



English
Monday 29th June

The Best of British...

LO: Write questions (design a questionnaire)

This week our theme is 'The Best of British'. There are lots of organisations which recruit the best in their field – we are going to think about becoming a top secret spy, (like 007, James Bond) working for the *Schools Secret Intelligence Service*.

Watch the following link, it will introduce you to the idea.

<https://www.youtube.com/watch?v=0wpf-dycrVI>



What skills do you think a super-spy would need?

For anyone wanting to join the **Schools Secret Intelligence service**, they would need to fill out a questionnaire + answer a set of questions to find out if they have the right skills for the job.



Your Mission is to design a questionnaire – a set of questions with multiple choice answers which would help you to work out if the **applicant** would make a suitable spy.



<https://www.youtube.com/watch?v=t0qLfkAl8g0>

Here is an example of a set of questions (with a choice of answers) you might ask a potential spy....

1. When you are in the playground do you ...

- a) stay with one or two close friends?
- b) talk to as many people as you can?
- c) watch and learn?

2. What kind of books do you prefer to read?

- a) Stories about animals.
- b) Spy stories and action adventure.
- c) Historical stories.



Which answers do you think a good spy would tick?

1) You must have an idea of the types of key skills you are looking for in a spy – and use these to base your questions around.

2) Your choice of answers will be important – ONE must be the answer you're hoping to see / find

3) Your answers should all seem reasonable, but there will be one your ideal spy will hopefully go for.



Elm/Willow

- ▶ **Mission 1:** Make a bullet point list of 5 (or more) skills any super-spy must have eg. be able to use a camera.
- ▶ **Mission 2:** Think of 2 questions you could ask to find out if the person has that skill. Eg. Do you know how to use a camera? Can you take photographs?
- ▶ **Mission 3:** Finally - decide which question is the best for each of the skills (all good spies have to make choices) and then write it out with your answer choices - just like a questionnaire would be set out

Eg. 1) Do you know how to use a camera?

Yes / Somewhat / No

This is the answer we'd hope to see

SC

- Remember to use Capital letters and question marks in the right places.
- Make your questions easy to understand.
- Start each question in a different way - use question words such as who, what, where, when, why, would, could etc. and try to make them all sound different, to make your questionnaire more interesting.

Beech / Ash

- ▶ **Mission 1:** Make a list of 10 (or more) skills any super-spy must have eg. be able to speak multiple languages. Bullet point them.
- ▶ **Mission 2:** Then rank those skills in order of importance (being able to prioritise is a core super-spy skill)
- ▶ **Mission 3:** Finally, think of a 'scenario' which would help you to find out if the person has that skill.

Eg. 1) When you are in a foreign country do you;

- Use a phrase book to help you communicate?
- Speak fluently and confidently to people?
- Shout or use a lot of sign language?

This is the answer we'd hope to see

SC

- Remember to use the correct punctuation - your non-negotiables!
- Make your questions and multiple choices easy to understand
- Start each question in a different way: use question words such as who, what, where, when, why, would, could etc. and try to make them all sound different, to make your questionnaire more interesting.

So, how did you do?

Look again at your SC. Have you included all of the targets you were asked to focus on? If not, change (edit) your writing, to get them in place – You should feel confident you have asked good, clear questions, and that your questionnaire could help you to find a suitable spy to join your 'spy ring'.



Elm / Willow

SC

Remember to use Capital letters and question marks in the right places.

Make your questions easy to understand.

Start each question in a different way - use question words such as who, what, where, when, why, would, could etc. and try to make them all sound different, to make your questionnaire more interesting.

