

Thursday and Friday

Spellings: Continue practising this week's spellings. On Friday complete the spelling test dated 6th November.

On Monday, you will be given the new spelling list.

Maths: Complete lesson 4 and 5 from the files.

English: write a character description using the skills we learned last half term.

Choose your favourite/well known book character

Here are some ideas.



Plan:

1. Word bank- create a word bank to describe your character's appearance. Also add to your word bank strong verbs to show the movement of your character (eg. stomped, crept, huffed) and word instead of said (eg. screamed, whispered, stammered). You can use a list for this or a spider diagram.
2. Picture plan- Don't forget to verbalise what you want to say before planning it down on paper using pictures (very few words when planning please).
3. Don't forget to use the Writer's Secrets when planning your writing. (Please don't turn your character description into a conversation- you only really need your character to say one thing to show what type of character they are.)

Writer's Secrets

- Use **comparatives and superlatives** in character description.
e.g. He was the bravest knight in the whole eight kingdoms....
- Use **special details** that suggest something about the character
e.g. a thin mouth suggests that the character is cruel.
- Use **sentence of three** with a **simile**. (don't forget the comma!)
e.g. He has piercing eyes, jet black fur and teeth as sharp as daggers.
- Use **subordination** for effect
e.g. Exhausted by the long battle, the Knight collapsed into his tent.
- Develop the use of **verbs and speech verbs**
e.g She slithered down and hissed....

Write:

Use your plan to verbalise what you are going to say then you can write it down in full sentences, using your best handwriting.

Edit:

Re-read your work (preferably to/with someone else). Check for punctuation, spelling and sense. Then check that you have included the features that you should have. Use your polishing pen to edit your work.

Publish:

Write your work out with correct spelling, punctuation and in your best handwriting. You can type your work using word if you have it available.

Guided reading:

Please complete the reading comprehension included in your files.

Topic/PE:

You will be learning about Tribal culture and rituals. You will look at tribal art and tribal dance. You might want to do further research into the lives of tribes people of the rainforest.

Please find additional files to help with the topic work.

Black and White versus Colour – Tribal Art	
Resources Kayapo Tribe presentation (also, print off slide 10); Art pencils ranging from 2H to 4B or range of soft to hard pencils; Sketch paper; Tips for pencil techniques; Coloured pencils; Black fine tip felt pens for outlining colour (optional).	Weblinks http://www.face-painting-fun.com/cultural-face-painting.html - Facts about tribal face painting;
<p>We are going to learn about styles of tribal art with a particular focus on the Kayapo Tribe of The Amazon Rainforest.</p> <p>Look carefully at the Kayapo Tribe photos (ppt). Discuss patterns and colours in the face paint, the headdresses and the armbands. They use lots of bright colours dye from fruit and berries. Face and body paint is often red as they believe that red is the most beautiful colour. Yellow feathers in headdresses represent the sun's rays. Using the printed version of slide 10 ask chn to describe the patterns of the armbands, (geometric shapes and repeated patterns).</p> <p>Chn are going to experiment with the designs in monochrome (black and white) to see what effects they can achieve. Demonstrate the effects of the softer and harder pencils (if available) and using different art techniques (session resources to support). Children experiment with techniques using pencils to create an effect.</p> <p>Chn they are now going to create similar patterns with colour pencils. How they think the effects might be different – more blocks of colour, brighter, easier to define pattern, more interesting to look at. Explain that their designs can be different from their monochrome versions or they can recreate exactly the same pattern but use colour. Remind them of the colour that were traditional and to use slide 10 for guides to the patterns – red, green, yellow, blue, purple, orange, black and white. It would also create a good atmosphere to have some tribal music playing in the background.</p>	

Music and Dance of The Rainforest

Resources

Tribal and African Dance Tips resource; Dance Outline resource; Face paint (optional).

Weblinks

<http://www.youtube.com/watch?v=RQtRKqnuqvc> - Pre-wedding dance;
<https://www.youtube.com/watch?v=fYYYmWvhAI>- Gumboot Dance;

Watch the mix of tribal dance clips. How did the dance make them feel? – lively, enthusiastic, uplifted, energised. Explain that it is a mix of tribal dance and modern dance made into a sequence by an experienced team of dancers. Ask if they feel they could perform such dances – yes! Explain that the pre wedding dance is part of celebration rituals, just as masks and headdresses are. Comment on the dances – very much team work and moving in sequence together, the steps and in time with the rhythm, the arms add to the movement, rhythm is a large part of the sequence.

Read Dance Tips sheet. Run through the Gumboot Dance again and tell the chn that you would like them to include some of this into their sequence. Warm up before dancing. Plan and practice a tribal dance sequence.

Once dance is complete this can be performed wearing headdresses and face paint for an audience.