

Super Spelling Championship



This week your spellings are words with 'ie'.

Look and read each word carefully and you will see that the 'ie' makes an 'e' sound in each word.

Aim to practise spelling each word for a few minutes every day. This should help transfer your learning to your long-term memory.

brief

believe

priest

diesel

chief

retrieve

relief

hygiene

piece

achieve

Learn your spellings in a way that works well for you. Some people like the following:

- Copying the word lots of times
- Look Cover Say Write Check
- Pyramid Spellings
- Using different colours

At the end of the week, ask an adult to test you so you can see how well you have learned them.



Researching and finding out



Garden SOS!

The 'Mitchell' family have been very busy in their garden during 'Lockdown'. The garden has been weeded, the lawn is looking lovely, the fences have been painted, the patio has been jet-washed and the borders have been fully prepared. However, we are now a bit stuck as we are not sure what to plant in our beautifully neat, but fairly empty, garden.

CALLING ALL YEAR FIVE'S TO HELP

Please help Mrs Mitchell, and her family, design a wonderful garden that is full of beautiful plants and flowers. Help them decide what to plant with lots of different suggestions. They would like the garden to have the following:

- Plants of different shapes and sizes – maybe even some small trees.
- A range of plants that will show different shades of green.
- Flowering plants – it would be lovely to have lots of different coloured flowers in the garden.
- Some plants growing in attractive pots that can be placed on the patio.

How to start

This is up to you.

- Ask the adults in your house about plants.
- Research plants, trees and shrubs using the internet (check with an adult first)
- Watch suitable video clips (check with an adult first)
- Maybe even watch a gardening programme.

-Jot down your findings with some quick sketches.

-The next page shows an outline of the garden with labels – including measurements of its actual size. Draw your own plan based upon this adding in your chosen suggestions for plants, shrubs and small trees.