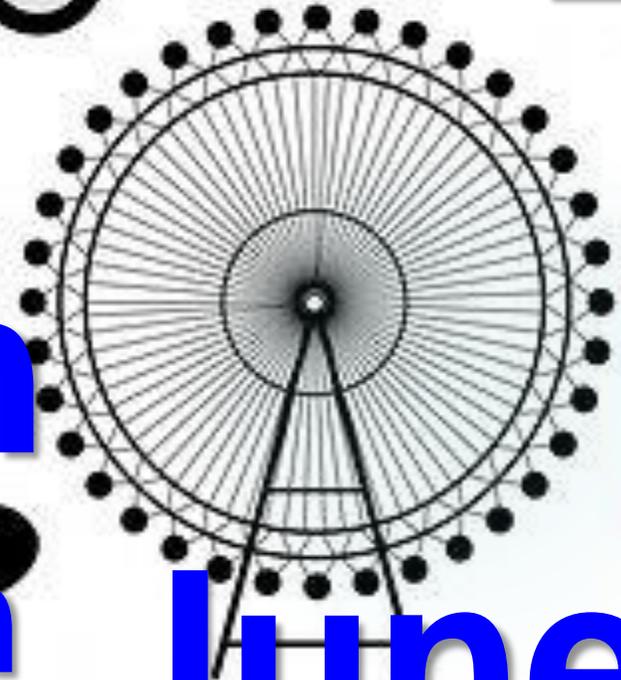
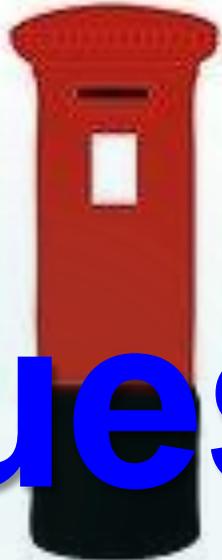
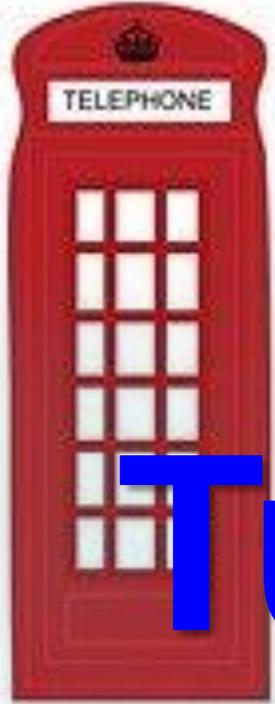
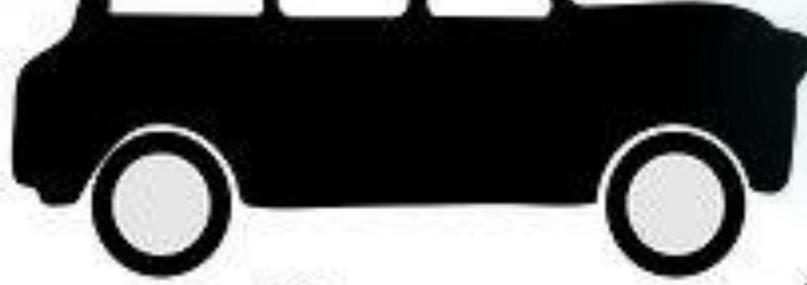
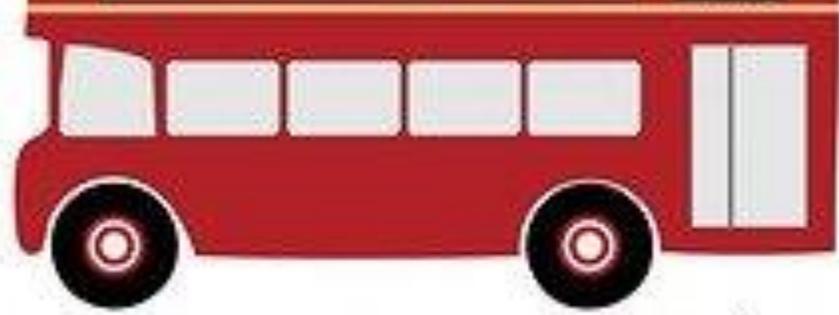
Beech / Ash

