HILL WEST Primary

FOUR OAKS

Home Learning Pack

Year 5

Week Beginning 23.11.20

Home Learning Links

Oak National Academy
Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.
www.thenational.academy

BBC Bitesize
With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.
https://www.bbc.co.uk/bitesize

World Book Online
World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.
https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%3D%3D

Read Works.org
Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.
https://www.readworks.org/

Tutortastic
An online platform with tutorials and videos for home learning.
https://www.tutortastic.co.uk/blog/homelearning

Education Quizzes
A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.
https://www.educationquizzes.com/ks1/

Top Marks
A range of activities here but especially good interactive activities for maths.
https://www.topmarks.co.uk/

Classroom Secrets
Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs
https://kids.classroomsecrets.co.uk/

National Geographic
National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.
https://www.natgeokids.com/uk/teacher-category/primary-resources/

Reading Eggspress
Reading Eggspress has lots of reading activities including comprehension and retrieval questions to have a go at. Your child's Username and Password should be written in his Homework Book.
https://readingeggspress.co.uk/?_ga=2.107706762.961348329.1601363904-660844018.1598947512

Top Marks – Division
We have been learning about division this week, mostly looking in-depth at partitioning and we will transition into using the short method for division. Here are some great maths games to play on Laptops or iPads.
https://www.topmarks.co.uk/Search.aspx?q=division

Times Tables Rockstars
This is a great times tables game, practice all of the tables up to 12 x 12. Log- in should be in Homework book/ Reading diary.
https://ttrockstars.com/

Year Five

Monthly Medium Term Overview for November

Reading

- I can recommend books that I have read to my peers, giving reasons for my choices.
- I can retrieve, record and present information from non-fiction.
- I can ask questions to improve my understanding of what I have read (in the moment and after the text).
- I can predict with detail, what might happen from details stated and implied.
- I can summarise the main ideas drawn from more than one paragraph, identifying how language, structure and presentation contribute to meaning.
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can distinguish between statements of fact and opinion.
- I can make inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points

Writing

Handwriting

- I can write legibly, fluently and with increasing accuracy. (rr, ll,tt, dd, ship, ment, ness, less, ary, ery, cry, dry, ly ily, ity, ify, row, now, how, bow)
- I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Spelling

- I can use further prefixes and suffixes and understand the guidance for adding them.
- I can spell some words with 'silent' letters.

Writing

- I can write for a range of purposes, identifying the audience for and the purpose of the writing.
- In narratives, I can describe settings and characters, integrating dialogue to convey characters and advance the action.
- I can use paragraphs to organise ideas. I can use a range of devices to build cohesion within a paragraph.
- I am beginning to recognise the different between vocabulary and structures typical of informal speech and vocabulary appropriate for formal speech and writing.
- I can recognise how words are related by meaning as synonyms and antonyms.
- I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).
- I can use brackets, dashes or commas to indicate parenthesis.

Speaking and Listening

- I am beginning to articulate my answers, arguments and opinions and can confidently justify them.
- I can give well-structured descriptions, explanations and narratives for different purposes.
- can show high levels of conversation when participating in collaborative conversations about a topic, responding and initiating comments.

Maths

Arithmetic

- I can read and write numbers to 1,000,000 in numerals and words.
- I can divide integers to create fractions, including mixed numbers.
- I can add and subtract fractions with different denominators.
- I can multiply mixed numbers by whole numbers.
- I can recognise and write decimal equivalents of thousandths.
- I can use a formal written method to add and subtract numbers with three decimal places.

Reasoning

- I can explain the value of any digit in six-digit numbers.
- I can round numbers with up to six digits to the nearest 10, 000 and 100,000
- I can identify equivalent fractions using my multiplication knowledge.
- I can represent numbers with three decimal places using apparatus.
- I can round numbers to the nearest decimal place (1dp).

Problem solving

- I can use bar modelling and number lines to represent numbers up to 1,000,000 to compare them.

Personal Development and Wellbeing

- I am aware of the consequences of cyber-bullying and understand how to use technology appropriately and safely.
- I know people can behave differently online and can pretend to be someone else.
- I know how information and data is shared online.
- I am respectful online and know how to keep myself safe.
- I critically consider online friendships and sources of information.
- I can talk about a range of jobs and explain how my education and knowledge will help me develop skills to work in the future.
- I can make choices about how to develop a healthy physical, emotional and mental lifestyle and identify areas that may impact negatively upon this.
- I can understand the concept of mental health and link this to physical health.

Science

- I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)
- I can explain how the ideas about the solar system have been developed by Ptolemy, Alhazen, Copernicus (geocentric to the heliocentric model)
- I can create an accurate model of the solar system
- I can describe the movement of the Moon (a celestial body) in relation to the Earth
- I can describe the Sun, Earth and Moon as approximately spherical bodies
- I can use my understanding of how Earth rotates as it orbits the Sun to explain day and night (e.g. create a sundial that tells the time/Stonehenge)
- I can use and spell correctly appropriate scientific vocabulary
- I am beginning to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar graphs and line graphs
- I am beginning to report and present my findings from enquiries, including conclusions, causal relationships and explanations or results, in oral and written forms, including displays or other presentations

P.E.

- I can use a variety of passing and receiving techniques, demonstrating control when playing dodgeball
- I can use physical and teamwork skills well in a variety of different challenges including when playing dodgeball
- I can say the rules of a small sided game.
- I can perform the roles of different positions in a small sided game.

- I can apply my knowledge of place value to complete and create numbers patterns involving numbers up to 1,000,000.
- I can use diagrams to compare and order fractions with different denominators.

Maths: To identify equivalent fractions

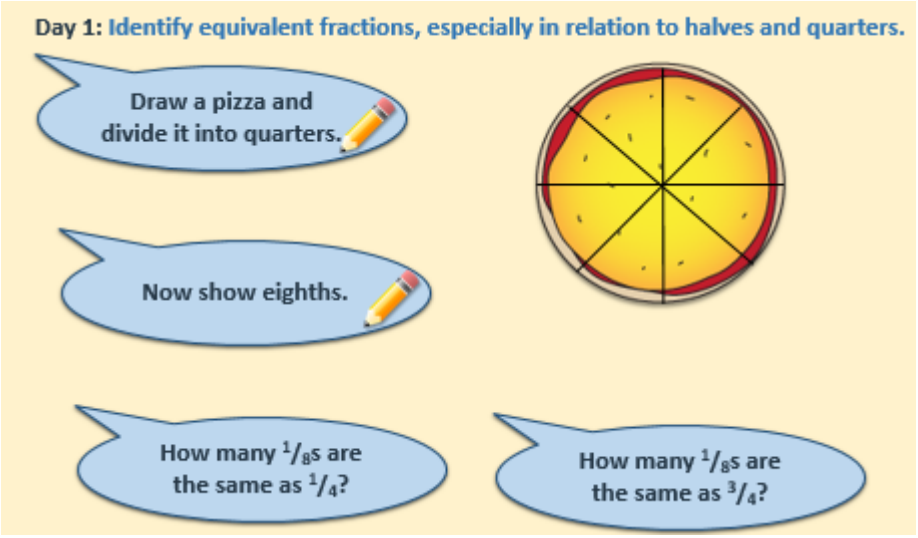
(Monday)

