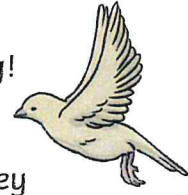


Monday

Garden Birds

Why do Birds Matter?

Birds are just there to look pretty and sound nice, right? Wrong! Birds are vital for the environment.



Birds encourage varied plant life through seed dispersal. They disperse seeds within their droppings, by catching them on their feathers and by dropping them from their beaks while flying. This means seeds get to travel to different places and grow elsewhere.



Birds control insect growth. Many birds, such as dunnocks, blue tits and blackbirds, eat insects. Without these insect-eating birds, there could be a dangerous number of insects on the planet.

Many birds, like crows and magpies, help rid the world of disease through eating dead animals. Without these birds eating the carcasses of other animals, diseases could more easily be spread.

Decreasing Numbers of Common Garden Birds

The starling, once common, has seen a steady decline in numbers. The loss of starlings has been linked to farming; it is thought that heavily farmed land makes it more difficult for birds to find their favourite food, the crane fly larvae.

House sparrow numbers have also decreased in the last few years, particularly in urban environments. The reason is not fully known, but could be due to cats or air pollution from more vehicles being used. Fortunately, last year, there was an increase in house sparrows reported through an RSPB nationwide survey.



Urban Environment
Cities and towns.



RSPB
The Royal Society for the Protection of Birds - a charity that protects British birds.

The Rise of Less Common Garden Birds

There has been an increase in some birds that are not often seen in gardens, such as fieldfares. Fieldfares are large, colourful thrushes that stand very upright and move forward with little hops. One reason for this increase seems to be freezing

winters forcing fieldfares to leave the countryside and look for food in gardens.

At the beginning of 2016, there was an increase in the sightings of long-tailed tits and goldcrests. A warmer winter meant that more of these tiny birds survived.

Migration

Some birds migrate from the UK during the winter months and return when the weather becomes warmer.



- Swifts and swallows migrate to Africa.
- They can fly up to 200 miles every day.
- Many die from starvation, exhaustion and storms.



Resident British Birds

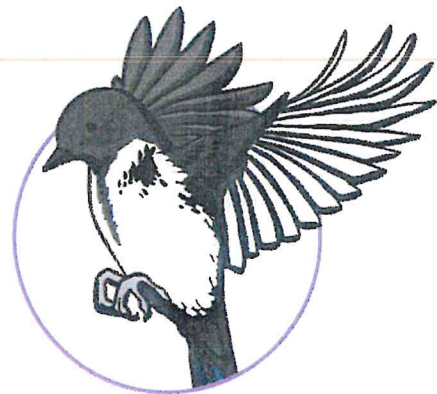


Robins:

- have a bright red breast;
- are very aggressive and will defend their territory;
- sing all year round;
- can be seen in British gardens all year round.

Magpies:

- have a loud, chattering cackle;
- can be easily seen with their black and white feathers;
- are important insect controllers;
- hunt for leftover food and dead animals.



Questions

1. How do birds help with seed dispersal?

2. Why are insect-eating birds important?

3. What is the benefit of birds eating the carcasses of dead animals?

4. Explain what problems have occurred due to heavily farmed land.

5. Why are there fewer house sparrows? Give one reason.

6. Describe how fieldfares move.

7. Name one bird whose numbers have increased. Explain why this has happened.

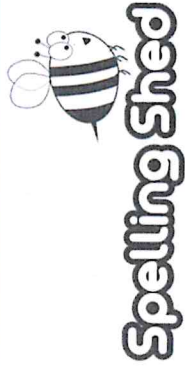
8. Why do some birds migrate, and where do they go?

9. Why might storms be a danger to migrating birds?

10. Are Robins always cute and friendly?

11. Name one good thing that magpies do.

Spellings - Group 1



Stage: 2

Challenge Words

List: 6

Name:

Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
door					
floor					
poor					
because					
find					
kind					
mind					
behind					
child					
children					

1 quart - 2 pints

Spellings - Group 2 + 3



Stage: 4

The suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.

List: 15

Name:

Spellings	1st Attempt	2nd Attempt	3rd Attempt	4th Attempt	5th Attempt
courageous					
outrageous					
nervous					
famous					
adventurous					
advantageous					
ridiculous					
carnivorous					
rapturous					
torturous					

26611102 - 210070 - 2 + 3

Alphabetical Order

Copy your spelling words into the grid on the left.

Rewrite the spellings into the grid on the right in alphabetical order.



My Spellings

Alphabetical Order

a b c d e f g h i j k l m n o p q r s t u v w x y z

Define it!

Spelling Word	Definition



Spelling Word	Definition

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂	H ₄	I ₁	J ₈	K ₅	L ₁	M ₃
N ₁	O ₁	P ₃	Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₄	W ₄	X ₈	Y ₄	Z ₁₀

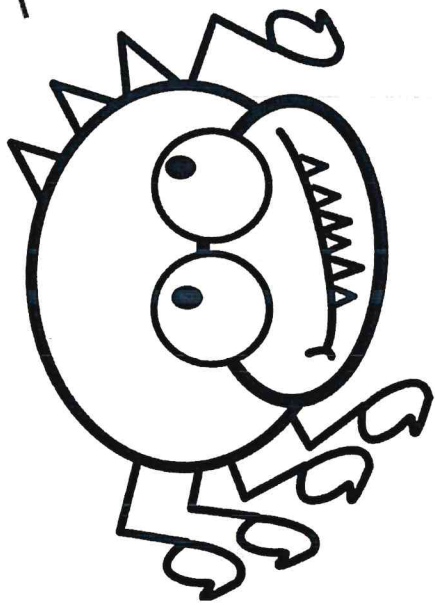
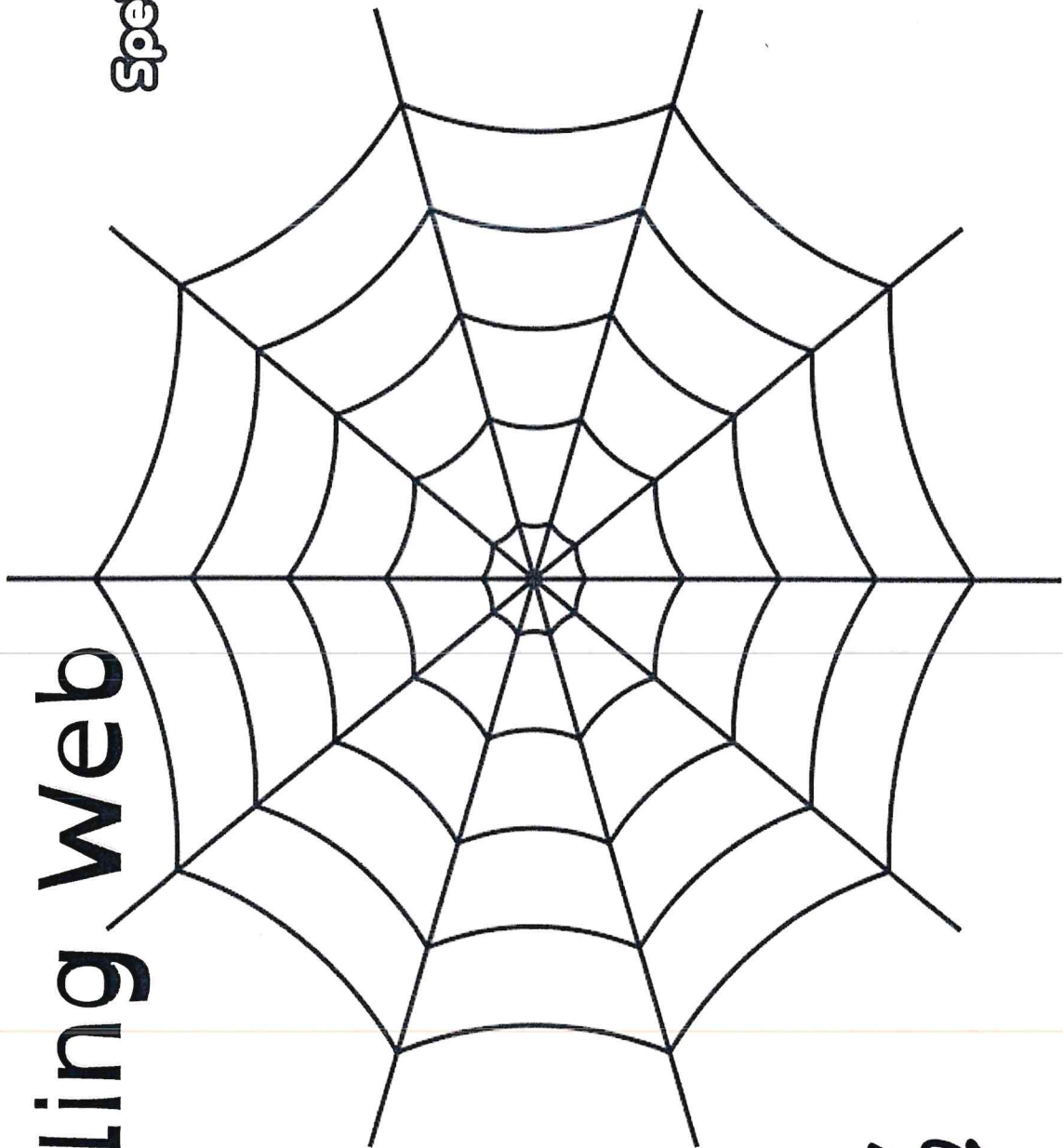
Scrabble