SC

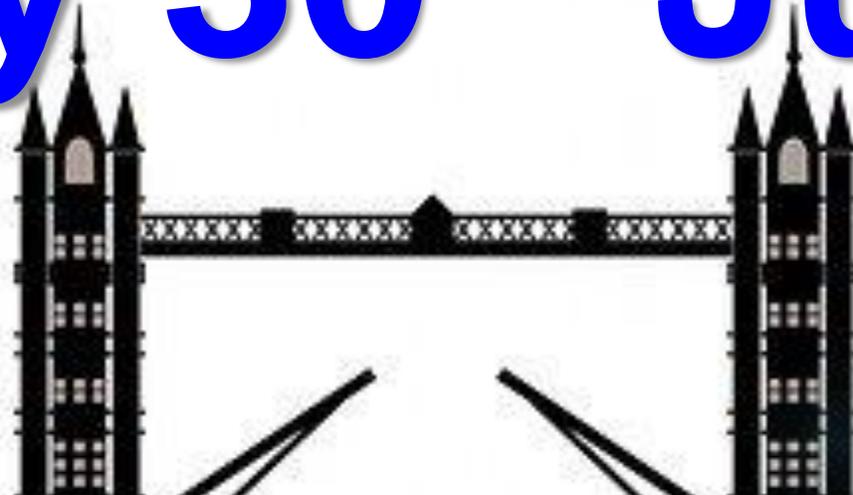
Remember to use the correct punctuation – your non-negotiables!

Make your questions and multiple choices easy to understand

Start each question in a different way: use question words such as who, what, where, when, why, would, could etc. and try to make them all sound different, to make your questionnaire more interesting.



English
Tuesday 30th June



The Best of British...

LO: Use description (inc. expanded noun phrases) to create a spy identity

Spy mission

**TOP
SECRET**

What does a
secret agent
look like?
Does anyone
really know?



Who are they?
What are their
undercover
identities?

A good spy will **NEVER** share their true identity. They will hide behind a **FALSE** profile, a character they have made up in order to cover up who they really are!



Today's **TOP SECRET** mission, is to create a new identity for your latest spy recruit
You will need to decide on :

- Their false identity name / code name
- Their age
- Their history - such as a false family, home, qualifications, job etc
- Their false 'appearance / looks' or distinguishing features
- Their special talents
- Other characteristics

The examples on this page may help when it comes to layout.

Before we start writing, let's take a moment to remind ourselves of our **key objectives** for home learning

When thinking about writing, focus on the relevant success criteria below, **as well as** those for the lesson objective, whenever you can:

Elm and Willow

Everyone MUST:

- Use **CAPITAL** letters at the start of sentences
- Use full stops at the end of sentences

Many SHOULD:

- Also use commas to separate words in lists

Some COULD:

- Also Join sentences together to make a simple paragraph

Beech and Ash

Everyone MUST:

- Use non-negotiable punctuation accurately (CAPS / . / , / ! / ?)

Many SHOULD:

- Also include some brackets or dashes

Some COULD:

- Use devices (words) to lead the reader from one paragraph into the next (these may show a shift of time, place, topic or viewpoint)

Your mission today is to **create a top secret profile / identity** for your new spy. Include the following ideas...

Give your spy a name – make it sound dramatic! Alliteration could work well for this – ‘Simon Slimey’ for example!

Describe their physical identity – include features such as hair colour, eye colour, height, build etc,