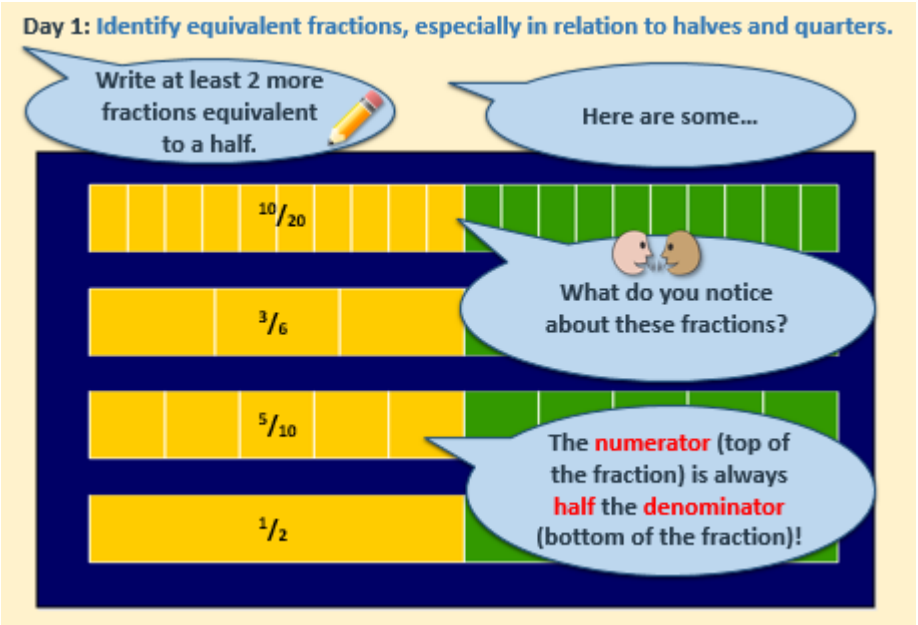
Starter:

1. Cans of soup come in packs of four. If someone has soup for lunch every day for a month of 30 days, how many packs do they need to buy?

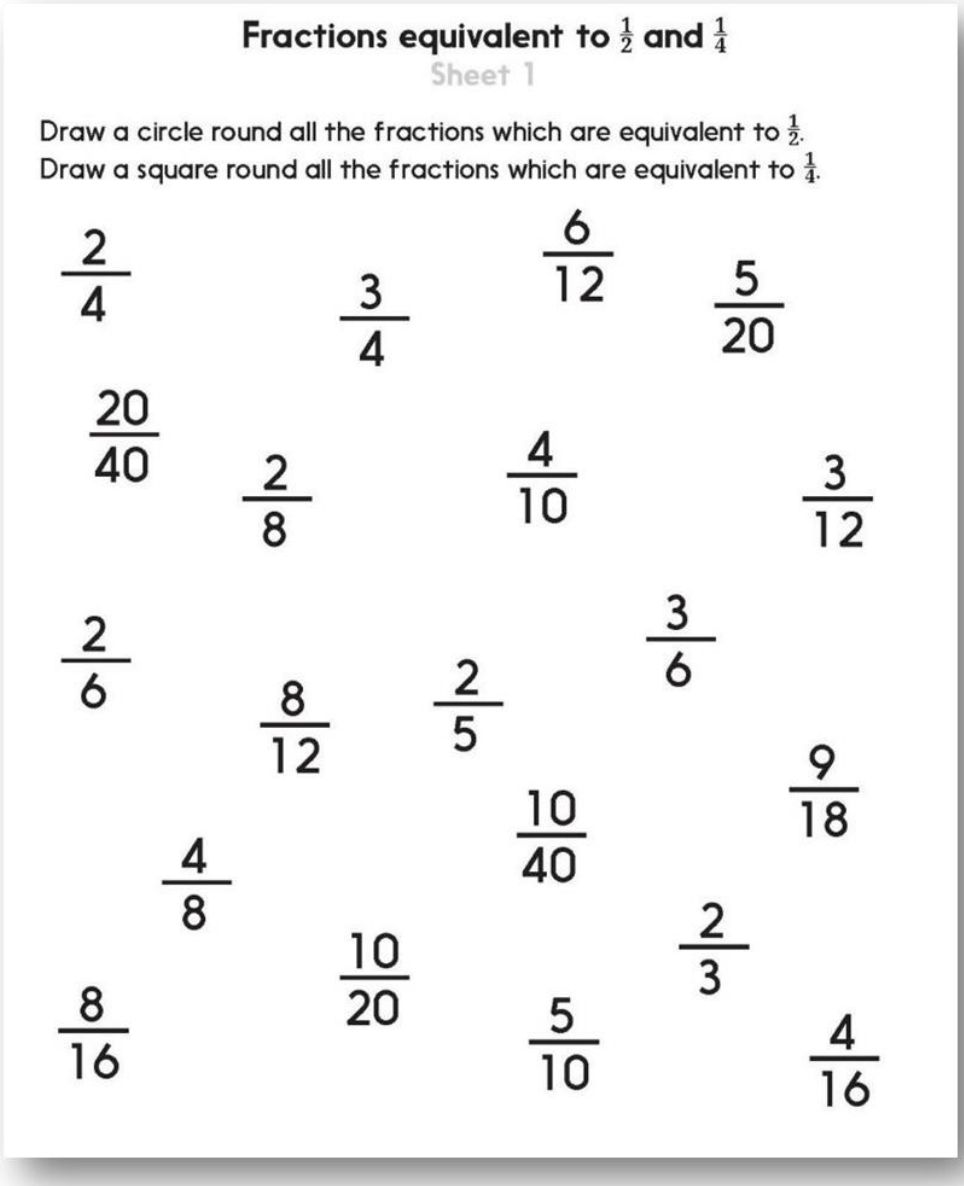
2. Chef is making prawn starters. Each starter needs five large prawns. She has 77 large prawns. How many prawn starters can she make today?

