

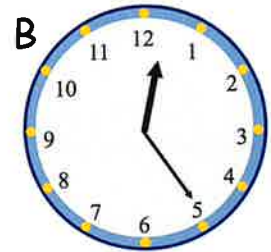
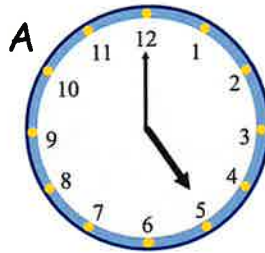


1st February

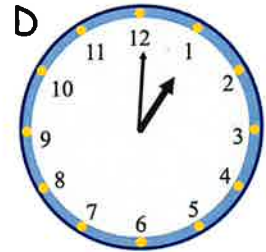
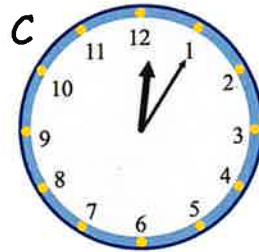
$505 - 20$

8×7

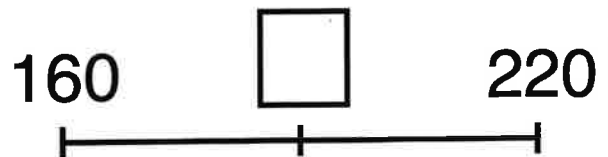
Which clock face shows **five past twelve**?



Which clock face shows **five o'clock**?



Which number comes **halfway** between **160** and **220**



Teaching revision: Day 1

Identify equivalent fractions and mark them on a number line

Day 1: Identify equivalent fractions and mark them on a number line.

Find pairs of equivalent fractions on these fraction strips.

For each pair which is the **simplest form**?

$\frac{2}{10} = \frac{1}{5}$
 $\frac{4}{10} = \frac{2}{5}$
 $\frac{6}{10} = \frac{3}{5}$
 $\frac{8}{10} = \frac{4}{5}$
 $\frac{5}{10} = \frac{1}{2}$

Day 1: Identify equivalent fractions and mark them on a number line.

The number line is divided into tenths so where does $\frac{1}{5}$ go?

It is equivalent to $\frac{2}{10}$.

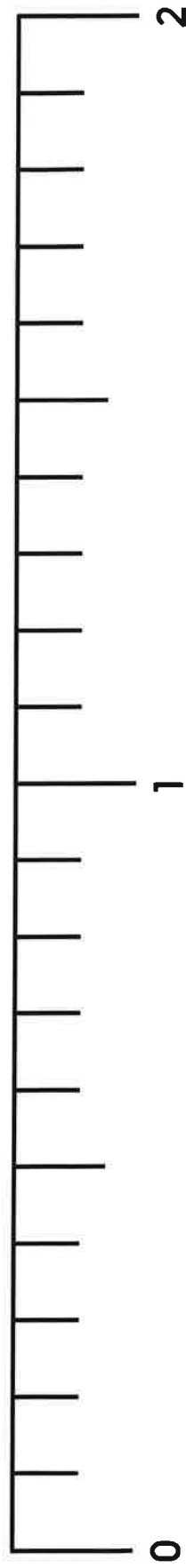
Where does $\frac{9}{10}$ go? Can it be simplified? **No.**

What about $\frac{14}{10}$? Can it be simplified? **Yes, $1\frac{2}{5}$**

Now complete the practice sheet. Try the challenge.

Halves, fifths and tenths

Sheet 1



Mark the following fractions below the line:

$$\frac{5}{10} \quad \frac{4}{10} \quad \frac{15}{10} \quad \frac{8}{10} \quad \frac{13}{10}$$


Write them in their simplest form where you can, above the line.

Write as many other pairs of equivalent fractions as you can for fractions on this line.

Challenge

Can you mark $\frac{10}{20}$ on the line? What about $\frac{30}{20}$? Do these have simpler equivalent fractions? Can you write other twentieths on the line, with simpler equivalents?