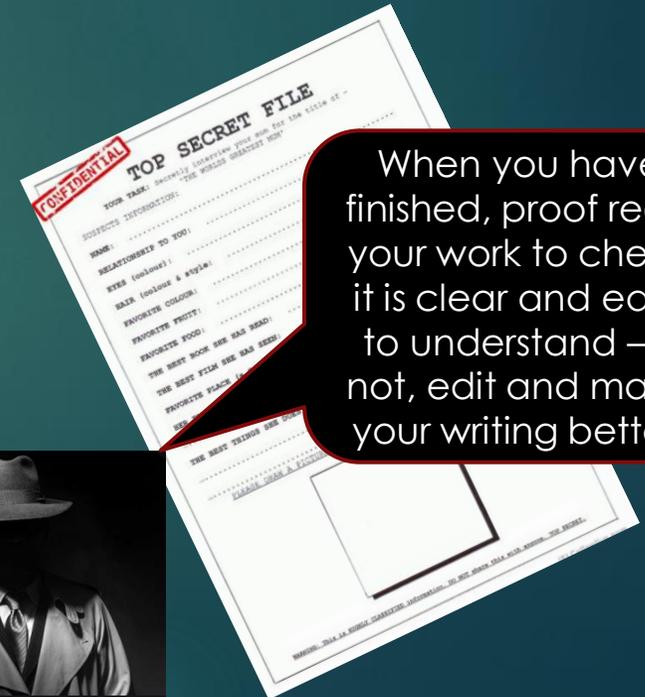
Make up a false history – where do they come from, who are their family, where did they go to school etc. It could be realistic or funny – it’s up to you.

How do they talk – do they have an accent or really big teeth which make them whistle as they speak, for example?

Add in some ‘distinguishing features’ – these could be scars, piercings or tattoos. Do they have a limp or eye-patch maybe?

Do they have any special talents – such as being able to fly a plane or ride a horse?

Finally – think about how you plan to present / set out all of this information. Use the examples on the earlier slide – include text boxes, headings/subheadings and of course, an image of your spy looking like their secret identity!



CONFIDENTIAL **TOP SECRET FILE**

YOUR TASK: secretly interview your spy for the title of "THE GREAT GIBBERY GUY"

SUSPECT'S INFORMATION:

NAME:

REACTORSHIP TO YOU:

EYES (colour & style):

HAIR (colour & colour):

FAVORITE FOOD:

FAVORITE BOOK SHE HAS READ:

THE BEST FILM SHE HAS SEEN:

FAVORITE PLACE:

SEX:

THE BEST THING SHE DOES:

PLEASE SIGN & PRINT:

WARNING: This is a highly classified document. Do not share this with anyone else.

When you have finished, proof read your work to check it is clear and easy to understand – if not, edit and make your writing better.





English

Wednesday 1st July

The Best of British...

LO: write an explanation

Start with a quick look at the following information. *Everyone watch the video* – this gives an introduction to explanations.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-an-explanation/zh2kjhv#:~:text=Chris%20Packham%20describes%20the%20key,words%20and%20time%20linking%20conjunctions.>



Can you find any of these features in the example below?



Explanation texts usually include these features:

- Written in the present tense, in formal language
- Text arranged into numbered points
- Sub-headings to separate sections of text
- Time connectives, such as: first, then, next, later, finally.
- Technical vocabulary (sometimes in bold)
- Glossary to explain technical vocabulary
- Diagrams with labels
- Pictures with captions

How Does the Water Cycle Work?



Have you ever looked up at a grey, murky sky and wondered where the clouds and rain come from? It is all part of the **water cycle**. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.

Evaporation

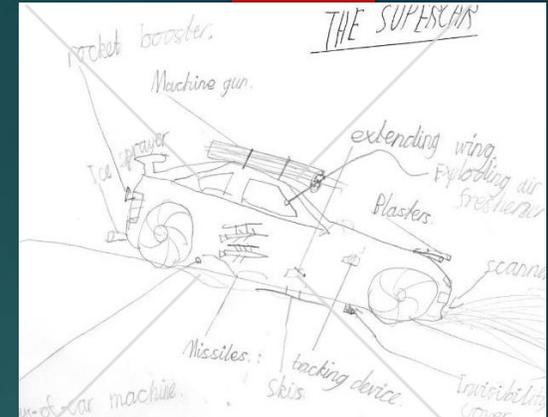
First, when the heat from the sun warms any patch of water, the liquid turns into a **vapour** (gas) and this rises because it is lighter. The warmer the air, or if there is a draught or breeze, the quicker **evaporation** takes place. It even happens on puddles' surfaces. Try and watch the playground dry up next time there has been a shower.