3. Chef needs 75 eggs to make omelettes. The eggs come in boxes of 12. How many boxes does she need to buy?





Have a go at some of these: Main Task



Challenge:

Always true, sometimes true or false?

- One half is zero point five
- A number of fifths can be written as an equivalent number of tenths
- A number of tenths can be written as an equivalent number of fifths
- $^4/_5$ is less than $^4/_{10}$
- Counting in tenths is the same as counting in 0.1s
- If I count on in steps of 0.1, the number after *zero point nine* is *zero point ten.*

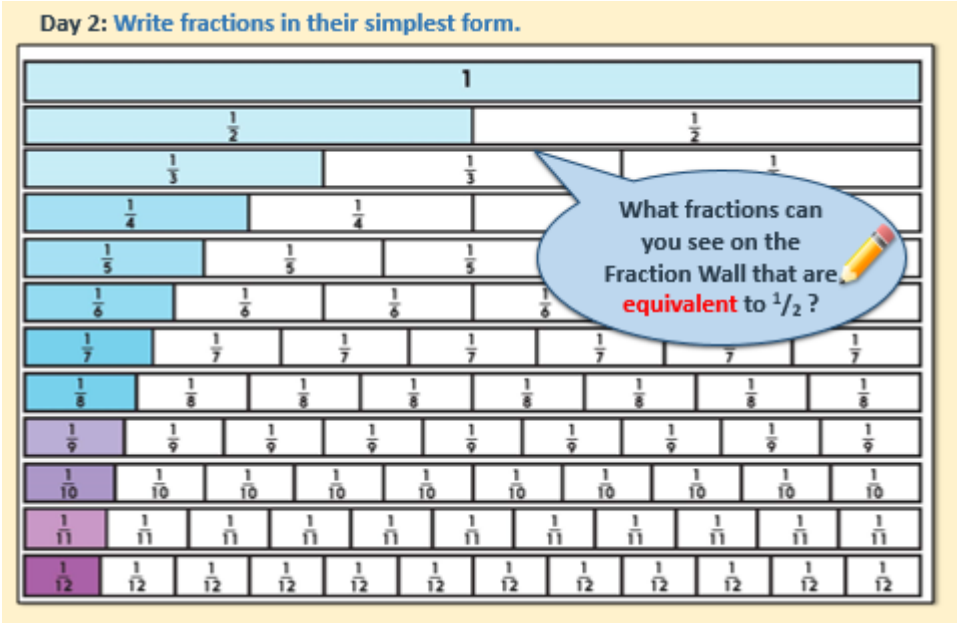
Maths – To write fractions in their simplest forms. Tuesday

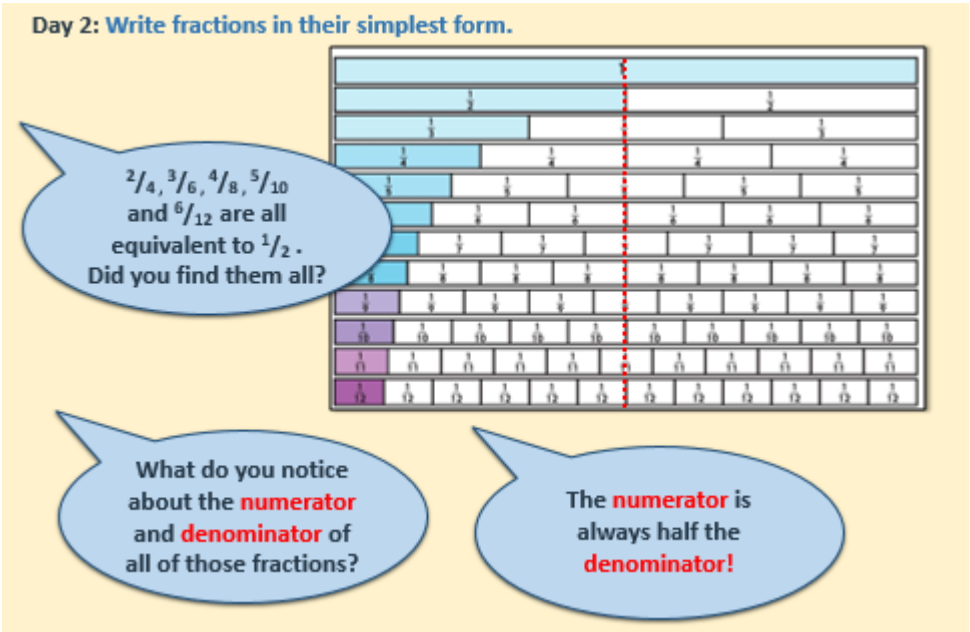
Starter:

4. Each omelette is made using three eggs. If she only has 43 eggs left, how many omelettes can she make?

5. Children have made 53 cards to sell at the school fair. If they are put in packs of four, how many packs can be made?

6. Year 5 need 43 new paint brushes. If they come in packs of 6, how many packs need to be bought?



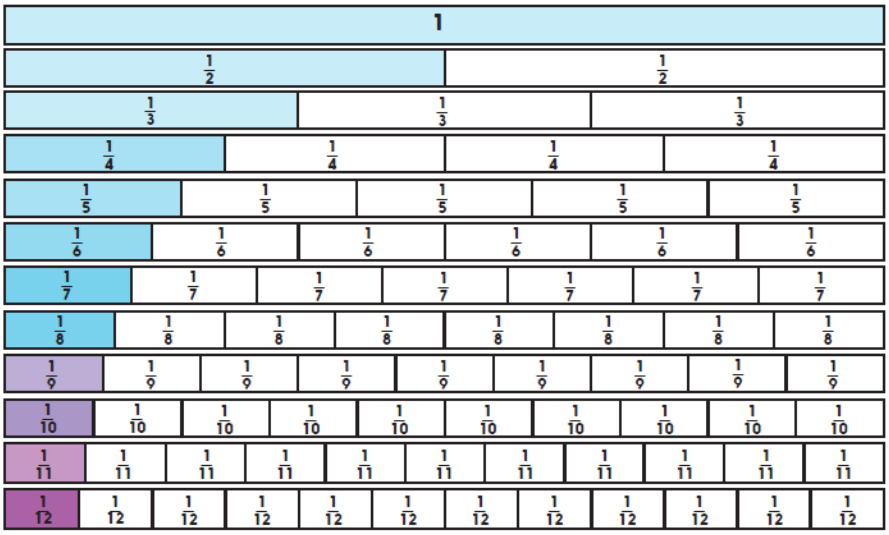


Try this: Main Task

Equivalent fractions

Sheet 1

Use the fraction wall to help you to write pairs of equivalent fractions.