Planning Stories at Key Stage 2



Ideas that help pupils plan their writing:
based on the 'Igniting Writing' series
by Sue Palmer, Pie Corbett and Ann Webley
(© Nelson Thornes, 2006)


Click the arrow to go to the section of your choice.

- ▶ **Character**
- ▶ **Setting**
- ▶ **Plot**



Click the arrow to go to the chapter of your choice.

- ▶ **Story Elements**
- ▶ **Story Planning**
- ▶ **Story Toolkits**



Characters

When you are thinking about a character you could use the following ideas.

- Try thinking of interesting or unusual people.
- Use pictures (from books, magazines, the internet or other places) to give you ideas.

Once you have an idea you should build on it by...

- Deciding on a name.
- Think of a few details to describe your character (clothing, hairstyle, expression, etc.).
- Decide how your character is feeling.

Let's look at the **'Character Writer's Toolkit'**.


Story Elements

Although there are different types of fiction stories they all have the same elements.

- **Characters**
 - **Setting**
 - **A plot**

Using a **'Writer's Toolkit'** and a **'Language Toolkit'** for each element may help you develop ideas

Let's have a look at what each one should contain and other suggestions that may help you.




Character Writer's Toolkit

To develop your characters, ask questions about them:

- How old are they?
- What are they interested in?
- Do they have anything they really dislike?
- Have they a special talent?
- Do they have a secret?
- What are they afraid of?
- What is their biggest wish?

Now we'll look at the **'Character Language Toolkit'**.



Character Language Toolkit

What do your characters look like?

- Use **details** to suggest what a character is like, *e.g. He paused and stared at his reflection. Everyone said that he looked like his mother's side of the family.* (This suggests that his mother is important to him; that he misses her)
- Describe them by using a **list**, *e.g. The librarian had curly brown hair, little round glasses and a turned up nose.*
- Use well chosen **adjectives** and **similes**, *e.g. They looked like crows picking at the sand, caught in the wind's teeth.*
- Mention a **distinctive feature**, *e.g. She wore a gold ring above her left eyebrow.*

Setting

When you are thinking about a setting you need to remember that it must match the type of story you are going to write. It might be helpful to make a list of possible settings and then make the best choice.

Once you have an idea you should try to...


- **Picture it** :use labelled photos and pictures to help you.
- **Draw it**: Draw a landscape or map of your story setting
- **Sense it**: Close your eyes and imagine the setting. What can you hear, smell, see and feel?
- **Film it**: Imagine you are looking through a camera from different angles at your setting
- **Now you should write it!**

Let's look at your 'Setting Writer's Toolkit'.

Character Language Toolkit

Show how they feel through what they say.

- Reflect their **personality/feelings**, *e.g. "Leave me alone!"*
- Use **expressions, powerful verbs and adverbs** *e.g. "There! Now you look like a real pirate," she laughed, as she gave him the earrings.*
- Add in a **supporting action** *e.g. "We'll need an axe," said John Cabot, clapping his old friend on the shoulder.*
- Avoid a string of dialogue.



Setting Writer's Toolkit


- Choose an interesting name for your setting.
- **Think about details** like the time of day and the weather.
- **Show the setting through the main character's eyes** *e.g. Zak could see a bright speck in the sky which grew bigger and bigger. What could it be?*
- Use unexpected detail as a **'hook'** *e.g. It was then he noticed it. Something had been crawling in the fine, red dust beneath the largest tower. Zak stooped down and looked at the marks. They were unlike anything he had seen before.*
- Change the setting to create atmosphere *e.g. the path grew darker.....*

Now we'll look at the 'Setting Language Toolkit'.

Character Language Toolkit

Show how they feel by what they do.


- Reflect the character's feelings, *e.g. In the cold dark of the cave he whispered 'goodnight' and crept back under his tarpaulin.*
- Make sure different characters behave in different ways.
- Use powerful **verbs** and **adverbs**, especially for **movement** (*amble, shuffle, dash*) and **looking** (*peer, glance, stare, glare*).