Spelling Word	Scrabble Score

Spelling Word	Scrabble Scorer

The Spelling Web



Expanded noun phrases

Part of Learning at Home

Add to My Bitesize

Tuesday
23/2/21

Learning at Home

Learning focus

To identify and be able to use expanded noun phrases.

This lesson includes:

- two videos to help you understand expanded noun phrases
- three activities

Learn

Watch this short clip to learn what an **expanded noun phrase** is.



Learn about expanded noun phrases.

Noun phrase

A noun phrase is a simple phrase built around a noun.

It contains a **determiner** and a **noun**.

For example: **a** tree, **some** sweets, **the** castle

Expanded noun phrase

An expanded noun phrase adds more detail to the noun by adding one or more **adjectives**.
An adjective is a word that describes a noun.

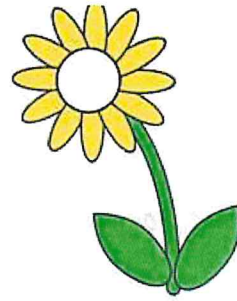
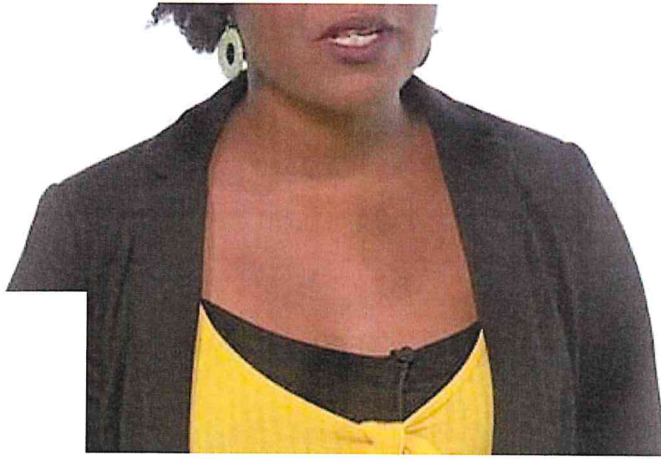
For example: **a huge tree, some colourful sweets, the large, royal castle**

Now watch this clip to recap on what **adjectives** are and how they work in expanded noun phrases.

Listen carefully and join in with the activities.



A pretty, yellow flower.



Learn about how to add description to your writing using adjectives.

Practise

You may need paper and a pen or pencil for some of these activities.

Activity 1

Check how well you understood the videos by **highlighting** all the expanded noun phrases.

Top tip!

Look for the **noun** (person, place or thing) and then find the **determiner** and the **adjective**. All these together make an expanded noun phrase.


For example: **The house was next to the huge lake.**

The noun is 'lake', the determiner is 'the' and 'huge' is the adjective.

Activity 2

Complete the activity below by clicking on the words that make up an expanded noun phrase.

You will need to click on the determiner, noun and adjective(s) separately.



Identify the expanded noun phrase

Click on the words that make up an expanded noun phrase.

[Start](#)

Some of your information will be collected when you play this quiz.

[Find out more & Terms & Conditions](#)

Activity 3

The sentences below about animals are boring!

Re-write them, adding in some **adjectives** to extend the noun phrases. The noun phrases you should focus on are in **bold**.

Remember, you can use more than one adjective. For example:

The dolphin jumped out of the water.

The beautiful, excited dolphin jumped out of the water.

1. **The monkey** swung through the trees quickly.

2. After sunset, **the bats** fly through the dark sky.
3. In the river, **the crocodile** lies silently, waiting for its next dinner.
4. **The fur** of the leopard stood on end when it saw the deer.
5. In the sunshine, **the lions** stretch out **their paws** as they rest.

Now write three of your own sentences about different animals. They all need to include **at least one** expanded noun phrase.



Where next?

In this lesson you have identified and used expanded noun phrases.

NOUN PHRASES

What is a noun phrase?

A noun phrase is a group of words that does the same work as a noun in a sentence. A noun phrase tells you more about a noun.

★ You can make a noun phrase by putting an adjective in front of a noun...

The thin knight wears green.



★ Or you can add extra information after the noun...

The knight with the sharp sword wears red.



★ Or you can do both.

The bravest knight in the world wears yellow.



ALIEN ID
Describe these different aliens, using some noun phrases, like this:

The one-eyed alien with three feet grins with delight.



Hunt for noun phrases

Find the noun phrases in this piece of writing. Make a chart with three columns, labelled **In front**, **After** and **Both**. Put each noun phrase in the right column.

The noisy procession danced down the narrow street. A swaying girl with a flowery head-dress led the way, followed by a dancer in a butterfly costume. A boy in an orange costume blew his shiny trumpet, while the happy boy beside him rattled a tiny tambourine. A masked dancer, a smiling boy wearing a purple hat and a girl with huge wings bobbed behind the

Using brackets

Part of [Learning at Home](#)

Add to My Bitesize

Wednesday
24/2/21

Learning at Home

Learning focus

To understand how to use brackets to add extra information to your writing.