$\frac{2}{8} \equiv \frac{1}{\square}$ $\frac{6}{8} \equiv \frac{\square}{4}$ $\frac{3}{9} \equiv \frac{1}{\square}$ $\frac{6}{9} \equiv \frac{\square}{3}$

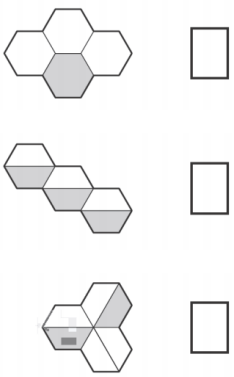
$\frac{2}{12} \equiv \frac{1}{\square}$ $\frac{3}{12} \equiv \frac{1}{\square}$ $\frac{4}{12} \equiv \frac{1}{\square}$ $\frac{6}{12} \equiv \frac{1}{\square}$

$\frac{4}{12} \equiv \frac{\square}{6}$ $\frac{10}{12} \equiv \frac{\square}{6}$ $\frac{8}{12} \equiv \frac{\square}{3}$ $\frac{9}{12} \equiv \frac{\square}{4}$

Challenge:

Here are three shapes made from regular hexagons.

Write the fraction of each shape that is shaded.



Maths – Add and subtract fractions with the same denominator Wednesday

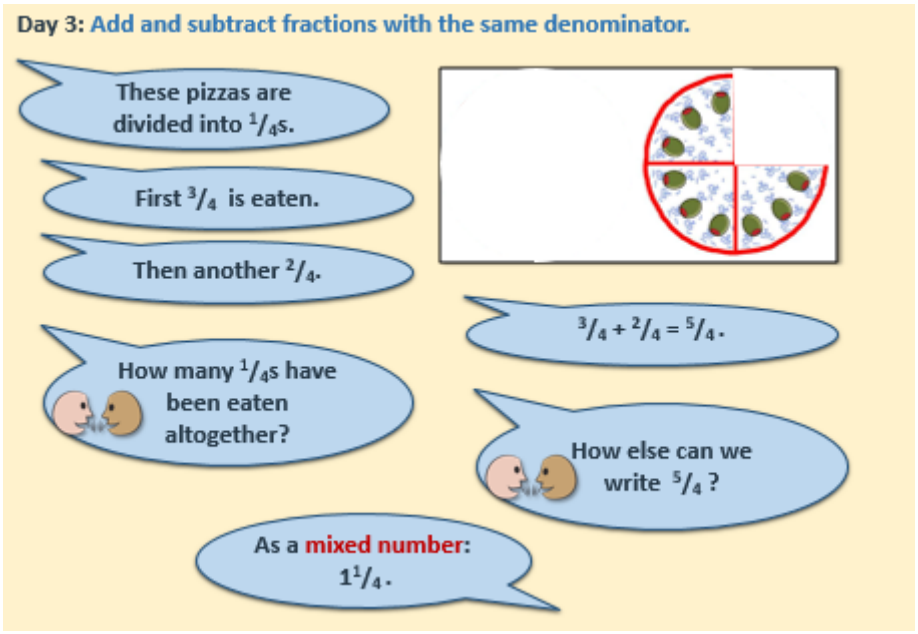
Starter:

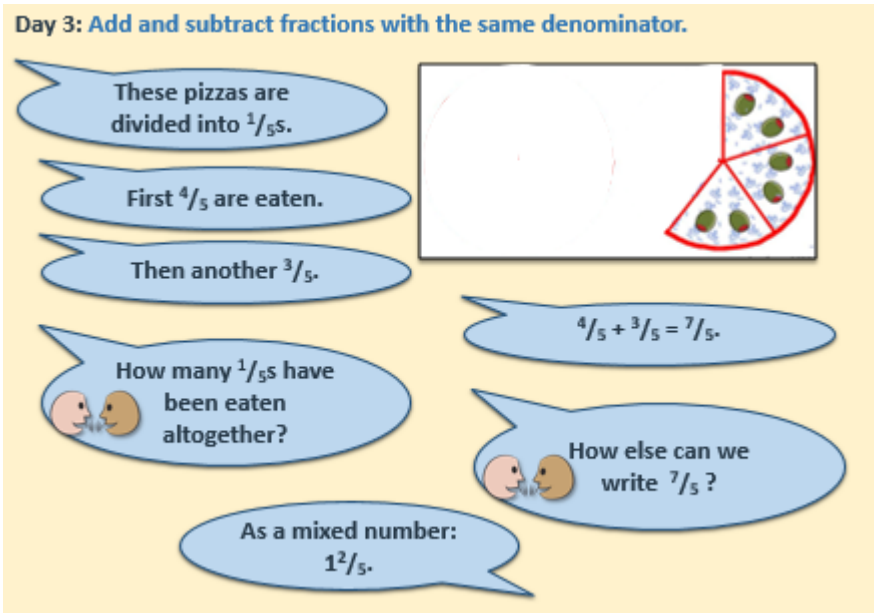
7. Reception children are making cars. They have 73 wheels. How many cars can be made?

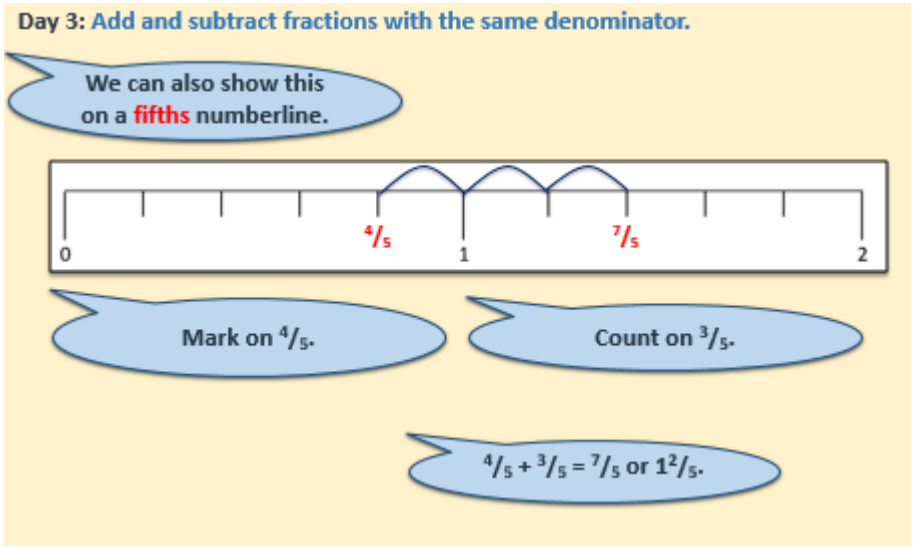
8. The school needs 90 new pencils. They come in packs of 12. How many packs need to be bought?