Plan of the Garden

Border for plants

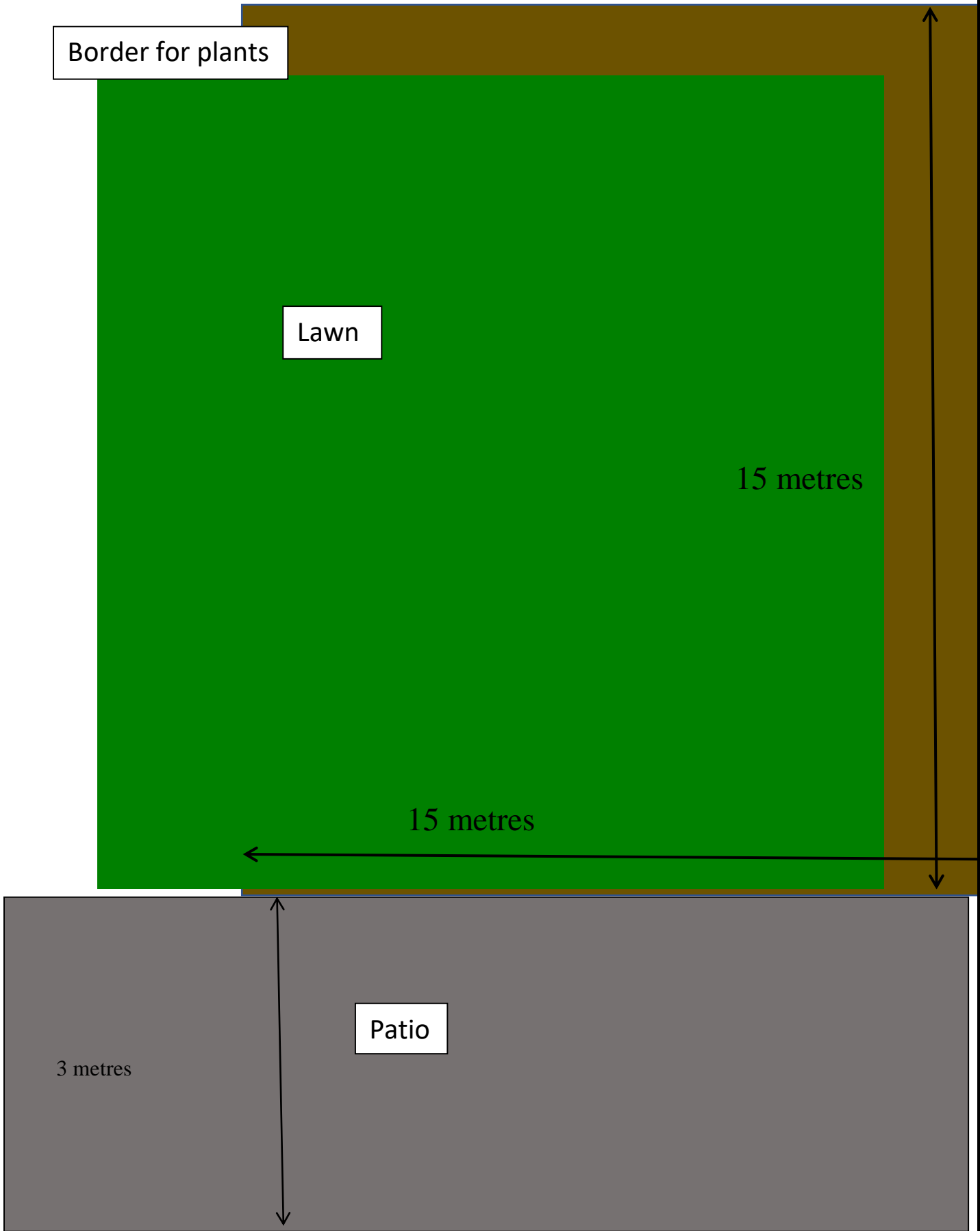
Lawn

15 metres

15 metres

Patio

3 metres



Grammar and Punctuation

- Using relative clauses
- Using commas correctly to show where a relative clause has been added to a sentence.

We have learned about and used relative clauses before but let's have a reminder.

1. Go to BBC Bitesize using the link below.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

Watch the video and have a go at the activity.

A relative clause is added to a sentence. It gives more information or detail. A relative clause starts with a relative pronoun such as– **'that', 'which', 'who', 'whose', 'where' and 'when'**.

Forsythia is a fast-growing shrub, **that** grows well in most gardens, with bright yellow petals.

relative pronoun

relative clause

This relative clause has been added in the middle of the sentence. Look at where the **commas** are.

Your Task

Write three sentences that have a relative clause within them. They need to be about possible plants, shrubs or trees and useful for when you do your longer piece of writing.

Use your research for interesting information.

Writing



Create a piece of writing to go with your garden design. Your writing needs explain your choices and encourage the reader to believe that your garden is the best design. We would like you to handwrite these on a separate piece of paper.

See below for how to begin and then how to structure.

Introduction

Your beginning needs to grab the reader's attention and make sure that they want to read on. Your challenge is to make the reader believe that your garden is the best design. You could start with something like this ...

Do you want to have the garden you have always dreamed of? With my ideas, the most colourful and beautiful garden could be yours.

Main Section

This part of your writing will go into detail about the plants you have chosen and why. Use your research to help you. This is an opportunity to use the most descriptive vocabulary that you can. Remember, make your ideas sound like the best ones ever!

This is also a good place to include sentences with relative clauses.

You might need to break this section into paragraphs to group different information together.

Conclusion

These are the final words that will persuade the reader that your ideas are the very best. Make every word count.

Editing

When your writing is complete, it is time for you to edit. Use a different coloured pen to show your changes, just like you do in school, but it doesn't have to be a purple pen.

There is a column for you to tick, when you have checked each point, and another for an adult to tick.

What I need to check for		
I have used vocabulary that describes the plants to make them sound amazing. I have used some words from my reading.		
I have included three sentences (maybe more) that contain a relative clause.		
I have used Capital letters and full stops accurately throughout my writing.		
I have included a question mark when I have included a question		
I have included an exclamation mark where appropriate.		
I have used commas in sentences with lists		
I have edited to show how I would like my final published piece to look. I have thought about how I will organise my writing into paragraphs/sections of text. I have thought about how I will arrange this in different ways e.g. coloured boxes and have shown how I will do this.		
I have checked spelling using a dictionary or on-line dictionary.		

Publishing

Now that you have successfully edited, it is time to create your final piece of writing. This is more than just writing up your work. We would like you to carefully think about how to lay out your work with eye-catching presentation. You could include pictures, to go with your writing, and add colour. How will you make your writing stand out?

