words e.g. <i>villainous branches, the thorniest bushes on the edge of the clearing, sun beams, sky high oaks...</i> • Choose some favourite noun phrases to add as labels for the picture created in session 4. • Write a setting description based on the picture using the noun phrases chosen. Write a paragraph of between 5 and 10 sentences – think about how to start each sentence differently. Look back at the Hansel and Gretel text for ideas (<i>After the full moon had come up, Not long afterward, It was dark at night, Deeper and deeper</i>). 	
6.	<p>Main outcome of the session: To be able to understand the text and the characters and to answer key questions about them.</p>	<p>Subject knowledge for parents: Children need to collect small details such as noun phrases, vocabulary and speech to gain an overall understanding of characters. Reading comprehension questions are designed to make sure pupils go back over the text, read it again and identify the details.</p>
	<ul style="list-style-type: none"> • Read pages 5 and 6 of the text. Stop after page 5 and predict the old woman's character. What can we tell from her speech? • Your child should highlight any tricky words that they don't know the meaning of. Discuss together and look up meanings. • Summarise the two sides of the witch's character – select 3 words which describe the old woman before the food pictures and three words to describe her character after the food pictures. • Complete the reading comprehension questions about pages 5 and 6 (see resources). 	

7.	Main outcome of the session: To improve spelling of words from the year 5/6 spelling list.	Subject knowledge for parents: The spelling words on the list in resources are some examples from a larger list of spellings that pupils in year 5 and 6 should be able to spell. They are words that are often misspelled.
<ul style="list-style-type: none"> • Children should spend some time looking at, reading, saying aloud and practising writing the words identified (see resources). • Underline the tricky part to spell with a colour e.g. enviro<u>n</u>ment. Create word shapes or graffiti with the words hardest to spell. • Complete a word squiggle to practise writing the words over and over to commit to muscle memory. • Choose 5 of these words to write in sentences about Hansel and Gretel. Encourage your child to check spelling of these words as they go – they're tricky! • Keep practising the spelling of these each day. 		