It's a fact! Spies just love their gadgets... Camera pens, X-ray specs, bomb-making bubble gum and not to mention super-duper cars. James Bond, 007 has a whole department which supplies him with the latest 'tech'.

For today's first mission, everyone will be designing a new spy gadget.

Think about what things your spy would like this gadget to do: it could make calls, but also pick locks or make smoke-screens or blow up safes or bounce you out of danger or...or...or... You get the idea – it could do ANYTHING your imagination would want it to!



Mission 1: Draw / design a new super-spy gadget, which looks like a phone, but is so much more than that! You may use colour if you wish and you **MUST add labels** – pointing out the super-spy features on this innocent looking phone.



Elm/Willow

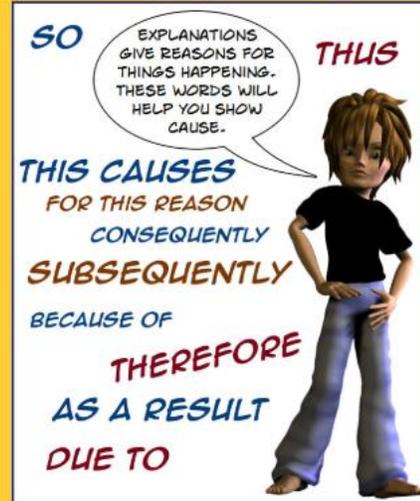
Mission 2: Now you have designed your spy phone, you will need to write a clear explanation, saying **HOW** it works and **WHERE** you might use it.

The words on the posters here → might be useful. Use your SC

- Make sure you write in clear sentences; say what it is, and how it works.
- Include a title
- Use spy-gadget words
- Use some 'time' words →

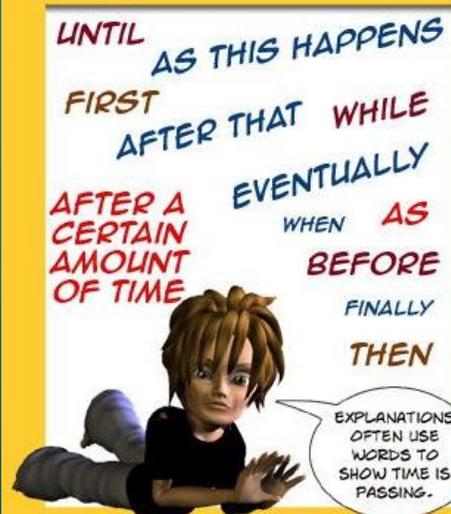
And don't forget your KEY writing objectives – on the next slide.

Words to Show Cause



SOMETIMES CALLED CAUSAL CONNECTIVES

Time Words



SOMETIMES CALLED TEMPORAL CONJUNCTIONS

350 x 468

Beech/Ash

Mission 2: Now you have designed your spy phone, you will need to write a clear explanation, in paragraphs, saying **HOW** it works and **WHERE** you might use it

Your writing needs to use all of the main features of an explanation including:

- present tense,
- formal language
- sub-headings
- ←time connectives
- ←causal (connectives) conjunctions
- technical vocabulary

And don't forget your KEY writing objectives – on the next slide.

Before we start writing, let's take a moment to remind ourselves of our **key objectives** for writing

When thinking about your writing this week, focus on the relevant success criteria below, **as well as** those for the lesson objective, whenever you can:

Elm and Willow

Everyone MUST:

- Use **CAPITAL** letters at the start of sentences
- Use **full stops** at the end of sentences

Many SHOULD:

- Also use **commas** to separate words in lists

Some COULD:

- Also Join sentences together to make a simple paragraph

Beech and Ash

Everyone MUST:

- Use **non-negotiable punctuation accurately** (CAPS / . / , / ! / ?)

Many SHOULD:

- Also include some **brackets** or **dashes**

Some COULD:

- Use **devices (words)** to lead the reader from one paragraph into the next (these may show a shift of time, place, topic or viewpoint)

So, how did you do today?