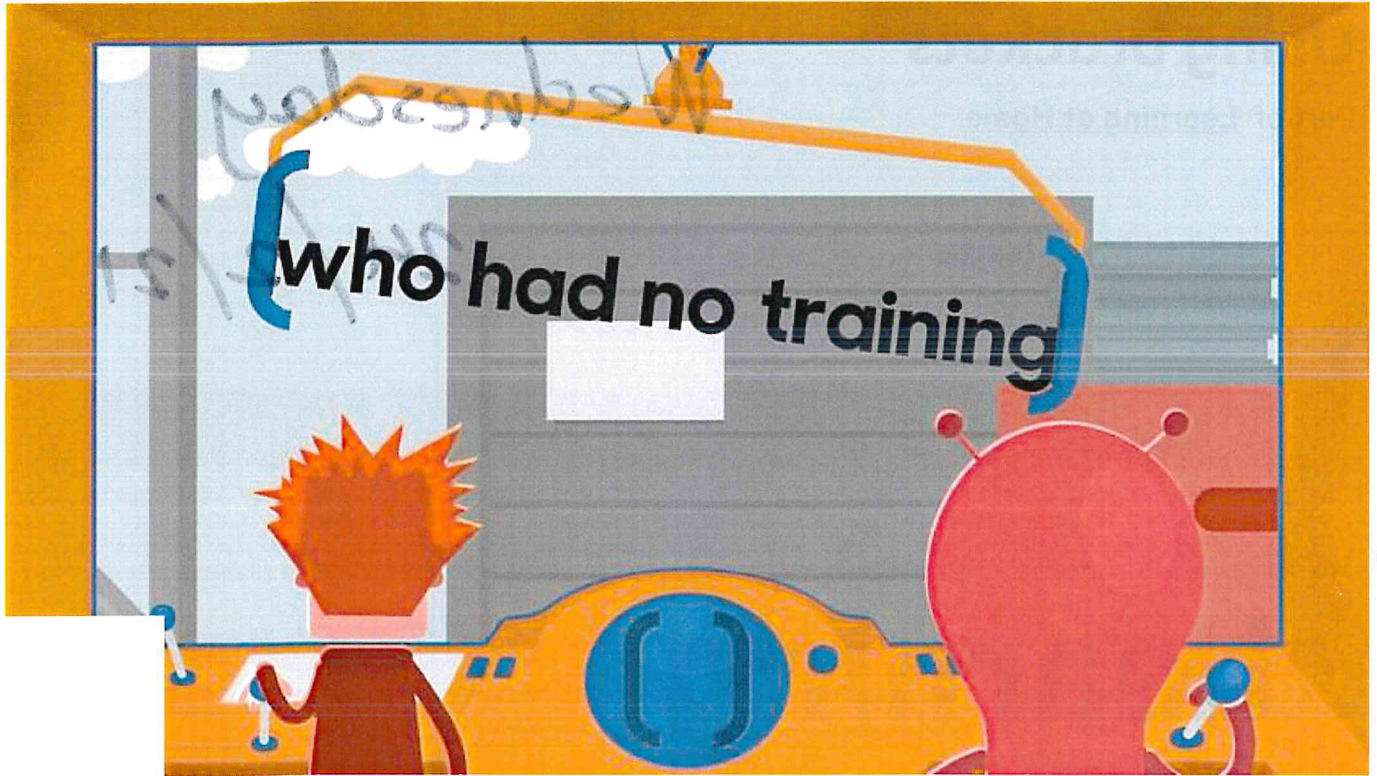
This lesson includes:

- one video about how and when to use brackets
- one video about a Viking story
- three activities

Learn

Brackets can be used to add additional information to a sentence.

Watch this short clip to see an example of how to do this.



Find out how to use brackets.

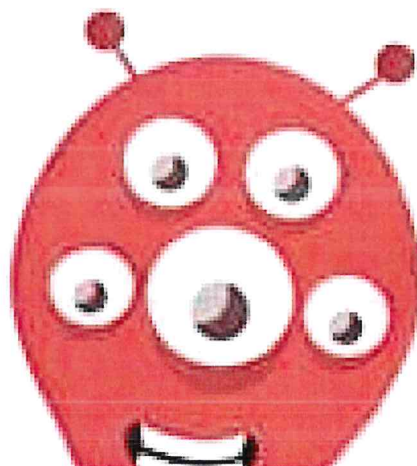
Extra detail can be added to a sentence using **brackets**. The extra detail **should not** change the meaning of the sentence - it should just make the sentence more interesting or informative.

For example:

Albert the alien was in charge of the wrecking ball.

Albert the alien *(who had no training)* was in charge of the wrecking ball.

If we took away the words in **brackets** the sentence would still make sense, but it's more interesting with the added detail.





The added detail in the **brackets** should go straight after whatever it is adding information about.

For example:

The footballer (*who looked rather tired*) shot the ball at the massive net.

- The extra information is about the **footballer**.

The footballer shot the ball (*which was covered in mud*) at the massive net.

- The extra information is about the **ball**.



Practise

You may need paper and a pen or pencil for some of these activities.

Activity 1

Check how well you understood the video by highlighting all the words that **should** be in **brackets**.

Remember: Brackets contain **extra** information. The sentence should still make sense if you took the extra information away.

Activity 2

This video tells the Viking story of how the world was created by a great god called Odin. It's narrated by the Viking god of fire, Loki.



Listen to the Viking story of how Odin created the world.

After watching the video, copy out the sentences below and complete them using an option from the phrase bank.

The phrases provide extra information, so they should go **inside** the **brackets**.

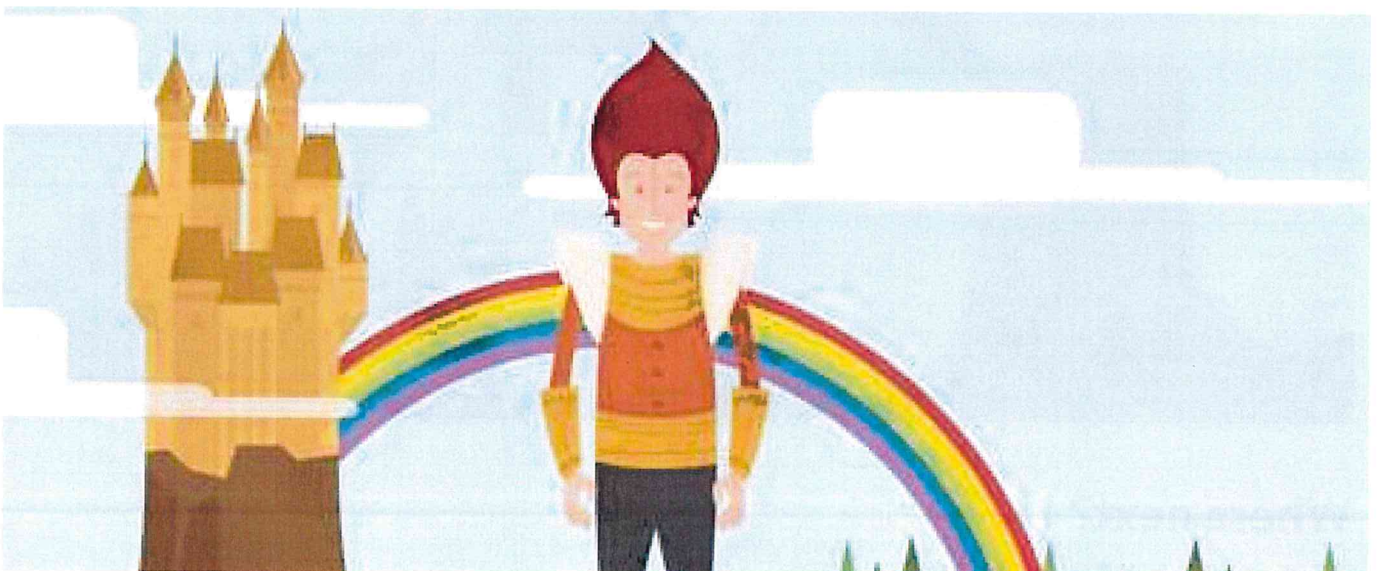
Top tip!