9. How many octagons could be made using 49 straws?

10. There are 75 straws. How many hexagons can be made?







Try this: Main Task

Adding and subtracting fractions

Sheet 1

Use fraction lines to help you work out the answers to these additions and subtractions.

0 1 2

0 1 2

0 1 2

$\frac{3}{4} + \frac{3}{4} =$ $\quad$ $\frac{5}{6} - \frac{2}{6} =$

$\frac{3}{5} + \frac{2}{5} =$ $\quad$ $\frac{4}{5} - \frac{2}{5} =$

$\frac{5}{6} + \frac{1}{6} =$ $\quad$ $\frac{3}{4} - \frac{1}{4} =$

$\frac{4}{5} + \frac{2}{5} =$ $\quad$ $1\frac{1}{5} - \frac{3}{5} =$

$1\frac{1}{4} + \frac{3}{4} =$ $\quad$ $1\frac{1}{4} - \frac{3}{4} =$

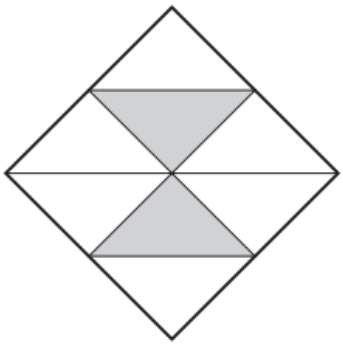
$\frac{5}{6} + \frac{2}{6} =$ $\quad$ $1\frac{2}{6} - \frac{4}{6} =$

$\frac{4}{5} + \frac{4}{5} =$ $\quad$ $1\frac{3}{6} - \frac{5}{6} =$

$\frac{2}{4} + 1\frac{3}{6} =$ $\quad$ $1\frac{5}{6} - 1\frac{1}{2} =$

Challenge:

Here is a square.



What fraction of the square is shaded?

Maths: Write improper fractions as mixed numbers and vice versa. Thursday

Starter: List all the factors of these numbers.

List **all** the factors of these numbers.

Before you start, discuss with a partner which number you think will have the most factors and which will have the fewest.

1. 12

2. 20

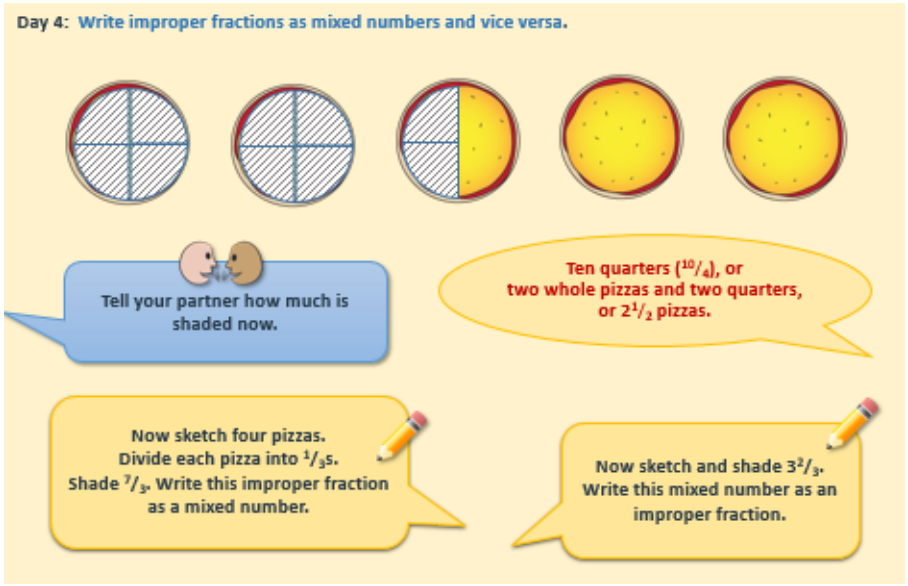
3. 40

Day 4: Write improper fractions as mixed numbers and vice versa.

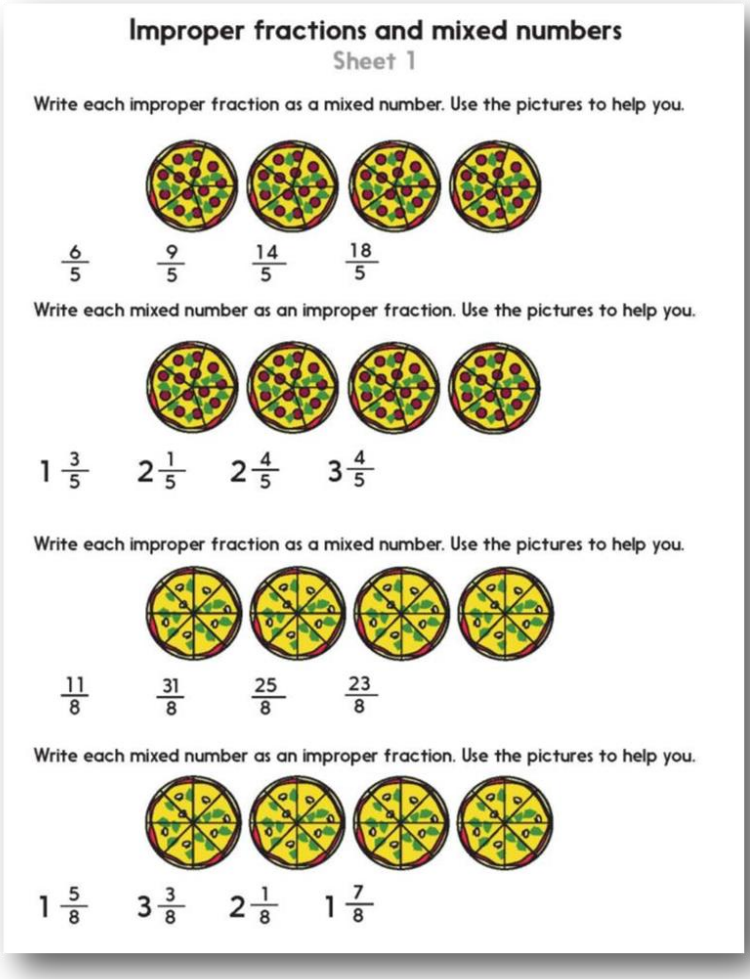
- How much is shaded?
- We can say and write this as $^{5}/_{4}$, an **improper fraction**, or as $1^{1}/_{4}$ pizzas, a **mixed number**.

An **improper fraction** is a fraction with a numerator greater than the denominator, a 'top heavy' fraction, which means that it's worth more than one whole.

A **mixed number** is a number which is a mix of a whole number and a fraction.