Look again at your SC. Have you included all of the targets you needed to? If not, change (edit) your writing, to get them in place - You should feel confident you have explained what your spy-phone does, so your new recruit will know what it's for and be able to use it.



Elm/Willow

- Did you write in clear sentences.
- Include a title
- Use spy-gadget words
- Use some 'time' words

Beech/Ash

- Did you use present tense
- Use formal language
- Use sub-headings
- Use time connectives
- Use causal conjunctions
- Use technical vocabulary

English

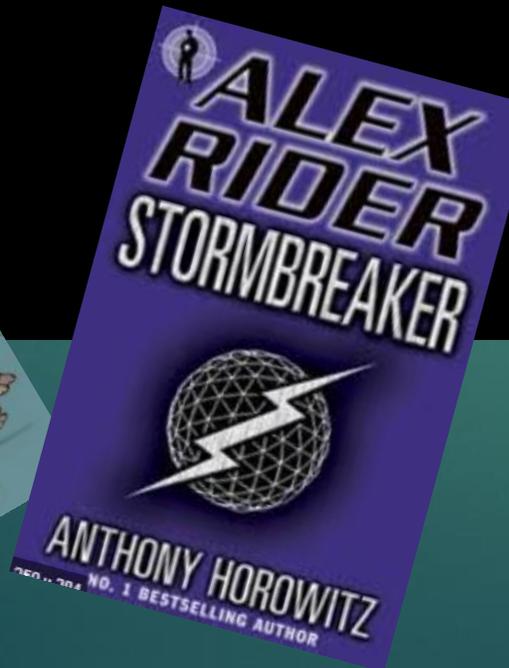
Thursday 2nd July



The Best of British...

LO: Narrative writing (a spy-school mini-mystery story)

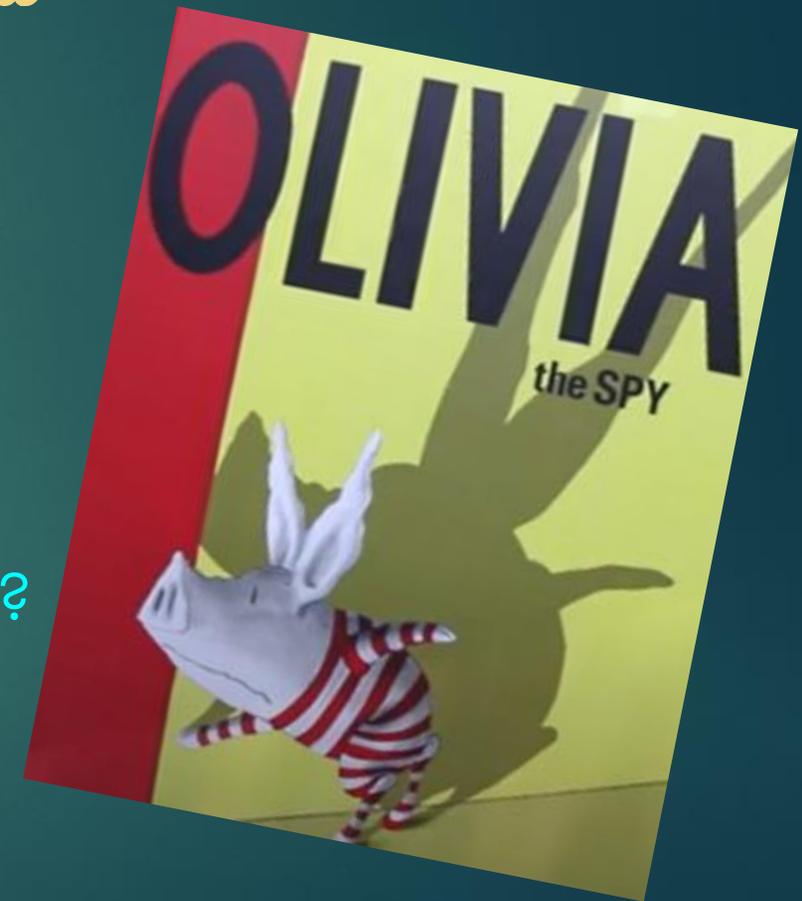
This week you have: thought about the skills a spy needs, created secret identities and have designed and explained how to use spy-gadgets. All of these elements go into making a good spy / intelligence story.