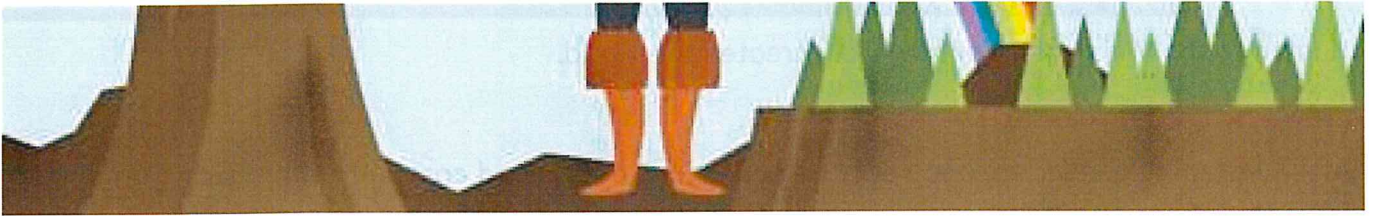
Read the sentences carefully. They should still make sense with the extra information added.

Phrase bank

- *Home of the Humans*
- *who was puzzled*
- *with a great roar*
- *the god of fire*
- *filled with trees, lakes, flowers and rivers*
- *who lived a long time ago*

1. The Vikings (.....) sailed around in very long ships.
2. Loki (.....) watched Odin create the world.
3. Loki (.....) said, "Isn't it a bit generous, giving a home to our enemy the giants?"
4. Odin (.....) sent a freezing wind across the blackness.
5. Odin breathed gently and a new world (.....) appeared.
6. This land was called Midgard (.....).





Activity 3

Finish these three sentences by putting your own extra information inside the **brackets**.

For example: **The Giants (*who were the gods' enemies*) lived in a land made from freezing cold ice and frost.**

Top tip!

- Read the whole sentence first.
- Remember that brackets add information about whatever is directly **before** them in the sentence.

1. The palaces (.....) had turrets of gold and silver.
2. This land was called Asgard (.....).
3. Odin (.....) created the world.

Have a go at writing two of your own sentences about the video, using **brackets** to add extra information. Look at the previous examples to help you.



Where next?

Pixar's short film *Lifted* is about a teenage alien who is attempting to abduct someone from his house at night. The alien is having some trouble—it is his first day—and under the careful eye of his supervisor, repeatedly flips the wrong switch to bring the abductee onto the space ship, causing him to slam the abductee's head into a wall—but somehow the man still doesn't wake up. When he finally gets the human on board after flipping almost every switch, the young alien lets go too soon and the human drops through a hole back to Earth. Fed up with watching the teenage alien, the supervisor takes over and fixes the abductee's house as well as puts him back in bed. He even straightens the flowers on the table.

On the way back to their home planet *wkaka Zoolaka Laka*, the teenager is allowed to drive the ship and immediately slams the ship onto the human house crushing everything except his room. When the man wakes up to find his house gone, he screams.

Thursday + Friday.



TalkforWriting

Talk for Writing Home-school booklet

MISSION POSSIBLE

by Kat Pennington



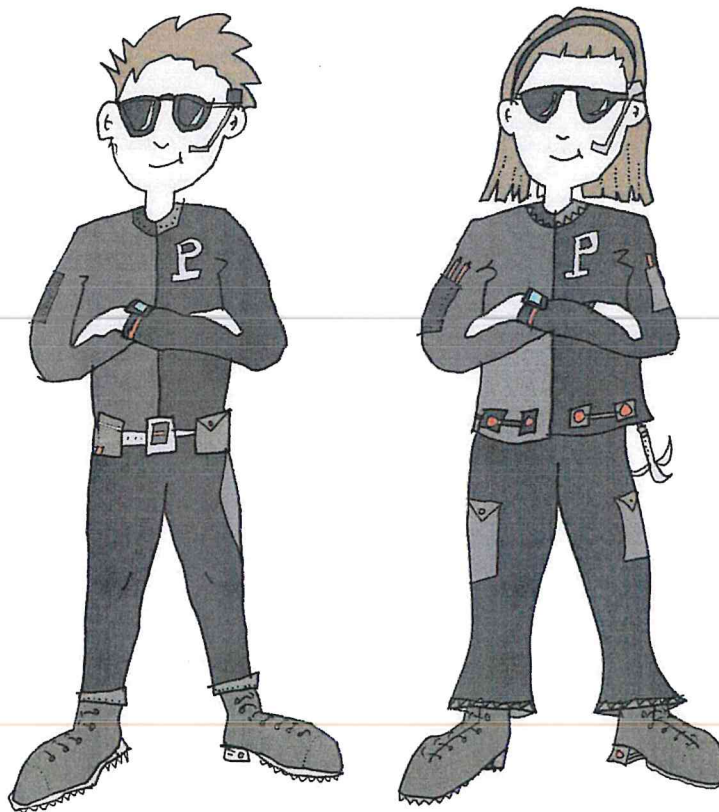
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www.talk4writing.com



Mission Possible

By Kat Pennington

Meet Pete and Polly



Have you ever wanted to go on an adventure? Have you ever wanted to be a spy? Well this booklet is all about two twins who have a special secret. By reading this story, you will learn their spy-licious secret and build your way to writing your own adventure story.

You can listen to an audio version of the story here:
<https://soundcloud.com/talkforwriting/mission/s-qMLb31YjpM7>

Mission Possible

Pete and Polly were completely ordinary, totally normal and utterly boring twins - or so everyone thought. They wore ordinary clothes, took part in normal, everyday activities and were, in fact, boring - or so everyone thought.

You see, Pete and Polly Powers had a secret. It wasn't an ordinary, normal or boring secret and it was a secret that lived just between them (and you, in a moment, if you keep on reading!) Not even their teachers, parents or Scout Leader knew about their secret. No one ... until now. Now, this secret can only be entrusted to the most daring, brave and adventurous of children - do you think you can be trusted? Okay then ... well ... here we go ... Pete and Polly are spies!

It all began last summer when they saw an article in the local newspaper advertising for two undercover agents to help fight global crime. Pete and Polly wasted no time in applying and, after a rigorous induction process, they were accepted into the governments' secret Spy

Programme. Their assignments have involved the most daring of adventures like rescuing the Prime Minister from a sudden volcanic eruption and preventing the kidnap of the Queen's corgis from Buckingham Palace! Pete and Polly were very good at their job and very good at keeping their identity a secret.