Have a go: Main Task



Improper fractions and mixed numbers

Sheet 1

Write each improper fraction as a mixed number. Use the pictures to help you.

$\frac{6}{5}$ $\frac{9}{5}$ $\frac{14}{5}$ $\frac{18}{5}$

Write each mixed number as an improper fraction. Use the pictures to help you.

$1\frac{3}{5}$ $2\frac{1}{5}$ $2\frac{4}{5}$ $3\frac{4}{5}$

Write each improper fraction as a mixed number. Use the pictures to help you.

$\frac{11}{8}$ $\frac{31}{8}$ $\frac{25}{8}$ $\frac{23}{8}$

Write each mixed number as an improper fraction. Use the pictures to help you.

$1\frac{5}{8}$ $3\frac{3}{8}$ $2\frac{1}{8}$ $1\frac{7}{8}$

Challenge:

Comparing Fractions

Use equivalent fractions to help you to compare these pairs of fractions.

1. $\frac{1}{2}$ and $\frac{5}{6}$
2. $\frac{1}{2}$ and $\frac{3}{8}$
3. $\frac{2}{5}$ and $\frac{3}{10}$
4. $\frac{1}{4}$ and $\frac{3}{8}$
5. $\frac{7}{10}$ and $\frac{3}{5}$
6. $\frac{7}{8}$ and $\frac{3}{4}$

Maths: To add and subtract decimals. Flashback Friday

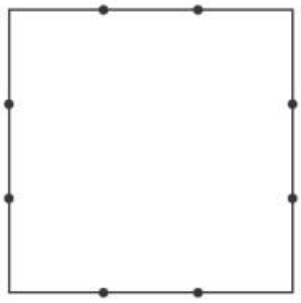
Starter: How could you work this out?

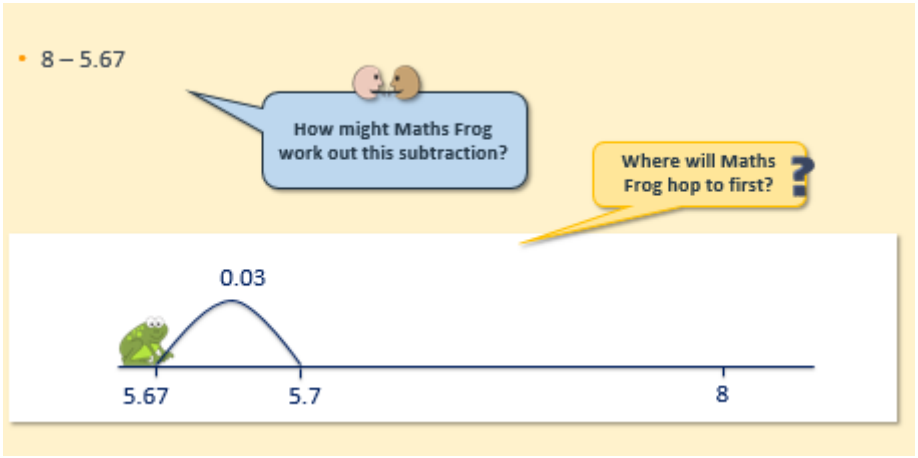
This square has two dots on each side.

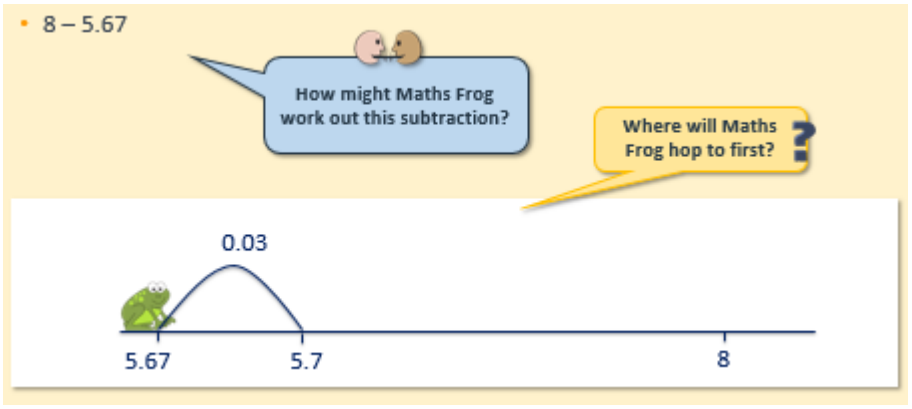
The dots are equally spaced.

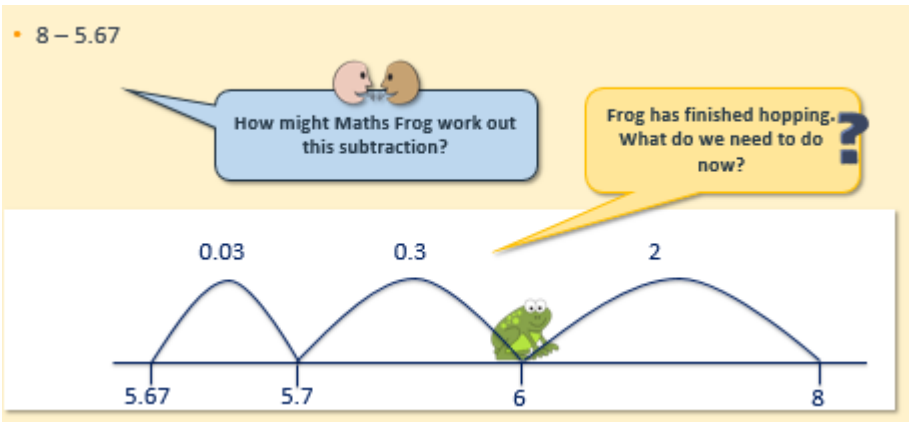
Join two dots to divide the square into **two equal parts**.

Use a ruler.









Try this: Main Task

Athletic differences

Sheet 1

Find the improvement for each event.

Event	Last week	This week	Improvement
Javelin	8.7m	10.2m	
Long jump	2.87m	3.04m	
Standing jump	1.45m	1.76m	
High jump	1.23m	1.48m	
100 m	16.7s	15.8s	
200 m	36.4s	34.8s	

Challenge

Decimals and Fractions
Problem solving and reasoning questions

Choose how to subtract 3.45 from 6. Explain your choice of method. Check your answer using addition.

True or false?

- 1.5 – 0.75 is $^3/_4$
- 6 – 3.38 > 2.5
- When you subtract a number with 2 decimal places from a whole number, the answer must have 2 decimal places.