Watch the following link for a picture book called 'Olivia the Spy', by Ian Falconer

Whilst you are following the story, listen out for the following details:

- Who are the main characters?
- How is the story introduced?
- Where is the story set – is it in the same place?
- What is the problem (dilemma) for the main character?
- How does the character try to solve the problem?
- Is there a lesson to be learnt from the story / How does it end?



<https://www.youtube.com/watch?v=5BBljcBUxlc>

Your mission today, is to plan a spy story, set in the **Schools Secret Intelligence Service.**

Before you can start planning your story, there are some details you **MUST** work out first. This is **MISSION 1**. Go through the points below and make decisions about each – making notes about them in your book, so you don't forget.



Thinking about your MINI-MYSTERY

Everyone must work out:

- Who is the main character / secret agent? What's their name / what do they look like / what disguises do they use? Think about good descriptions you might include.
- Where will the story be set - put your character in an interesting setting, perhaps a training centre, an airport or a foreign country.
- What mystery or puzzle will your agent need to solve – what is the problem they must work out? Has something gone missing, or been found, has a note been sent – what else could you think of?

Older children (and some more confident younger writers) could include:

- How will you build up the tension to keep the story exciting – will the setting change perhaps?
- What thrilling cliff-hangers will you include to keep the story entertaining – maybe the spy gets trapped or lost!
- How will your agent resolve the mystery with a satisfying conclusion – what would be a good ending?

When mission 1 is complete, move onto Mission 2 – on the next slide...

Mission 2: Now plan out in more detail how your mini-spy story will develop using a story mountain – you can draw this into your books or simply use the sub-headings to help organise your ideas. The more detail you can add to your notes today, the easier it will be to write your story tomorrow.

Title: _____ **Author:** _____

Dilemma

Problem

Resolution

Opening

Characters **Setting**

Vocabulary

Ending **Moral**

How to Write a Good Story

Characters
Who are the characters in your story?

Setting
Where is your story set? Is it in a forest, a town, in the park or somewhere else?

Opening
Introduce the characters and the location of the story.

Build-Up
Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.

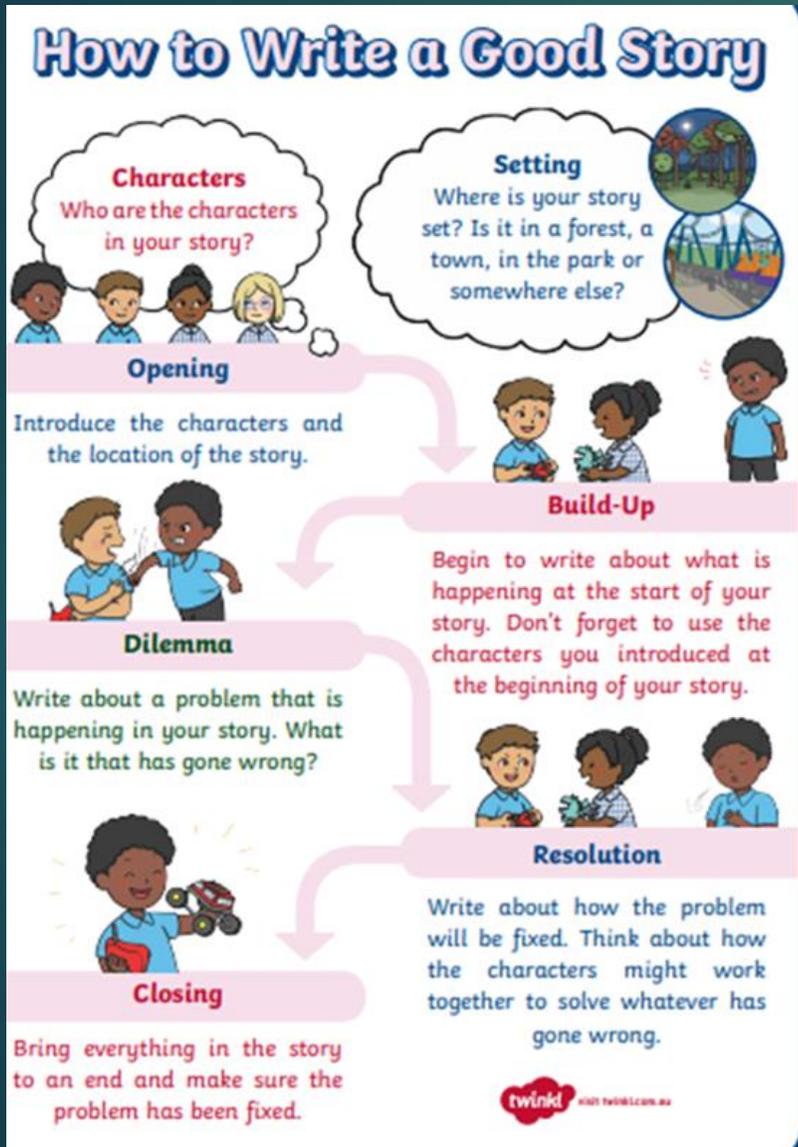
Dilemma
Write about a problem that is happening in your story. What is it that has gone wrong?