One spring morning, while having breakfast, Pete's watch lit up - it was a message from the Government's top chief of security, Cyril Secret, and it



read:

"Background: Last week the notorious thieves Dodgy Roger and Raucus Reggie stole the Yata no Kagami - a mirror which belongs to the Three Sacred Treasures of Japan.

Your Mission: To retrieve the Yata no Kagami - and return it to the Japanese embassy in London.

When: Tonight

Where: You will find it and the thieves in the abandoned riverboat docked on the Thames.

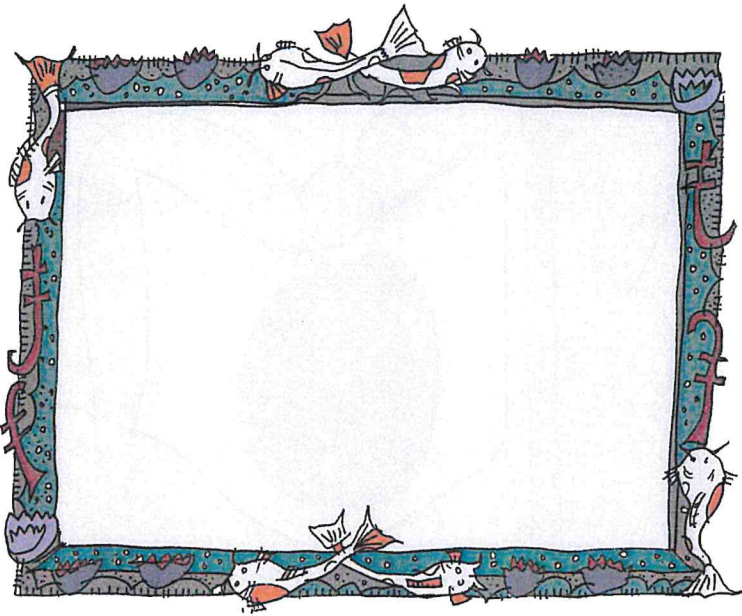
Note: Delete this message instantly."

Pete and Polly looked at each other and, in unison, smirked: "No problem." Pete, quickly switched his phone off and threw it into his school bag.

The day soon passed and, at precisely midnight, the sharp shrill of an alarm woke the twins. Instantly, they jumped out of bed, grabbed their spy bags and flew down the stairs, closing the front door quietly behind them so as to not wake anyone else.

Ten minutes later, they found themselves on the edge of the Thames staring at the abandoned riverboat. Outside the cold wind howled and bit at their ears, street lights flickered and an uncomfortable mist slithered across the dangerously deep water.

Inside the boat, Pete and Polly saw the silhouette of two large men sitting hunched across a table from one another with the only light coming from an old oil lantern. They seemed to be arguing. With



hearts pounding and hands trembling, Pete and Polly snuck into the boat and hid behind the broken door.

On the table, they could see the Emperor's mirror.

"What now?" asked Pete in trepidation.

"You distract 'em and I will grab the mirror," replied Polly confidently.

They both nodded. They knew what they had to do.

Without hesitation, Pete dropped a small green capsule which filled the boat with a fine green mist. At the same time, Polly ran towards the table where the men sat, grabbed the mirror, flung it into her rucksack and then they both sprinted back up onto the deck.

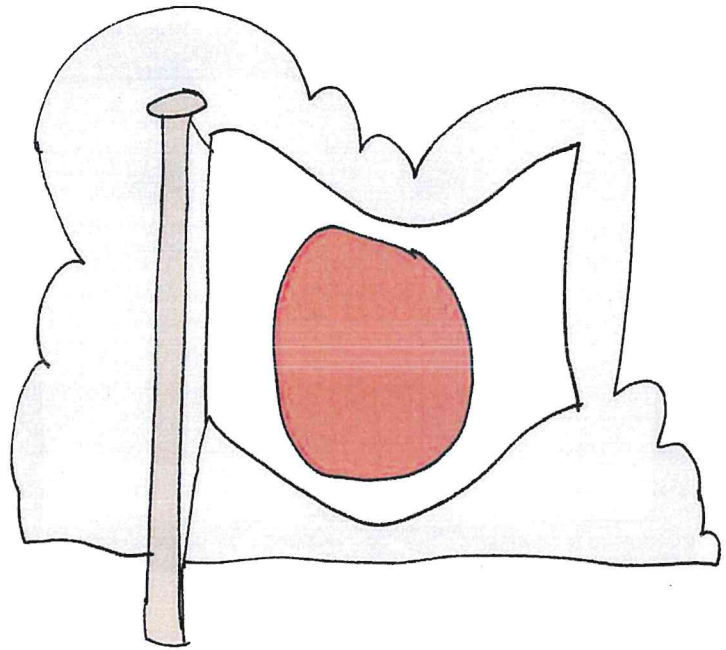
Suddenly, coming from the cabin, they heard the unmistakable sound of fast-paced, heavy footsteps and loud angry voices.

"Quick!" Shouted Polly and, on that command, they fled. They didn't look back. They didn't stumble. They were trained for moments like this. Fast, focused and determined they continued sprinting until eventually the angry footsteps and loud shouting faded.

On the way to school the next morning, Polly and Pete made a small detour to a beautiful Victorian building in Piccadilly, Mayfair, that had a large Japanese flag blowing gentle in the breeze. On the doorstep they carefully placed an object concealed in brown cloth

and gave each other a high five and knowing wink. "Mission possible!" Polly chuckled.

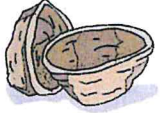
Just then, Pete stopped suddenly. Slowly, he looked down at his wrist to see his watch flashing once more. It was another message from Cyril Secret ...



Let's chat about the story

What do you think to the story? Let's have a chat about it together. Answer these questions, you can write the answers down if you like or just discuss it with someone.

In a nutshell, what was this story about? As a challenge, can you tell me what the story was about but only use 20 words!

	
--	---

Let's chat some more... record your thoughts here:

What did you like about the story?	Was there anything you didn't like or didn't understand?
Does this story remind you of any other books or films that you have read or seen?	Do you have any questions about the story?

True-or-False Quiz!

Welcome to my quiz! I love quizzes and I need you to mark mine for me. Am I right or wrong? Be ready to explain how you know if I have got the answer right or wrong! You may find it useful to circle and draw on the story where you find the answer. If you get really stuck, the answers are at the back of this booklet.

Question	My answer	Is my answer right?	How do you know?
Pete and Polly are brother and sister.	True		
Pete and Polly's Scout Leader knew their secret – that they were spies.	True		
One of the twin's missions was to rescue the Prime Minister from an earthquake.	False		
The Yata no Kagami is one of the Five Sacred Treasures of Japan.	False		
The story is set in London.	True		
The Yata no Kagamu is a mirror.	True		
They set off on their adventure to retrieve the mirror at midnight.	False		
The mirror was hidden underground.	False		
The green capsule created a green mist when it was dropped.	True		
The last day of the story is a Saturday.	False		

Now I need you to be detectives for me and look for clues to these statements. Here are four statements which I am not sure of the answer to so I need your help. What do you think the answers are and why? Can you find any clues in the story to help you?