8.	Main outcome of the session: To understand the witch's character further. To write direct speech correctly.	Subject knowledge for parents: Inference is what we read right there on the page combined with what we know about the world. Encourage your child to consider if they have ever met or read about a character who displayed the same characteristics as the witch as this will help them to understand the character further. Ensure they know the exact meaning of words like <i>scornfully</i> , <i>wickedly</i> , <i>demanding</i> .				
<ul style="list-style-type: none"> • Reread pages 5 and 6. What have we found out about the old woman? • Divide a page in exercise books into two columns. Give each column a sub-heading: <table border="1" data-bbox="459 1312 1201 1426" style="margin: 10px auto;"> <thead> <tr> <th data-bbox="459 1312 823 1352">Descriptions of the witch</th> <th data-bbox="823 1312 1201 1352">Witch's personality.</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1352 823 1426"></td> <td data-bbox="823 1352 1201 1426"></td> </tr> </tbody> </table> • Find descriptions in the text about the witch and add to the first column e.g. <i>old as the hills, leaning on a crutch</i> • Work out through inference, what the witch's personality is like e.g. spoke scornfully – this tells us she was laughing at and mocking Hansel and Gretel. 'Pretending to be friendly' tells us... • Create speech for the witch and use correct speech punctuation – remember to use all the rules. 			Descriptions of the witch	Witch's personality.		
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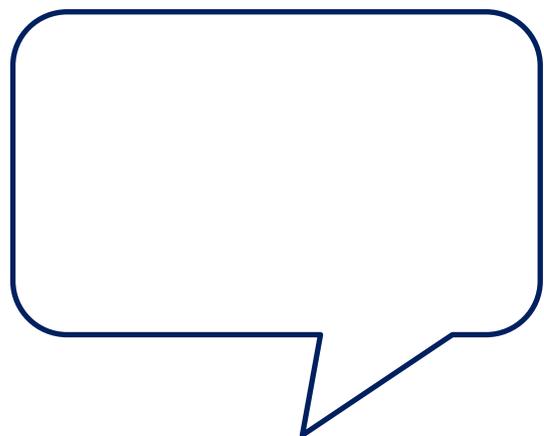
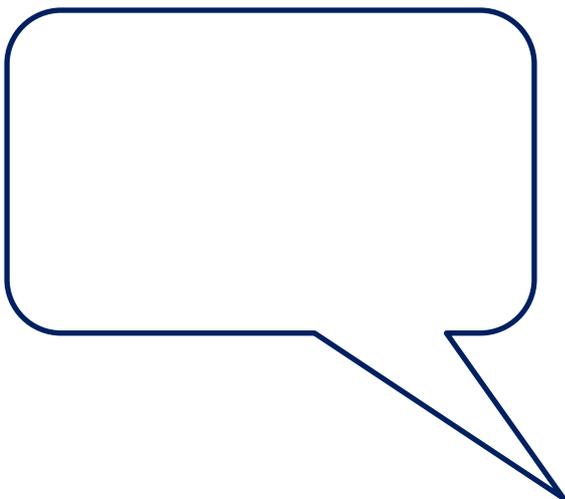
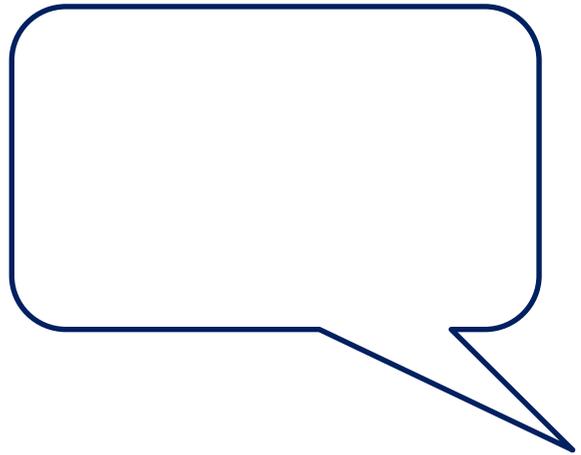
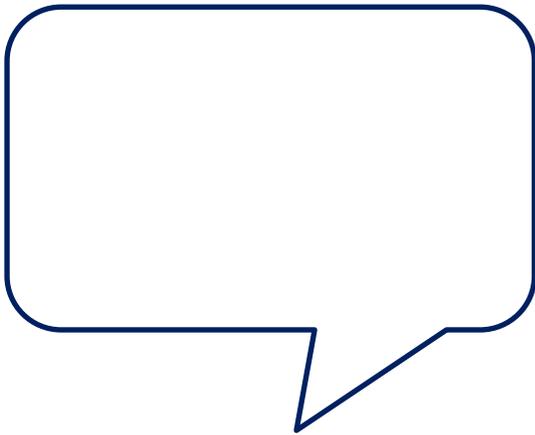
9.	<p>Main outcome of the session: To write effective similes and create a poem about a forest.</p>	<p>Subject knowledge for parents: A simile is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more vivid and to create an image in the reader's mind. The words 'as' and 'like' are used to create the comparison.</p>
	<ul style="list-style-type: none"> • Find and highlight the examples of similes used by the author on pages 1-5. (the white pebbles in front of the house were glistening like silver stones, a pile of twigs as high as a mountain, the pebbles that glistened like newly minted coins, a woman as old as the hills). • Look at the pictures of forests in resources. List all the things that could be described e.g. sun rays, evergreen trees, branches, logs, forest floor etc. Choose adjectives to describe them e.g. towering evergreen trees, thick forest floor. • Use the noun and the adjective to create a suitable simile e.g. <i>evergreen trees towering as tall as monuments, forest floor as thick as a wool carpet</i> • Create several similes. Refer back to noun phrases made in session 5. • Create a list poem where the first line is 'This is the forest where...' <i>This is the forest where Evergreen trees tower over like monuments Villainous branches reach out to grab you The thorniest bushes sit on the edge of clearings Around the forest floor, as thick as a carpet.</i> 	
10.	<p>Main outcome of the session: To summarise the story in as few words as possible.</p>	<p>Subject knowledge for parents: Tips for summarising:</p> <ul style="list-style-type: none"> • Highlight key words • Don't copy out whole sentences • Read for meaning and then write your own event • Set yourself word limits e.g. summarise paragraph 1 to ten words
	<ul style="list-style-type: none"> • Read page 7, 8 and 9 to finish the Hansel and Gretel story. • Discuss the endings – How did it work out for each character? was it fair? • Write the main events onto post it notes (or small pieces of paper). Do not write more than twelve post-its and keep words to a minimum – try to write the event in as few words as possible e.g. Hansel and Gretel were poor/ Dad and Stepmother took them into the forest and left them/Got home following stones. • Arrange all the post-it notes in the order to create a timeline. • Retell an oral version of the story using the post-it notes to an adult. 	

Resources

Session 3

Rules for writing direct speech correctly

- Use inverted commas around the words that are spoken
- Use a capital letter at the start of the speech
- Use either a comma, ? or ! at the end of the speech
- Choose an appropriate verb for how the speech has been reported (explained, questioned, shouted, whispered)
- Write speech by a new character on a new line



Session 4

Vocabulary noughts and crosses

drifted	skywards	villainous
hideously	thorniest	remains
oak tree	kindling	silver birch

cinders	gathered	glistened
wood pigeon	overhanging	ashes
rays	rasped	clearing

Session 6

Reading comprehension

1. What is the little house made from?
2. Find one phrase in the text that shows you that the children were very hungry.
3. What does the simile 'as old as the hills' tell us about the woman? How might she look?
4. How did the old woman put the children at ease? Find two examples in the text.
5. List four details about the witch from paragraph 2 on page 6.
6. How did Hansel and Gretel feel the next morning after they awoke?
7. Who would you rather be: Hansel or Gretel? Give reasons for your choice.

Session 7

Practise Year 5/6 spelling words.

1) Take each word in turn. Have a good look at it, read it and then say it out loud. Underline the tricky part to spell with a colour e.g. environment. Create word shapes or graffiti with the words you find hardest to spell.

ancient	conscience	mischievous	recognise
accompany	environment	neighbour	sufficient
aggressive	familiar	nuisance	variety
community			

2) Now practise the words in a word squiggle like the example below - be as creative as you like with colours and shapes but remember to check the words are spelled correctly. This activity will help to develop your handwriting and muscle memory.



3) Choose 5 of these words to write in sentences - try to link to Hansel and Gretel. Check your spelling of these words as you go - they're tricky!

Session 9

Forests