Resolution
Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

Closing
Bring everything in the story to an end and make sure the problem has been fixed.

twinkl | visit twinkl.com.au

So, how did you do with today's LO?



Look again at your planning. Do you know where your story will start, where it will go next and how it will end? If not, take a moment to get these details sorted out before tomorrow's 'Mission'.





Mr Mears in
disguise...Shhh!

English

Friday 3rd July

The Best of British...

LO: Write a short story (Mystery genre)



Today you will write your Schools Secret Intelligence Service story.
You **MUST** look again at your notes and planning.
You **MUST** follow your success criteria.
You **MUST** proof read and edit when you finish.
This message will self destruct in 30 seconds!! (only kidding!)



Elm/Willow...

Aim to write
at least half
a page



Aim to write *at least* a full
page of A4

Beech/Ash...

1. You will have a clear opening (introduction).
2. You will write sentences which describe the place, the person, the mystery and the solution.
3. In some sentences there are some good describing words.
4. You will end with a concluding sentence (conclusion).
5. All sentences will use CAPITALS and full stops accurately.



Your Mission today is to write your spy story, using the notes and planning from yesterday.

*Your story will fit into 3 main parts:
An introduction
A middle - where the action happens
A conclusion*

*Look carefully at your Success Criteria for this
← task →*

1. Your story will include an introduction, build-up, problem, resolution and ending.
2. You will use paragraphs.
3. You will use the past tense.
4. You may include effective but not unnecessary dialogue.
5. You will use effective language including: powerful verbs / adverbs / strong adjectives.
6. You will have built up your characters using small details.
7. It will have all non-negs in place: caps / . / , / ! / ? / " " / ... / ()

So, how did you do with your spy story?

Look again at your story. Did you use your descriptions, ideas and planning you've worked on this week to make your story writing more lively and engaging? Have you included the success criteria on the previous slide, or those key criteria set out below? If not, see if you can improve your story before you finish today – You should feel confident you have done all you can to write a great spy mystery. Share it with someone else to see if they agree 😊



Elm and Willow

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Some COULD:

- Also Join sentences together to make a simple paragraph

Beech and Ash

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- Also include some brackets or dashes

Some COULD:

- Use devices (words) to lead the reader from one paragraph into the next (these may show a shift of time, place, topic or viewpoint)



Bournebrook

Church of England Primary School



- Remember to **talk to someone on your Network Hand** if you are worried about something
- If nobody is listening to your worries or there is nobody to talk to, you can call **Childline** on **08001111** - adults at Childline are used to talking to children with worries and can help you.



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.