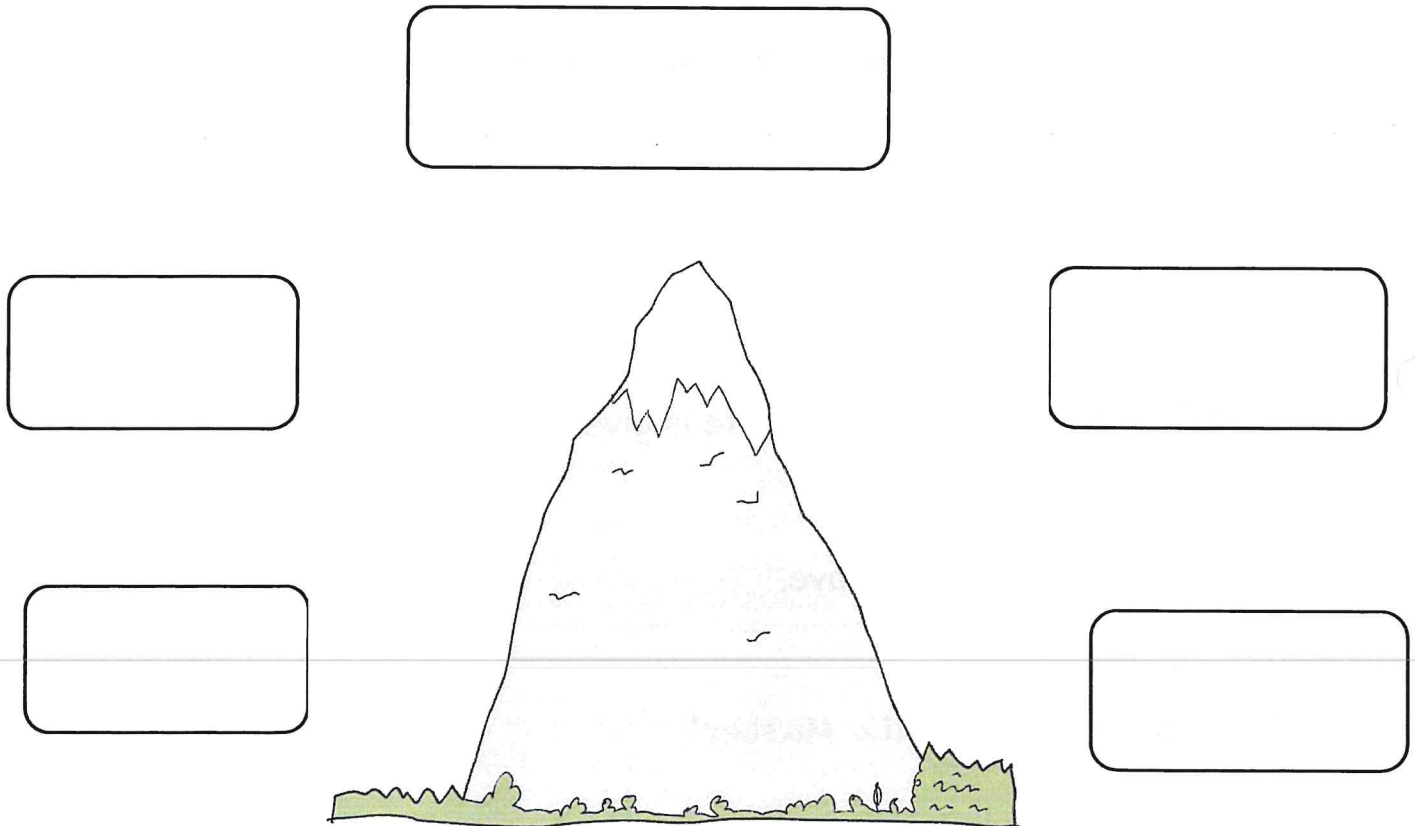
- 1) The men on the boat were Dodgy Rodger and Raucus Reggie.
- 2) Polly and Pete were successful in their mission and left the mirror on the doorstep of the Japanese Embassy.
- 3) At the end of the story Pete is given another mission.
- 4) Pete and Polly are brave.

Your turn to be Quiz Master!

Could you write a quiz for someone based on this story or another one that you have read? Make sure you know the answers though.

What happened when?

Use the story mountain to help you put the events in the right order:



The twins venture out into the night and find the riverboat with the mirror.

Pete and Polly are given a mission to rescue the Yata no Kagami.

Pete and Polly drop an item wrapped in brown cloth to the Japanese Embassy the next day.

Pete and Polly run away from the thieves and escape.

They snatch the mirror from the thieves by distracting them but they are then chased.

Wonderful Words

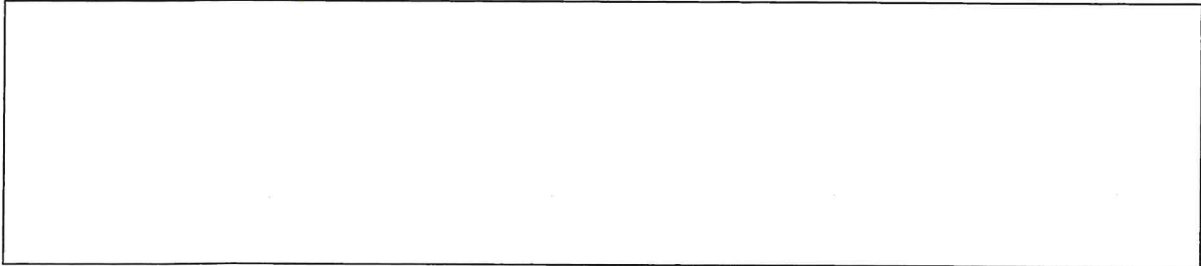
Often in stories there are some words which we do not know the meaning of. Can you match these words to their correct definition? Psst ... the answers are at the back of this booklet but try not to look unless you get stuck.

ordinary	a feeling of fear, worry or anxiety
entrusted	nothing really special about it - quite normal
sacred	the building where an ambassador of a country lives or works
Japan	a boat designed to be used on rivers
embassy	the river that flows through London
River Thames	a sort of smile that says you are pleased with yourself, or smug, or being silly
oil lantern	a country in East Asia
smirked	a container holding oil that can be used as a light
trepidation	being given something to take care of and really look after
riverboat	hidden
concealed	describing something connected to God or religion

Are there any other words you are not sure of? Record them here and ask an adult if you can or use the internet or look in a dictionary if you have one.