Setting Language Toolkit

Have you used...

- **Powerful verbs and adjectives** *e.g. stars speckled in the night sky*
- **Similes** *e.g. like a huge, orange balloon, the moon*
- **Metaphors.** *e.g. the wall's backbone stretched across the land*
- **Personification** *e.g. the wind moaned*
- **Lists?** *e.g. he stared at the dusty chairs, broken machines and old boxes.*




Plot

Get ideas for creating story plots. You might get ideas from...

- Stories you have read or heard
- Changing/retelling traditional tales, nursery rhymes or poems
- Things that have happened to you or your family
- Anecdotes that you have been told

Your story is like a recipe that must be blended together. Let's look at the ingredients!



How to plan

Jotting down ideas can help you plan your story. Your plot should be simple and drive towards the ends Here are some ideas to help with your story planning.

- Flowchart: for planning a play or a story that has a set number of scenes/paragraphs.
- Timelines: good for planning in chronological order.
- Storyboards: helps you to visualise each scene.
- Story picture maps: good for creating the setting and plot together in a visual way.
- Story mountain: Use a story mountain to build excitement and interest into your storyline.

Let's see how these ideas work.


Story Ingredients

When you've got your ingredients it's time to plan your story!



Flowchart

This method is really helpful when you have a set number of scenes or paragraphs and can really assist you when planning a play. You use a circle for each scene or paragraph, like this:



Now we'll look at a Timeline

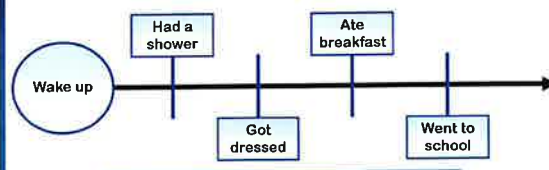
Story Planning

Before you plan your story, it can be helpful to have a story pattern for your writing. Here are some suggestions:

- Overcoming a problem
- Quest/Journey
- Conquer the monster
- Warning
- Character flaw
- Lost/Found
- Suspense
- Wishing
- Catastrophe
- Magical
- Stories with a moral
- Changing (sad - happy, poor - rich, weak over strong, good over evil)
- Traditional Pattern

Timeline

This method is really helpful when you have to plan things in a chronological order. It is particularly good when planning a letter or diary.



How about looking at a Storyboard?

Storyboard

Storyboards really help you visualise your story. It allows you to map out your story using words and pictures and is a bit like a cartoon strip. Here is part of a storyboard for a famous story. Can you tell what it is?

Let's look at a Story picture map

Story Mountain

This is a good method if you want to build excitement or interest into your storyline. A good plot should have moments of suspense or crisis and characters should be faced with problems or challenges.

Let's have a look at two different types of story mountains

Story Picture Map

This is another method of visualising your story that some people find helpful. The next slide shows a very famous story for young children as a story picture map. This method can work for all types of stories but is particularly good if you are using an unusual setting; like in a science fiction or fantasy story. They can be drawn on an actual map base or as a pictorial flow chart.

Let's have a look

Simple Story Mountain

This is one you could draw on a scrap piece of paper and add to and change as you go on.

More Detailed Story Mountain

This story mountain has five elements that you can use as a framework to build onto.


Story Writer's Toolkit

Once you've written your story you can use these lists to check it. Have you.....

- Used your plan to help you write your story?
- Made changes to add to your original idea?
- Controlled the dialogue (is there too much)?
- Balanced the dialogue, action and description?
- Made the story well paced (are any parts rushed)?
- Used the setting to create different atmospheres?
- Shown what the main character is like by what they say and do?
- Written an ending that shows how the main character feels or what has been learned?

Now we'll look at the 'Story Language Toolkit'.