Write the missing numbers:

4.65 – [___] = 3.8

[___] + 2.43 = 4

8.17 – 4.4 = [___]

Reading for the week:

Reading – To use background knowledge to support our reading. Monday

Starter: Research astronauts. (Follow link).

https://www.bing.com/videos/search?q=ks2+astronaut+training&&view=detail&mid=E1216F31BE31C1E38E19E1216F31BE31C1E38E19&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dks2%2Bastronaut%2Btraining%26FORM%3DHDRSC4

Make brief notes about what it takes to become an astronaut.

Main Activity

What do you know about being an astronaut?

What do they do to prepare?

Do astronauts have to work together as a team? Why or Why not?

What do you think it's like living in micro/no gravity?

Read the text: Trapped Chapter 1

Trapped

Chapter One: Rumours

The Swallow had been travelling to the space station for over four days now and her passengers had been getting to know each other. The children were the latest recruits to be sent to Earth's Future Astronaut Program; they were to be trained up to be mankind's last hope to find a new home away from Earth's polluted, overcrowded megacities.

Jane McCoy was jolted out of her day dream and looked around the cabin. She was tall for her age with

wide, hazel eyes. Her off-white space suit was ill-fitting but she remembered the pride she felt when she was handed her Union Flag patch to attach on her left shoulder. She brushed her hair to one side, a nervous habit. Her hair, which was the colour of muddy water, was cut short but still managed to stick up at odd angles no matter how hard she tried to get it under control. She looked around and saw the girl in the corner of cabin sitting on the floor.

The French girl, Camile Piccard, had been practising her English on the other four passengers with little success. The main problem with being trapped on a ship with four geniuses, she thought, was that they often tended to be slightly odd.

“Did you hear about the Raven?” Camile asked the group.

“I heard they all disappeared in mysterious circumstances,” said Jane, glad to talk about something. She turned to look at whatever it was that made the dismissive snort to her left.

“We heard all of the rumours in Yokohama,” grunted the quiet Japanese boy in the corner. Up until now Hiroshi Sulu had been silent throughout the voyage. Silent, but always watching them. He wore coloured contact lenses: one blue and one green. According to Camile, he wanted to look like the famous celebrity scientist, Dr. Yoshi Saitama.

“Apparently,” he continued sarcastically, “They were all eaten by little green men.”

“Well, why do you think they all vanished then?” said Jane, “All the escape pods were locked down and the computer was wiped. It doesn’t seem that ridiculous to me that aliens did it.”

“Sure, replied Hiroshi, “Aliens took everyone on the ship. That must be the answer.” He sighed and began to tap at his tablet.

The other two passengers of the Swallow were busy on the ship's on-board computer. Vladimir Chekov, who had been sent by *Roscosmos* (the Russian Space Agency), was tall for a ten-year-old. He had a harsh face and was, according to his file, an expert at mechanics. His orange space suit had splashes of oil on the sleeve and his hard, green eyes drilled into the computer screen as he turned to the girl on his left.

Faith Uhuru had been born in Chicago but had moved all over the United States with her parents. They lectured in quantum physics and recently had been working on something for the government. Big men in dark suits had followed her family around. Her mother told her that they had been sent to look after them but they never smiled and hardly ever spoke except to refer to her as 'short-stuff'.

Faith looked worried. "It doesn't make sense!" she whispered under her breath.

"What?" replied Vladimir in his thick Russian accent.

"There's no response. No reply. I keep hailing them but they don't answer. Why won't they reply?" Faith's face looked increasingly concerned.

"We will find out soon enough. The autopilot is bringing us in. The computer says we will have docked in 32 seconds. It's probably a communication issue with their transmitter." Vladimir muttered unconvincingly.

The computer began to beep as the thrusters fired to slow down the Swallow. There was a loud crunch then a pop as the ship docked and the pressure equalised. The bolts on the door moved and as the door began to groan and shudder Jane wondered what waited for them on the other side.

Tuesday: To use background knowledge to support our reading.

Tuesday

Read 'Trapped' Chapter 2

Chapter Two: Abandoned

As the doors opened, the pressure between the children's spacecraft and the space station equalised. Jane looked around and was disturbed by what she saw. The vast, empty room was filled with complaining dusty, grey pipes. Faint red scratch marks covered the side of the left wall whilst the gentle hum of the stations engines filled the ears of the three newcomers. The air was filled with an acrid smell and Jane could taste the dry, bitter air. The station was deserted.

The computer console, which flashed with a worrying red blink, was emitting

a frightening tone and the door was as cold as ice to touch. Smooth, metallic hand rails lead Jane and the others up the hard, rough steps to the worried computer which looked as though it had been flashing this warning signal for some time.

“Where is everyone?” Jane asked.

“They must have been evacuated?” replied Hiroshi nervously.

“I think we need to explore the station to find out for sure,” Said Camille, whilst she looked nervously behind her.

Identify any unfamiliar words and search their meanings online on Dictionary.com.

Main Activity

*‘The computer console, which flashed with a **worrying red blink**, was emitting a **frightening tone** and the door was as **cold as ice** to touch. **Smooth, metallic hand rails** lead Jane and the others up the **hard, rough steps** to the **worried** computer which looked as though it had been flashing this **warning signal** for some time.’*

Words from the text that describe the computer	Draw a picture of what the computer looks like.

Reading: To predict what will happen next in a text

Wednesday

Read 'Trapped' Chapter 3

Chapter 3: A Survivor

Jane led the others past the flashing, dust-covered computer screen down the long hallway. The lights overhead blinked on and off and the station groaned at the three unwelcome guests.

Camille stopped and pointed silently towards a broken sign on a door that read: Captain Shepherd. Jane lent forward and listened at the door as Hiroshi stared into the blackness of the corridor appearing unsure of what he was looking for.

Inside, in the corner, was a wild-eyed and dishevelled man in a captain's uniform. He had a deep scratch down his left cheek and his right hand was covered in blood that did not look like his own.

"They can hear you." He mumbled, "They'll be here soon." He fixed them with his stare. "The dark! They come for you in the darkness!"

Hiroshi looked up and then at the others. His normally impassive mask slipped and his face was an ocean of concern. He pointed to the exit. His meaning was clear: they needed to escape.

Along the corridor, they ran towards the exit. The lights flickered and a faint scratching sound came from above them.

"Not again. Not again." The captain mumbled repeatedly to himself.