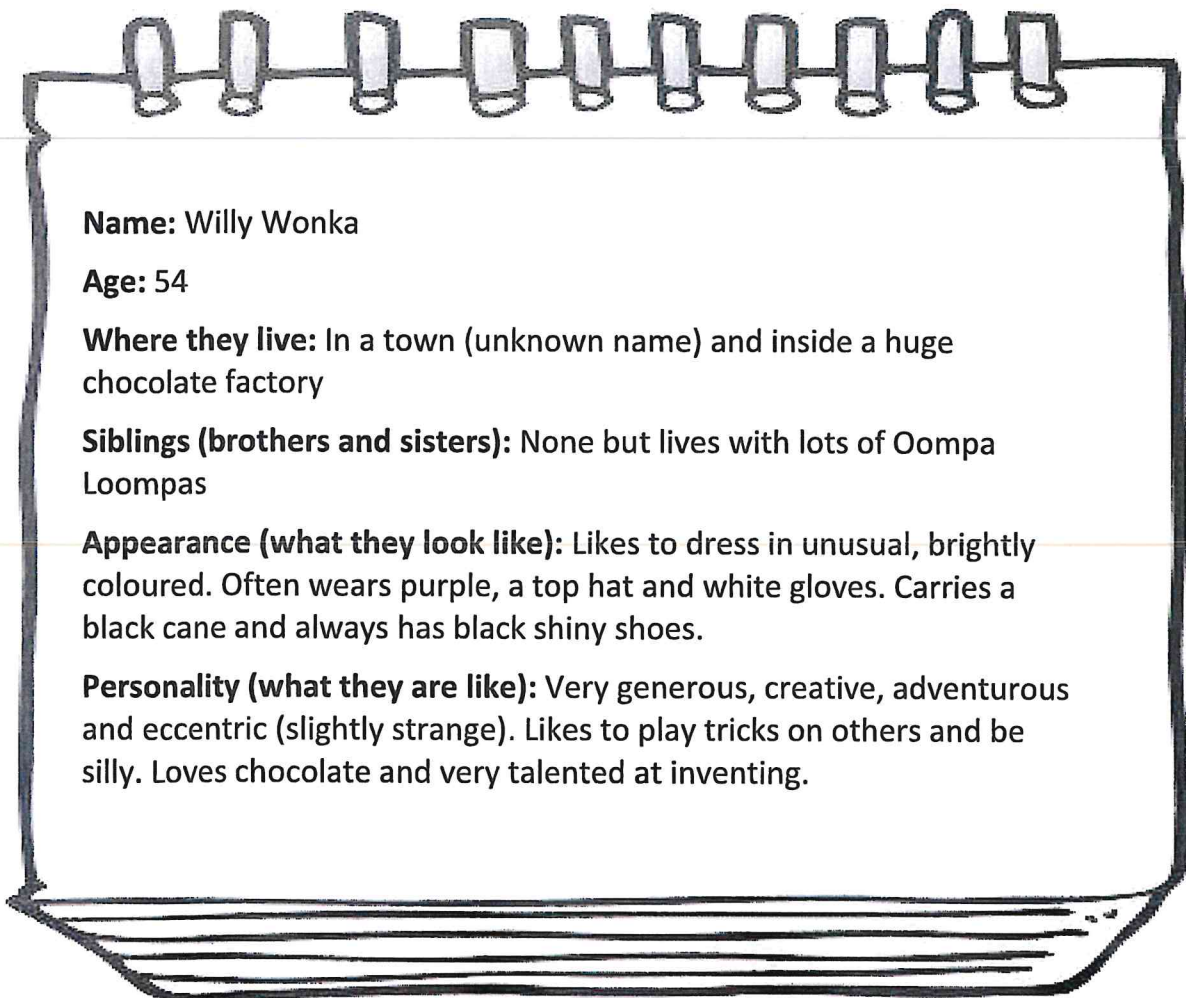
Characters in Stories

What is your favourite story character? What makes them your favourite character? Draw a picture of them here:



There are lots that we do not know about our characters in the story *Mission Possible*. Can you complete the character profiles below? Make up any information that you do not know.

I have done an example for you.



Name: Willy Wonka

Age: 54

Where they live: In a town (unknown name) and inside a huge chocolate factory

Siblings (brothers and sisters): None but lives with lots of Oompa Loompas

Appearance (what they look like): Likes to dress in unusual, brightly coloured. Often wears purple, a top hat and white gloves. Carries a black cane and always has black shiny shoes.

Personality (what they are like): Very generous, creative, adventurous and eccentric (slightly strange). Likes to play tricks on others and be silly. Loves chocolate and very talented at inventing.

Name: Polly Powers

Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



Name: Pete Powers

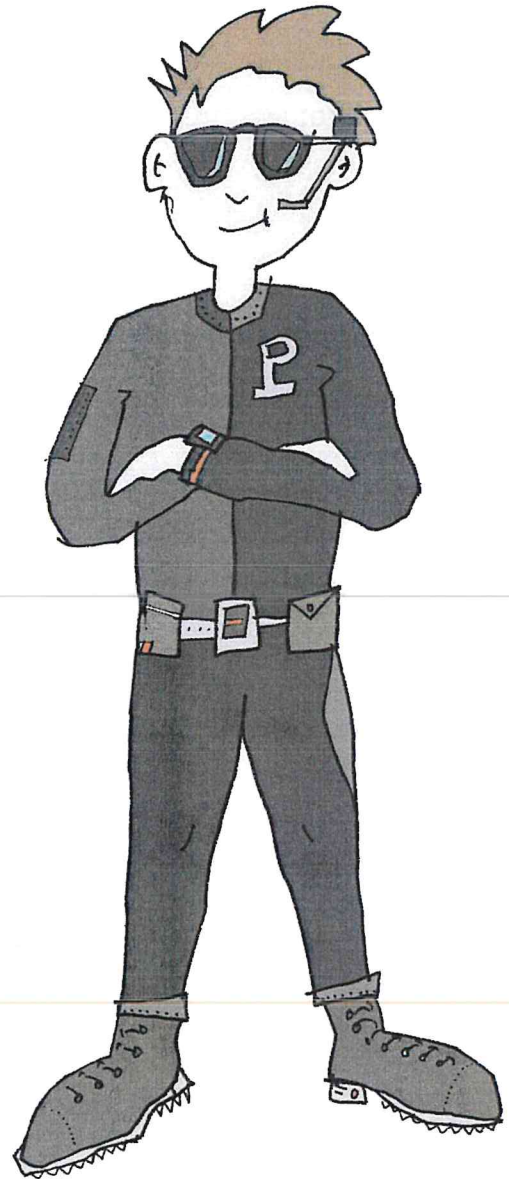
Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



Name: Dodgy Rodger

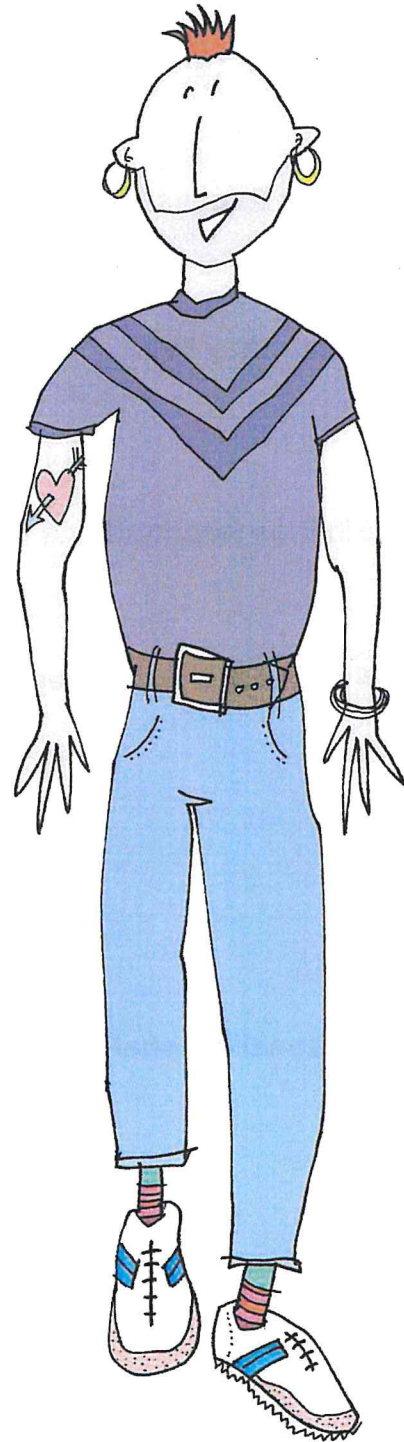
Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