Ideas based on the 'Igniting Writing' series by Sue Palmer, Pie Corbett and Ann Webley (© Nelson Thornes, 2006)



Presentation by Bev Evans, 2008,
www.communication4all.co.uk

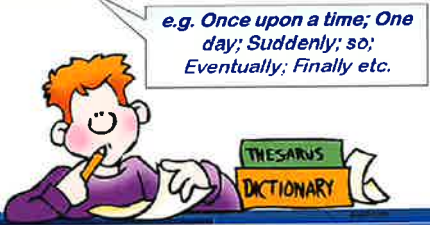

Clip art ©Philip Martin, available from
<http://www.phillipmartin.info/clipart/homepage.htm>

Story Language Toolkit

Have you.....


- Stayed in the same **tense**?
- Stayed in the same **person** (e.g. I or he/she)?
- Used connectives to link ideas, sentences and paragraphs

e.g. Once upon a time; One day; Suddenly; so; Eventually; Finally etc.

I hope you are now a keen story writer, with ideas flying frantically around your head!

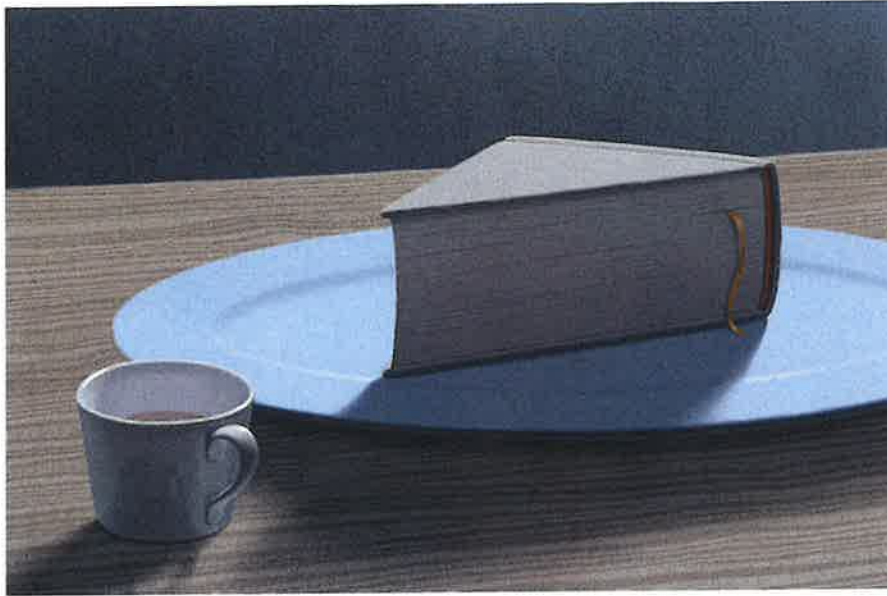
Try and remember the skills and points mentioned to help you in your creative story writing.



Vipers

Look at the image below, discuss what you think it is about with someone at home. The focus Viper this week is vocabulary so think of lots of lovely adjectives to describe the image.

A BALANCED DIET



- Why is the book shaped like this?
- What message do you think Jungho Le wanted this picture to have?
- Write a sentence about this picture using a simile or metaphor.
- Can you consume books?
- Do you have a balanced reading diet?
- Which genre is your favourite?
- Is it important to read a variety of texts? Does reading 'broaden the mind'?
- How can you encourage yourself – and others – to read a range of fiction and non-fiction?

Focus: I can use the internet to research the diet of different animals and know if they are a carnivore, herbivore or omnivore.

With your partner, use the internet to search for the National Geographic website and find the animal fact page. Choose 3 different animals to research, 1 herbivore, 1 carnivore and 1 omnivore. Find out the information needed to complete the table below.

Animal Name	
Type (mammal, reptile, etc.)	
Habitat (Where are they found?)	
Diet (carnivore, herbivore or omnivore)	
Diet facts (What do they eat?)	

Animal Name	
Type (mammal, reptile, etc.)	
Habitat (where are they found?)	
Diet (carnivore, herbivore or omnivore)	
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