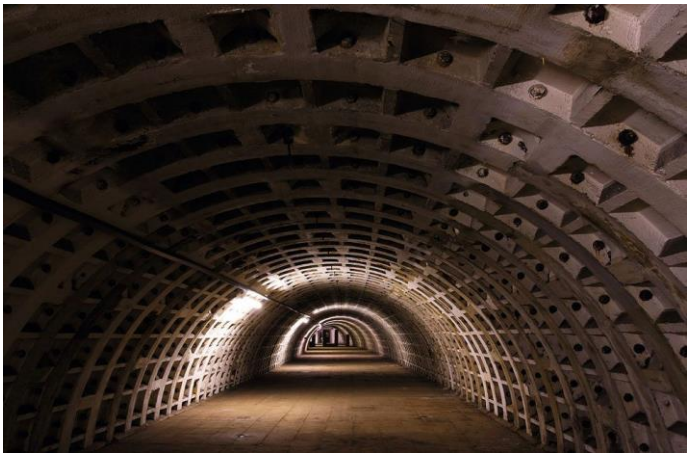
All of a sudden they were bathed in a terrible, deep darkness which spurred them on towards the light of the station's canteen. The scratching grew louder and louder and louder accompanied by a crash as one of them fell.

As the children reached the safety of the canteen, they realised that something was wrong. The captain and Vladimir were missing and in the darkness of the corridor they could see the same faint red scratches on the wall they saw in the docking bay.

“Where is he?” Faith said. “Where is he?” She was becoming more and more agitated. “We need to leave. Now!”

The lights flickered again and again the faint scratching noise began above their heads.

Hiroshi looked at them. “Run!” He shouted. And they did.



Towards the last escape pod, they ran faster and faster. The terror of what lay behind them added to their speed. The children knew that their choice was simple. They had to escape or die.

The light of the escape pod bay welcomed them in and as the children arrived panting and scrambling they clawed at the computer panel and the hatch began to creak and moan as it obeyed the order to let them in.

Hiroshi and Jane looked at each other and as they did their faces changed. The growing realisation dawned on their faces. There were only two of them. They turned and saw, on the edge of the canteen, now bathed in darkness, the French patch from Camille’s space suit and a red stained square of orange fabric, amidst the faint red scratch marks on the wall.

Identify any unfamiliar words and search their meanings online on Dictionary.com.

Model

Along the corridor, they ran towards the exit. The lights flickered and a faint scratching sound came from above them.

"Not again. Not again." The captain mumbled repeatedly to himself.

All of a sudden they were bathed in a terrible, deep darkness which spurred them on towards the light of the station's canteen. The scratching grew louder and louder and louder accompanied by a crash as one of them fell.

Main Activity – What happens next?

Along the corridor, they ran towards the exit. The lights flickered and a faint scratching sound came from above them.

"Not again. Not again." The captain mumbled repeatedly to himself.

All of a sudden they were bathed in a terrible, deep darkness which spurred them on towards the light of the station's canteen. The scratching grew louder and louder and louder accompanied by a crash as one of them fell.

Write one paragraph that continues the story.

What are the key words you will use from the text to support your predictions to make them accurate to the story?

Reading: To answer retrieval questions about a text. Thursday

Read 'Trapped' Chapter 4

Chapter 4: Escape

A tear rolled down Jane's face and she fell to her knees and sobbed. She knew she was safe now. Once they got into the escape pod they could leave the horror of the space station behind them. The government needed to know about this.

As Jane mourned the death of her new friends, Hiroshi moved silently into the escape pod and the air-lock closed with a hiss. Jane turned, illuminated by flickering lights, looked at Hiroshi and was rendered speechless by his betrayal. Hiroshi flicked the switch next to the intercom.

"They sent me to confirm the reports," He sighed, "I had to confirm the reports and silence any witnesses. Imagine the panic on Earth if this got out. Humanity would never leave Earth again. It's the only way. I'm sorry."

As Hiroshi mouthed his apology, the room was filled with darkness. He flicked off the intercom and turned to pilot the escape pod back to Earth. He knew what was coming from the dark and had no desire to hear it again.

Identify any unfamiliar words and search their meanings online on Dictionary.com.

Main Activity

1. Identify an synonym for 'sobbed.'

2. *'A tear rolled down Jane's face and she fell to her knees and sobbed. She knew she was safe now.'*

- *How is Jane feeling? How do you know?*

3. How does Jane feel about Hiroshi? What clues from the text did you use?

4. Put these statements in order:

Hiroshi claimed he had no choice but to silence witnesses.	
Hiroshi piloted the escape pod.	
Jane looks at Hiroshi.	
Jane sobbed when she escaped.	

Reading: Write a book review
Friday

<table>
<tr><td>Book Title: _____
Author: _____
Fiction or Non-fiction: _____</td><td rowspan="2">What is the book about?</td><td rowspan="2">Who would you recommend the book to? Why?</td></tr>
<tr><td>Rating:
  </td></tr>
<tr><td>What ages and interests is this book suitable for? Why?</td><td colspan="2">Book Illustration</td></tr>
</table>

English – Writing: To plan a story.
Wednesday

English- Writing

Now that we have written our introduction, it's now time to begin our characters' adventures.

What makes a good story?

Beginning – introduces the characters and setting.

Middle – The characters encounter a problem

End – The characters find a solution to the problem.

Main Task: Plan out the middle of your story

Middle – planning

Characters 2 Crew members and their descriptions	**Problem** The crew member split up and one goes missing! • Who • What • Where • Why • When
The Search Where does the other go to find them? What happens on the way?	**Solution** How do we get the crew member back?

English – Writing: To write a descriptive story.
Thursday

Examples:

Characters Captain Picard Data	**Problem** The crew member split up and one goes missing! • Who: Data • What: Captured by wild birds. • Where: In a nearby forest • Why: He was trying to get a feather for the captain. • When: Early after breakfast
The Search Where does the other go to find them? What happens on the way? Captain Picard searches though a desert before finding the forest. He then locates Data's rucksack in a bush and begins to look around.	**Solution** How do we get the crew member back? Picard has to climb the tallest tree and falls into the largest nest he's ever seen. The birds want to eat Data for lunch but Picard manages to convince them to let him go.

Middle

Shortly after breakfast the team splits up to explore the planet. Captain Picard finds a dry desert an begins to explore. Data, meanwhile, finds a dark, thick forest and begins to look around. He comes across a tree with a large bird's net in it. Curious, he climbs up to take a look.

Inside he finds…

Suddenly….

End

Captain Picard grew worried. He called for Data but he didn't respond. He then decided to retrace his steps and eventually found himself in a very depressing forest. He looks around and spots Data's rucksack behind a bush…

Next…

English – Writing: To complete and edit as story
Friday

Once you have finished your story, grab a purple pen and edit it.

Look for:

- Vocabulary – up-level it!
- Punctuation – what do fronted adverbials need??
- Spellings – review our word lists.
- SPaG – figurative language, expanded noun phrases, subordinate clauses!