Name: Raucus Reggie

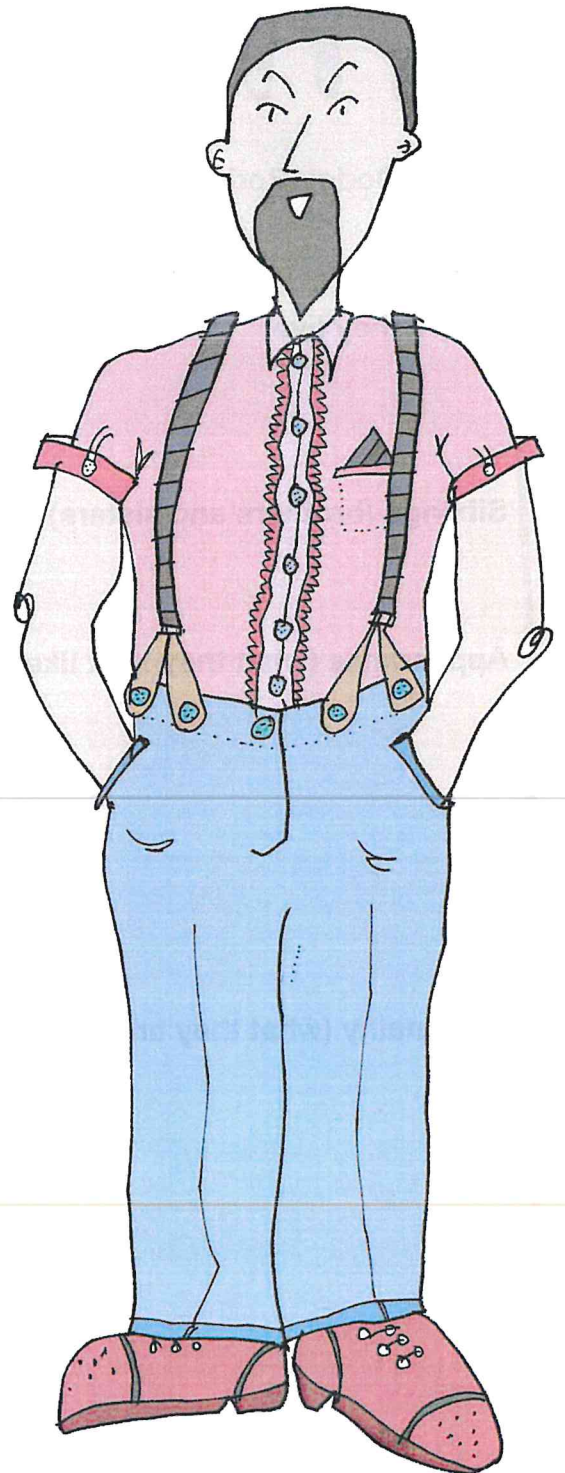
Age:

Where they live:

Siblings (brothers and sisters):

Appearance (what they look like):

Personality (what they are like):



Character Names

This page is going to help you create a name for the main characters in your story – the goodies and the baddies.

Characters' names in stories are often very important and can hint at their personality or job. I always think that certain names suit certain kinds of people.

Charles Dickens, David Walliams and Roald Dahl regularly use the names as a clue to what the character is like or what they do. For example:

- Mr and Mrs Twit in Roald Dahl's book: 'The Twits' are... twits! Mr Willy Wonka is a silly name for a silly man!
- Miss Root, in the book 'The Demon Dentist' by David Walliams, is a dentist (and not a very nice one!)
- Miss Honey and Miss Trunchbull, in Roald Dahl's 'Matilda', are two very different types of teacher – can you guess which one is nice and which isn't?
- In 'Harry Potter' we learn that Tom Marvolo Riddle is in fact Lord Voldemort (an anagram of his original name!)
- Why do you think Charles Dickens called the main character in 'A Christmas Carol' Scrooge?

In our story, 'Mission Possible', we have the following characters:

- Polly Powers and Pete Powers (secret agent)
- Cyril Secret (Head of the Secret Services)
- Dodgy Rodger and Raucous Reggie (thief)

Do you think their names suggest something about them? Do you like their names? What do you notice about their names?

What are your favourite names of characters in stories that you have read?

Three thought bubbles are arranged in a triangular pattern. Each bubble contains two lines of text: 'Character name:' followed by a blank space, and 'Book or film they were in:' followed by a blank space. The bubbles are simple line drawings with scalloped edges.

Let's invent some character names for your story

Here are 3 ideas for coming up with a name for a character

1. Find the origin of a name (*where the name comes from*)

For example, the name Peter comes from the Greek meaning 'rock'. When you find the origin, you can think whether it suits your character. (You will need the internet for this so surf safely and with an adult present.)

2. List names

Find some story books and write two lists – one of the author's first names and another list with all of the second names. Put the lists side by side and match the first names and surnames with ones that you think work well, for example, *Roald Donaldson*.

Or you could list all your friends name, or all the names of people you know, and then rearrange them to come up with names that fit the characters you want to invent.

3. Use jobs or special features

In real life, some surnames originally suggested the owner's job or special feature. Could you invent a surname to fit your character e.g. name + special feature:

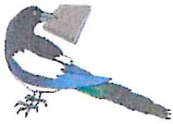
- an evil surgeon could be called Doctor Slice
- a tall teacher: Mr Longlegs
- a boy who can run fast: Samuel Speed
- a girl who is good at scoring goals: Gail Goodshot.

Write some ideas for character names here:

Names for your main characters (goodies)	Names for your bad characters

Learning from Other Writers

It is great to read another writer's work and use their ideas to influence our own. Let's do some reading and look at this paragraph about a teacher:



Mr Hawthorn strode into the classroom, slammed his briefcase on top of his desk and perched on the edge of his pristine leather chair. He stared intensely out of the window and his angular nose twitched.

The air was filled with an uncomfortable silence until Jimmy Jones stuttered: "Please, Sir, what will we be learning today?"

A smile slithered across Mr Hawthorn's page-white face. "Today, boy," he hissed through brown, broken teeth, "you will learn nothing."

From reading the paragraph above what do you know about Mr Hawthorn?

- Is he nice? How do you know?
- What does he look like?
- How does he move?
- How does he speak? What does that tell us?
- Do you think he suits his name?
- Do you think other people like him? How do you know?
- Do you like him? Explain your answer.

Choose your favourite word or line from the passage above and jot it down below – maybe you could use it, or something similar in your own story:

