

English planning and resources

Planning and Resources

School -

Year group (s) – 4

Teacher –

Text – Varjak Paw

Term – Autumn 2

Overview

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)						
A7	POR 1 prediction	POR 2 character focus (not writing diary)	POR 5 conscious alley / hot seating POR 6 visualisation	POR 7 story mapping	POR 8 – spag focus effective adjectives to create mood (not poem)	Varjak Paw by S.F. Said and Dave McKean
A8	POR 14 comprehension	POR 17 drama	Finish story and complete tell me grids	story map from model text of 250 words and 5 parts – box up	Tadpole – focus SPAG cohesive devices used in model text	
A9	POR 19 – different perspective	POR 20 – planning story from different character view	POR 21 writing story (based on model) but from different character view	POR 22 complete story	Review, improve, perform	
A10	POR 9 model text newspaper – box up	POR 10 - tadpole Headlines and witness statements focus – then drama for eye witness	POR 10 still writing direct speech from witness SPAG verb choices for how things are said	Shared writing – innovate model text headline and opening of report from a picture – write own from different picture – focus who what where when answered	Shared writing – innovate paragraph 2 and 3 with witness reports and further detail – drama act out different interviews	Newspaper report
A11	Shared writing – innovate closing paragraph summing up and saying when or where to get more information	Pick different point in story to imagine a report for – act out to get witness statements – children to plan report	Write own news report – headline and opening for point in the story (hot task)	Complete news report (hot task)	Review, improve, perform	Poem – suspense / mood
A12	POR 8 – mood language – model text	Comp – tell me grids for selection of different poems that create different moods e.g. suspense / panic / fear / joy / anger	Tadpole words for suspense – SPAG focus empty words / power of 3 / time of day / adjectives	Have selection of pictures that show scenes to create an emotional response – brainstorm words / phrases then use to innovate original poem	Improve, review, perform	

Writing outcomes and SPAG focus

Writing outcomes

- * Narrative from a different view point
- * Newspaper report
- * Suspense and mood poetry

SPAG focus

- * Adjectives – superlative / comparative – creating mood
- * Speech – direct and indirect
- * Power of three
- * Empty words
- * Cohesion throughout a text

NC objectives

<u>Report Expectations Y4</u>	<u>National Curriculum Writing Expectations Y4</u>
Use generalisers	Spell many homophones.
Use addition conjunctions	Draft the work I am planning to complete orally and on paper with detail.
Use subject specific and technical vocabulary	Use the possessive apostrophe for regular and irregular plurals.
Use present tense	Evaluate and edit my work checking for spelling and vocabulary errors.
Use third person	Write in cursive handwriting smoothly and legibly.
Use detail and description with comparisons	Write sentences that have more than one clause.
Vary sentence openers	Use appropriate conjunctions like when, if, because, although for effect.
Use formal language	Use the present perfect form of verbs.
Paragraph 1 - Introduce the topic Paragraph 2 - Describe what it looks like Paragraph 3 - Describe where it is found Paragraph 4 - Describe what it is best known for Paragraph 5 - Final amazing fact	Use adverbs, conjunctions and prepositions to express time and cause.
	Use fronted adverbials marked with a comma accurately.
	Use the grammar I have learned.
	Punctuate direct split speech.
	Choose the correct nouns and pronouns for clarity and cohesion to avoid repetition.

Genre objectives

Journey Story Expectations Y4

Use time, weather or place to orientate the reader

Use a character's actions to show how they feel or their personality

Use questions or exclamations to hook the reader's interest

Show through actions how a character has changed their personality

Use metaphors to describe

Use alliteration for effect

Use personification to describe

Use quirky expression

Use a speech sandwich

Use a rhetorical question

Opening - Main character goes on a journey

Build up - Something small goes wrong

Problem - Something worse happens

Resolution - The obstacles are overcome

Ending - Main character gets there in the end

Limerick / Haiku / Cinquain / Poet study / Classic / Performance

Poetry Expectations Year 4

Describe poem's impact and explain own interpretation by referring to the poem

Comment on the use of similes and expressive language to create images, sound effects and atmosphere

Discuss the poem's form and suggest the effect on the reader

Vary volume, pace and use appropriate expression when performing

Use actions, sound effects, musical patterns and images to enhance a poem's meaning

Use language playfully to exaggerate or pretend

Use similes to build images and identify clichés in own writing

Write free verse or use a repeating pattern

Experiment with simple forms

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

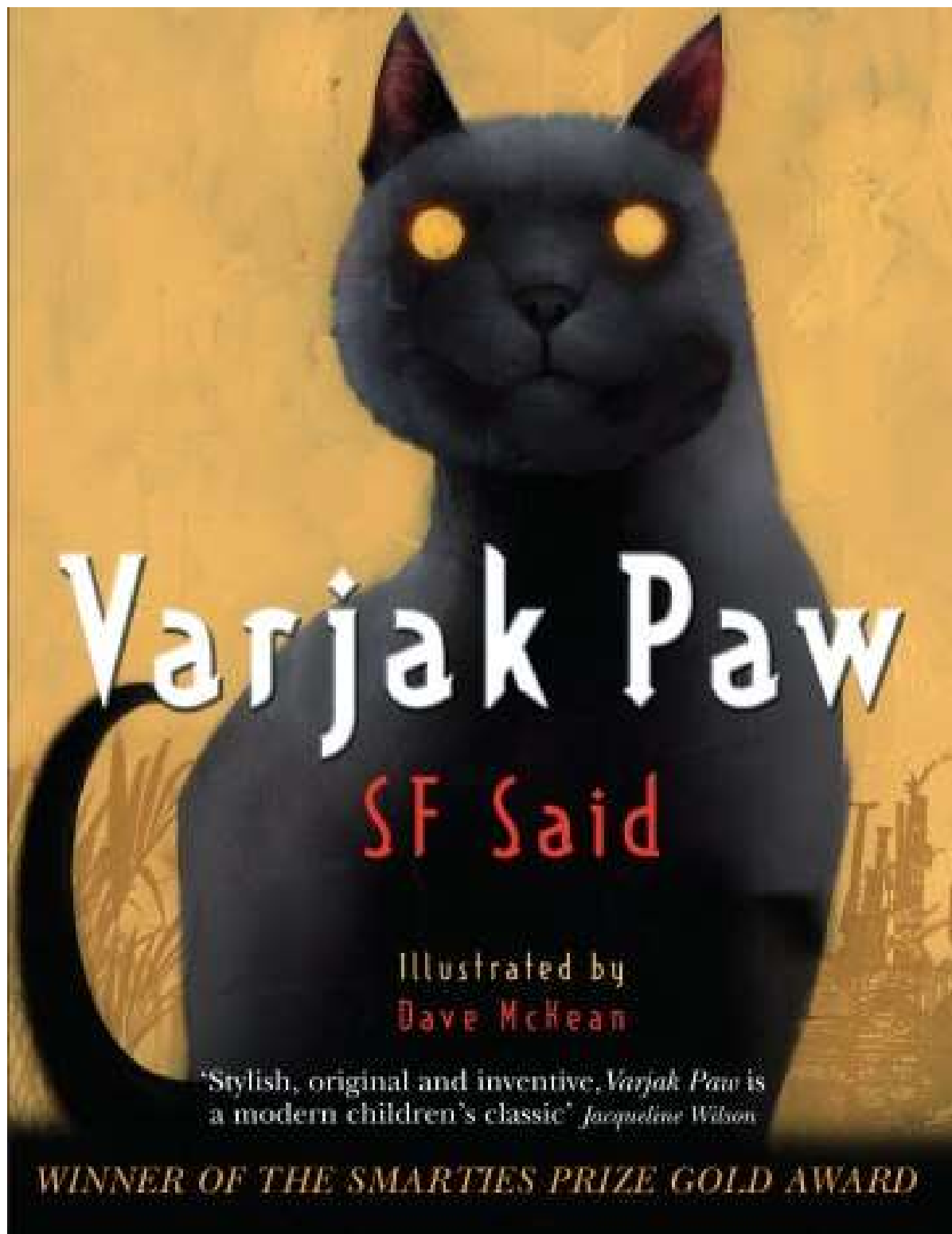
Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Please read the POR unit plan in full

- * Link below
- * <https://clpe.org.uk/system/files/Varjack%20Paw%20TS.pdf>

Week 1 Monday

- * Learning Outcome / Objective
- * I can use inference to make predictions.



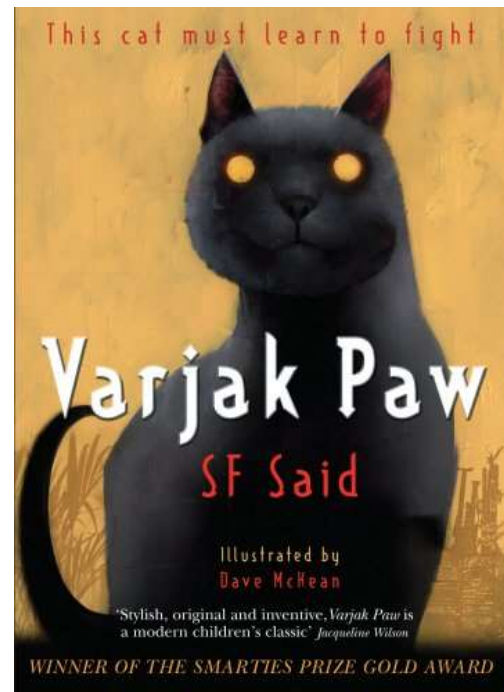
This picture shows Varjak Paw.

Predict what you think this story might be about and what might happen.



Look closely at the words at the top of the cover.

What does this mean? What do you think might happen now?



I think Varjak Paw will be...

This story will be about...

Read chapter 1 and chapter 2

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can understand how a character develops.

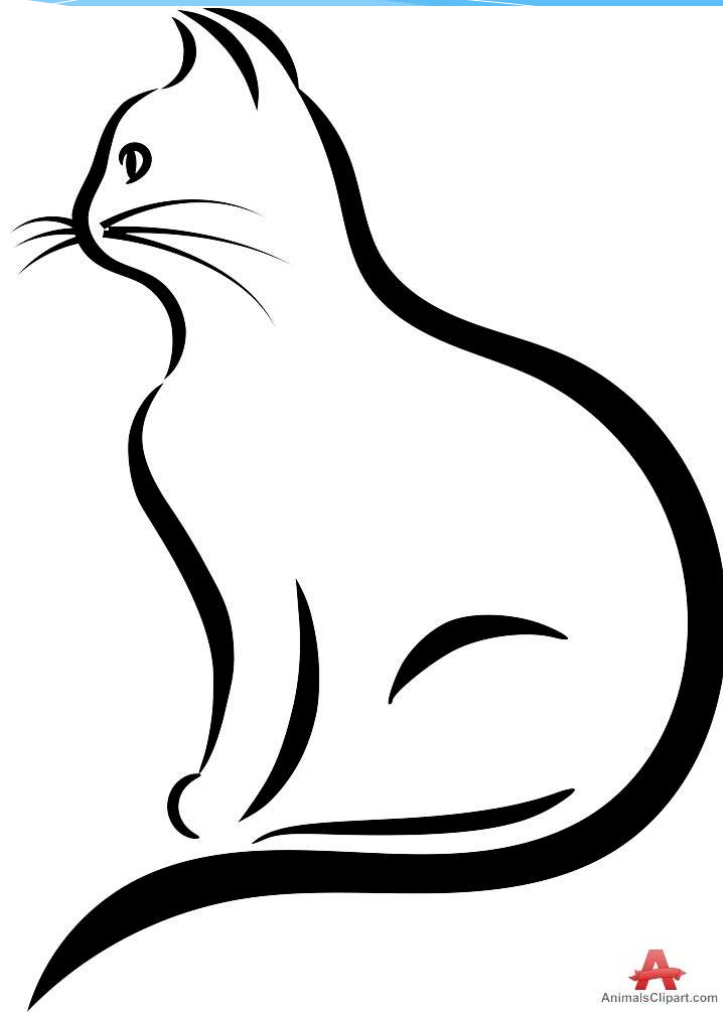
Read chapter 3 and chapter 4

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

‘In the middle of his family, Varjak felt friendless and alone.’

- * Freeze frame Varjak with his family.
- * When tapped on the head, speak your thoughts aloud.
- * Take photos and then write these thoughts on big speech bubbles for display.

Varjak – role on the wall



Week 1 Wednesday

- * Learning Outcome / Objective
- * I can use clues from the text to be able to articulate thoughts and speech of characters.
- * I can use 'point, reason, evidence' to present a point of view.

Recap so far...

sequence these events in pairs

- * The Contessa's body is taken away.
- * Jalal tales are told.
- * Grandfather shares the 7 skills.
- * The gentleman and cats arrive.
- * Grandfather is no longer head of the family.
- * A family council is held.

To leave or not to leave?

- * In pairs, act out an argument between Julius and Varjak.
- * Varjak to argue to leave and Julius to argue to stay.
- * Chat through your ideas first and then practice your arguments.
- * Now let's look at a few pairs in action.
- * Let's see how we can develop our ideas using P R E.

Should the family leave the Contessa's house?

- * Reasons for:
- * Point, reason, evidence

e.g.

Yes the family should leave because the Contessa is no longer there. Her body was seen by Varjak being removed from the house.

Should the family leave the Contessa's house?

- * Reasons against:
- * Point, reason, evidence

e.g.

No the family should not leave because they are still being fed and looked after. The family are fed caviar by the gentleman – the rarest, most expensive food in the world.

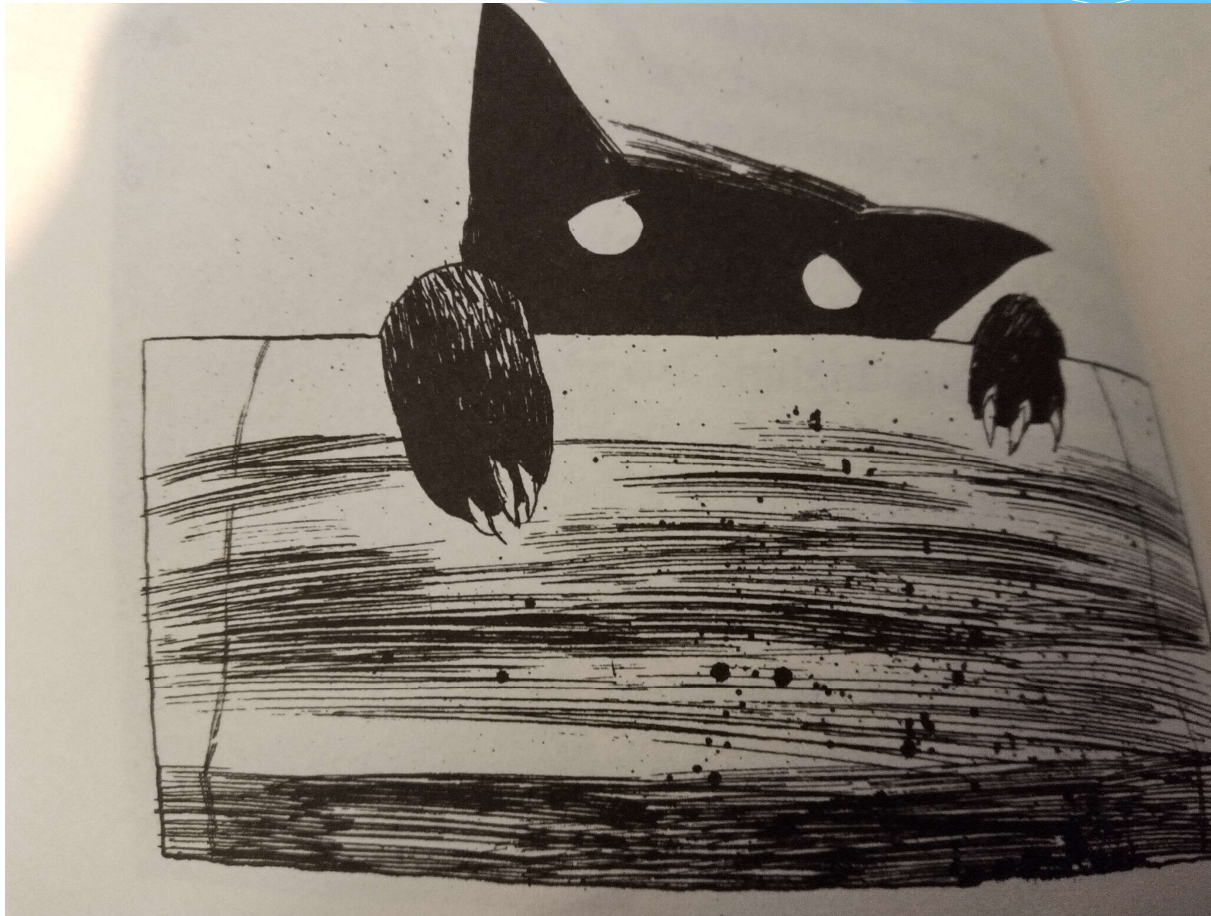
Now have another go in your pairs but swapping characters.

- * In your books write some reasons for and some reasons against.
- * Remember to use Point Reason Evidence.
- * What do you predict might happen next?

Read chapter 5

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

Should he leave his grandfather to the mercy of the black cats or should he stand by him?



stay and fight

- * Remember to think Point, Reason, Evidence
- * Line up and think of a compelling word or phrase to convince Varjak

go as his grandfather orders

- * Remember to think Point, Reason, Evidence
- * Line up and think of a compelling word or phrase to convince Varjak

Conscience Alley

- * Take turns being Varjak and giving your choice at the end of the alley.
- * What do you predict will happen next?
- * Write your choice and reasons in your book.

Week 1 Thursday

- * Learning Outcome / Objective
- * I can recognise key events.
- * I can sequence key events.
- * I can summarise key events.

Read chapter 6, chapter 7 and chapter 8

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

Recap so far...

sequence these events in pairs

1. Jalal tales are told.
 2. The gentleman and cats arrive.
 3. The Contessa's body is taken away.
 4. A family council is held.
 5. Grandfather is no longer head of the family.
 6. Grandfather shares the 7 skills.
-
- * Rain scares Varjak into shelter.
 - * He dreams of Jalal and the way of 'open mind'
 - * Varjak leaves the garden.
 - * A car almost runs him over.

In partners, talk about the change of settings.

- * Think about what Varjak can hear, see, smell, touch and taste.
- * Create a map of his locations.

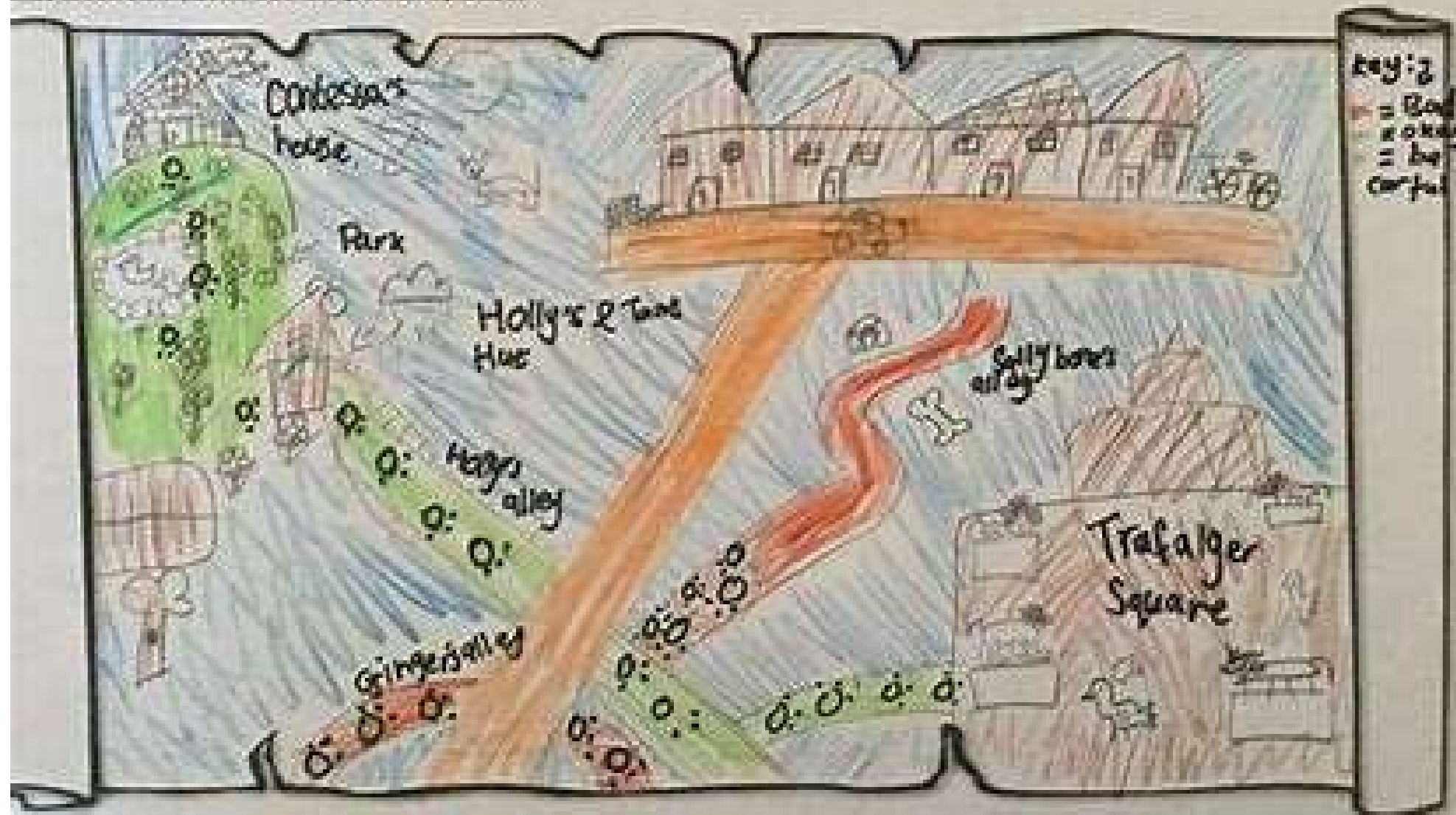




Penny and Alvin

Monday 11th June 2018

L.T. create a map of the settings in *Warwick Fox*



Week 1 Friday

- * Learning Outcome / Objective
- * I can select effective adjectives to create specific moods.

Read chapters 9, 10, 11 and 12.

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

Adjectives – describe a noun

Apperance	Condition	Feeling	Shape	Size	Sound	Time
✓ Adorable	✓ Alive	✓ Angry	✓ Broad	✓ Big	✓ Deafening	✓ Ancient
✓ Adventurous	✓ Bad	✓ Arrogant	✓ Chubby	✓ Colossal	✓ Faint	✓ Brief
✓ Alert	✓ Better	✓ Awful	✓ Crooked	✓ Fat	✓ Harsh	✓ Early
✓ Attractive	✓ Breakable	✓ Black	✓ Curved	✓ Gigantic	✓ High-pitched	✓ Fast
✓ Bloody	✓ Careful	✓ Bored	✓ Deep	✓ Great	✓ Hissing	✓ Late
✓ Bright	✓ Clever	✓ Confused	✓ Flat	✓ Immense	✓ Hushed	✓ Long
✓ Cloudy	✓ Crazy	✓ Cruel	✓ High	✓ Large	✓ Loud	✓ Modern
✓ Drab	✓ Dead	✓ Dizzy	✓ Hollow	✓ Little	✓ Melodic	✓ Old
✓ Dull	✓ Easy	✓ Evil	✓ Low	✓ Mammoth	✓ Mute	✓ Old-fashioned
✓ Fancy	✓ Expensive	✓ Grumpy	✓ Narrow	✓ Massive	✓ Noisy	✓ Quick
✓ Gorgeous	✓ Fragile	✓ Lazy	✓ Round	✓ Miniature	✓ Quiet	✓ Rapid
✓ Handsome	✓ Frail	✓ Naughty	✓ Shallow	✓ Petite	✓ Raspy	✓ Short
✓ Plain	✓ Helpful	✓ Nutty	✓ Skinny	✓ Puny	✓ Resonant	✓ Slow
✓ Shiny	✓ Gifted	✓ Terrible	✓ Square	✓ Scrawny	✓ Shrill	✓ Swift
✓ Spotless	✓ Modern	✓ Tired	✓ Steep	✓ Short	✓ Soft	✓ Young
✓ Stromy	✓ Open	✓ Upset	✓ Straight	✓ Small	✓ Thundering	
✓ Ugly	✓ Real	✓ Wicked	✓ Wide	✓ Teeny	✓ Voiceless	
✓ Wide-eyed	✓ Super	✓ Worried		✓ Tiny	✓ Whispering	

Select 3 to create the mood of joy

Apperance	Condition	Feeling	Shape	Size	Sound	Time
✓ Adorable	✓ Alive	✓ Angry	✓ Broad	✓ Big	✓ Deafening	✓ Ancient
✓ Adventurous	✓ Bad	✓ Arrogant	✓ Chubby	✓ Colossal	✓ Faint	✓ Brief
✓ Alert	✓ Better	✓ Awful	✓ Crooked	✓ Fat	✓ Harsh	✓ Early
✓ Attractive	✓ Breakable	✓ Black	✓ Curved	✓ Gigantic	✓ High-pitched	✓ Fast
✓ Bloody	✓ Careful	✓ Bored	✓ Deep	✓ Great	✓ Hissing	✓ Late
✓ Bright	✓ Clever	✓ Confused	✓ Flat	✓ Immense	✓ Hushed	✓ Long
✓ Cloudy	✓ Crazy	✓ Cruel	✓ High	✓ Large	✓ Loud	✓ Modern
✓ Drab	✓ Dead	✓ Dizzy	✓ Hollow	✓ Little	✓ Melodic	✓ Old
✓ Dull	✓ Easy	✓ Evil	✓ Low	✓ Mammoth	✓ Mute	✓ Old-fashioned
✓ Fancy	✓ Expensive	✓ Grumpy	✓ Narrow	✓ Massive	✓ Noisy	✓ Quick
✓ Gorgeous	✓ Fragile	✓ Lazy	✓ Round	✓ Miniature	✓ Quiet	✓ Rapid
✓ Handsome	✓ Frail	✓ Naughty	✓ Shallow	✓ Petite	✓ Raspy	✓ Short
✓ Plain	✓ Helpful	✓ Nutty	✓ Skinny	✓ Puny	✓ Resonant	✓ Slow
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✓ Ugly	✓ Real	✓ Wicked	✓ Wide	✓ Teeny	✓ Voiceless	
✓ Wide-eyed	✓ Super	✓ Worried		✓ Tiny	✓ Whispering	

Select 3 to create the mood of despair

Apperance	Condition	Feeling	Shape	Size	Sound	Time
✓ Adorable	✓ Alive	✓ Angry	✓ Broad	✓ Big	✓ Deafening	✓ Ancient
✓ Adventurous	✓ Bad	✓ Arrogant	✓ Chubby	✓ Colossal	✓ Faint	✓ Brief
✓ Alert	✓ Better	✓ Awful	✓ Crooked	✓ Fat	✓ Harsh	✓ Early
✓ Attractive	✓ Breakable	✓ Black	✓ Curved	✓ Gigantic	✓ High-pitched	✓ Fast
✓ Bloody	✓ Careful	✓ Bored	✓ Deep	✓ Great	✓ Hissing	✓ Late
✓ Bright	✓ Clever	✓ Confused	✓ Flat	✓ Immense	✓ Hushed	✓ Long
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✓ Drab	✓ Dead	✓ Dizzy	✓ Hollow	✓ Little	✓ Melodic	✓ Old
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✓ Gorgeous	✓ Fragile	✓ Lazy	✓ Round	✓ Miniature	✓ Quiet	✓ Rapid
✓ Handsome	✓ Frail	✓ Naughty	✓ Shallow	✓ Petite	✓ Raspy	✓ Short
✓ Plain	✓ Helpful	✓ Nutty	✓ Skinny	✓ Puny	✓ Resonant	✓ Slow
✓ Shiny	✓ Gifted	✓ Terrible	✓ Square	✓ Scrawny	✓ Shrill	✓ Swift
✓ Spotless	✓ Modern	✓ Tired	✓ Steep	✓ Short	✓ Soft	✓ Young
✓ Stromy	✓ Open	✓ Upset	✓ Straight	✓ Small	✓ Thundering	
✓ Ugly	✓ Real	✓ Wicked	✓ Wide	✓ Teeny	✓ Voiceless	
✓ Wide-eyed	✓ Super	✓ Worried		✓ Tiny	✓ Whispering	

Select 3 to create the mood of anger

Apperance	Condition	Feeling	Shape	Size	Sound	Time
✓ Adorable	✓ Alive	✓ Angry	✓ Broad	✓ Big	✓ Deafening	✓ Ancient
✓ Adventurous	✓ Bad	✓ Arrogant	✓ Chubby	✓ Colossal	✓ Faint	✓ Brief
✓ Alert	✓ Better	✓ Awful	✓ Crooked	✓ Fat	✓ Harsh	✓ Early
✓ Attractive	✓ Breakable	✓ Black	✓ Curved	✓ Gigantic	✓ High-pitched	✓ Fast
✓ Bloody	✓ Careful	✓ Bored	✓ Deep	✓ Great	✓ Hissing	✓ Late
✓ Bright	✓ Clever	✓ Confused	✓ Flat	✓ Immense	✓ Hushed	✓ Long
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✓ Wide-eyed	✓ Super	✓ Worried		✓ Tiny	✓ Whispering	

Adjectives can be used to create mood and atmosphere....

- * Think about the cars being described in Varjak paw. What mood is SF Said creating for the reader?
- * Huge, deadly monsters
- * Eyes were big and dazzling
- * foul breath
- * yellow eyes
- * deafening roar
- * choking smoke
- * sharp edges

Superlative and comparative adjectives

- * Sometimes we can create mood by saying something is the best or better than others.
- * Superlative – biggest / greatest / smallest / highest
- * Comparative – bigger / greater / smaller / higher

Superlative Adjectives

(Used to compare 3 or more things)



"The elephant is the **biggest** animal"

One syllable <small>(consonant/short vowel/consonant = Double the last consonant)</small>	Two syllables ending in 'y' (change y to -iest)	Two or more syllables
Form: <i>the ... +est</i>	Form: <i>the ... +iest</i>	Form: <i>the most ...</i>
<i>the biggest</i>	<i>the heaviest</i>	<i>the most beautiful</i>
<i>the smallest</i>	<i>the friendliest</i>	<i>the most interesting</i>
<i>the tallest</i>	<i>the happiest</i>	<i>the most difficult</i>
<i>the shortest</i>	<i>the funniest</i>	<i>the most dangerous</i>
<i>the longest</i>	<i>the prettiest</i>	<i>the most expensive</i>
<i>the strongest</i>	<i>the busiest</i>	<i>the most popular</i>
<i>the weakest</i>	<i>the friendliest</i>	<i>the most complicated</i>
<i>the fastest</i>	<i>the dirtiest</i>	<i>the most intelligent</i>
<i>the slowest</i>	<i>the angriest</i>	<i>the most confident</i>

Common Exceptions

Good = *the best*

Bad = *the worst*

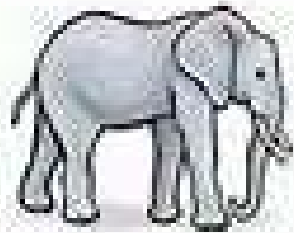
Asking questions

Which is *the biggest* animal?

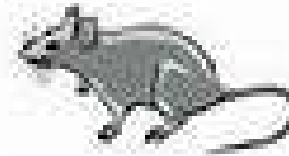
What is *the most beautiful* flower in the world?

Comparative Adjectives

(Used to compare 2 things)



"The elephant is bigger than the mouse"



One syllable

Two syllables ending
in 'y' - change 'y' to
'i' and add 'er'

Two or more
syllables

Form: +er than	Form: +ier than	Form: More ... than
Bigger than	Easier than	more beautiful than
Smaller than	Busier than	more dangerous than
Nicer than	Prettier than	more intelligent than
Taller than	Heavier than	more enjoyable than
Shorter than	Funnier than	more complex than
Stronger than	Smellier than	more interesting than
Weaker than	Happier than	more difficult than
Longer than	Friendlier than	more frustrating than

There is also an order if listing adjectives...

Adjectives: Word Order



1. Remember the following rule:

0 a determiner

9

a noun

OP

SH

A

C

O

M

P

1

OP= opinion

8

P=Purpose

2

S= size

3

SH=shape/width

4

A= age

5

C= colour

6

O= origin

7

M=material

2. Choose the correct variant:

1. I like this ____ alarm clock.

- a) big, circular, new, pink
- b) pink, new, big, circular
- c) circular, new, big, pink



2. It is a ____ plane.

- a) large, modern, passenger
- b) modern, large, passenger
- c) passenger, modern, large



3. I have bought a ____ motorbike.

- a) beautiful, new, Italian, orange
- b) new, beautiful, orange, Italian
- c) beautiful, new, orange, Italian



4. Pam wears ____ wellington boots.

- a) high, new, violet, large
- b) large, high, new, violet
- c) violet, new, high, large



5. Ben lives in a ____ house.

- a) modern, 10-storied, brick
- b) brick, modern, 10-stories
- c) 10-storied, brick, modern



6. Bill uses ____ laptop.

- a) reliable, compact, new
- b) new, compact, reliable
- c) compact, reliable, new



7. We saw a ____ butterfly.

- a) beautiful, multi-coloured, large
- b) multi-coloured, beautiful, large
- c) beautiful, large, multi-coloured



8. Look at my ____ dress!

- a) beautiful, new, small, red, silk
- b) beautiful, small, new, red, silk
- c) beautiful, silk, red, new, small



9. I've brought a ____ cake.

- a) large, high, white, delicious
- b) white, delicious, high, large
- c) delicious, large, high, white



10. It is a ____ tea-pot.

- a) original, yellow, large, new
- b) original, large, new, yellow
- c) original, yellow, new, large



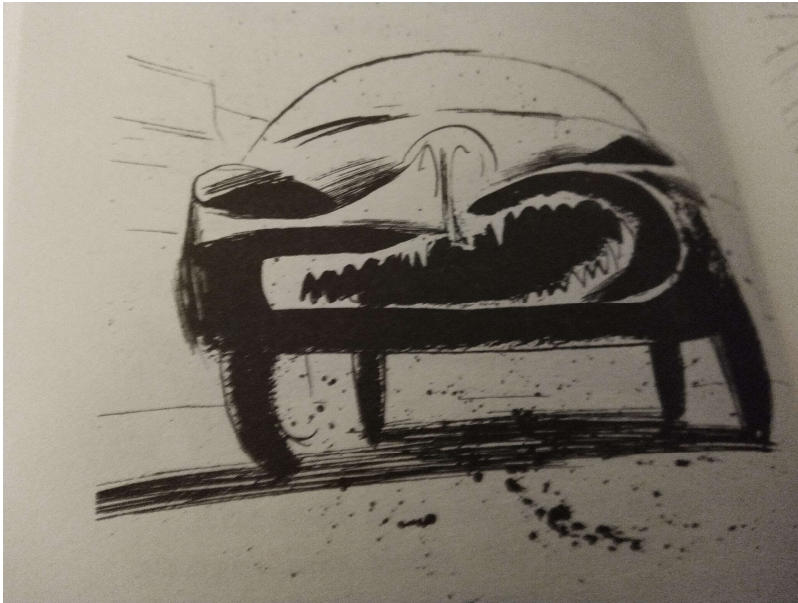
* 1a

* 2a

* 3c

* 4b

Expanded noun phrases determiner, adjective, noun e.g. the angry monsters



- * Think about describing the cars yourself to create a different mood.
- * Think about a peaceful mood.
- * How could you change the adjectives to create this effect.
- * Think about the types of adjectives you could use and the order you can use them in.

Week 2 Monday

- * Learning Outcome / Objective
- * I can classify information.
- * I can retrieve information.
- * I can summarise key information.
- * I can infer meaning from the action and speech of characters.

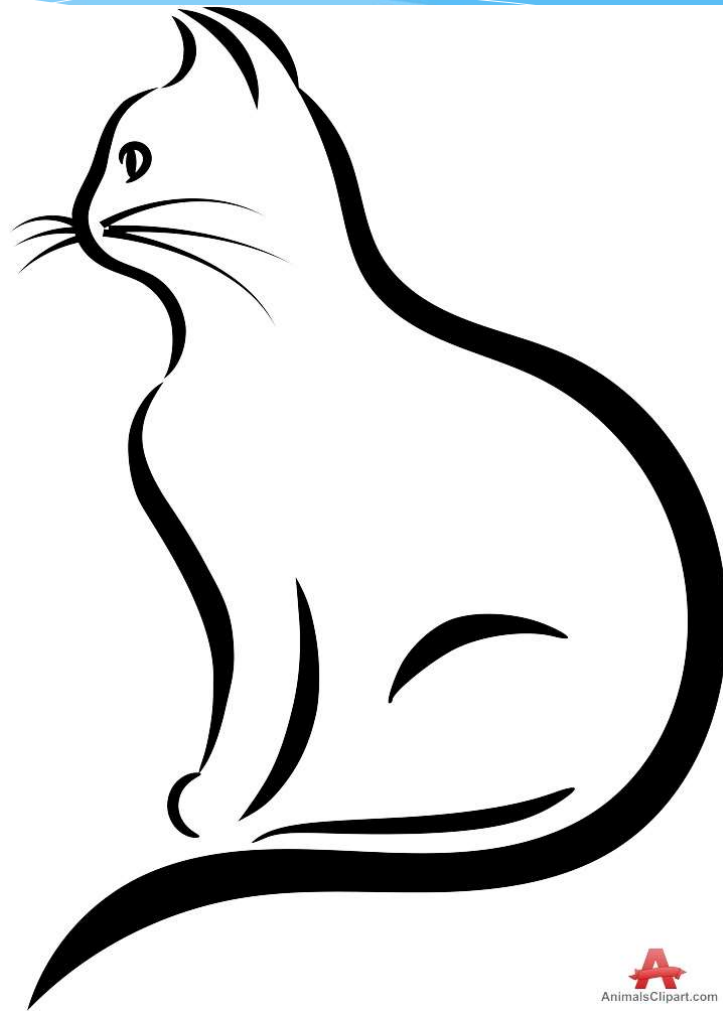
Read chapters 13, 14, 15 and 16.

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

The gangs...

- * Holly's gang (apostrophe for possession)
- * Sally's gang (apostrophe for possession)
- * Ginger's gang (apostrophe for possession)

Role on the wall - Sally



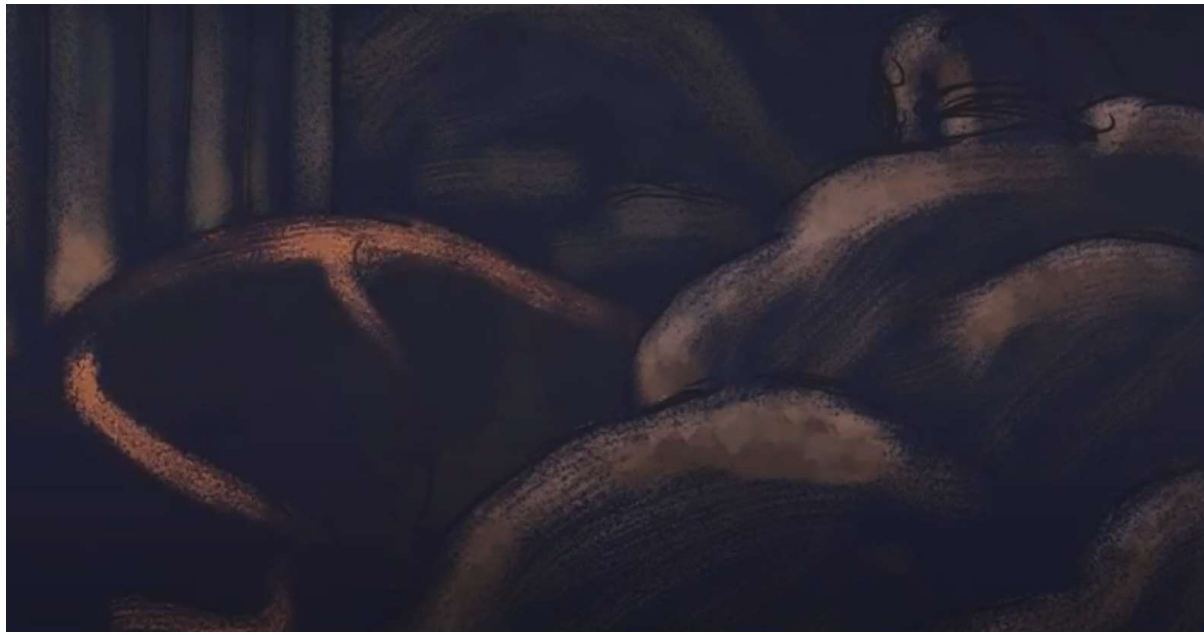
Varjak Paw MAP



Watch to jog
memory and
get ideas

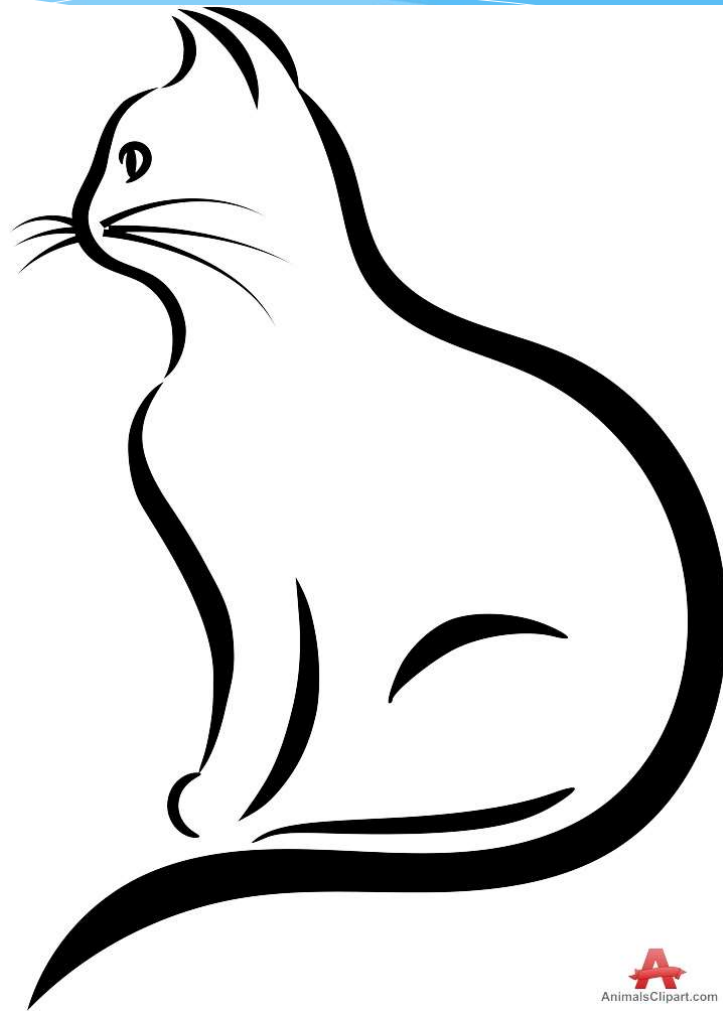
- * <https://www.youtube.com/watch?v=i1YfPwhom-E>
- * Stop before the end is given away



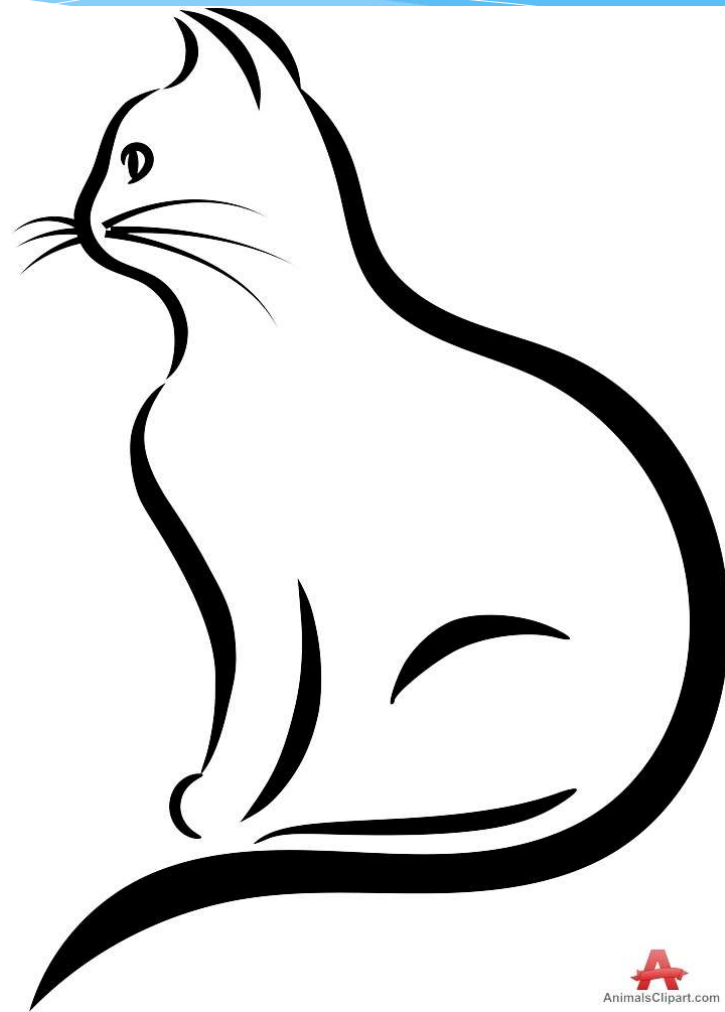




Role on the wall - Holly



Role on the wall - Ginger



Week 2 Tuesday

- * Learning Outcome / Objective
- * I can show understanding of a character through drama.
- * I can speak with clarity and confidence.
- * I can use expression and tone to convey meaning.

Read chapters 17, 18, 19, 20, 21, 22 and 23.

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

The Seven Skills in the Way of Jalal

- * Open Mind
- * Awareness
- * Hunting
- * Slow-Time
- * Moving Circles
- * Shadow walking
- * Trust yourself

Think of the dreams Jalal has visited.

Can you remember what each way means?

Discuss with your partner.

Are there ones that have not been shown yet?

Can you guess what they might be?



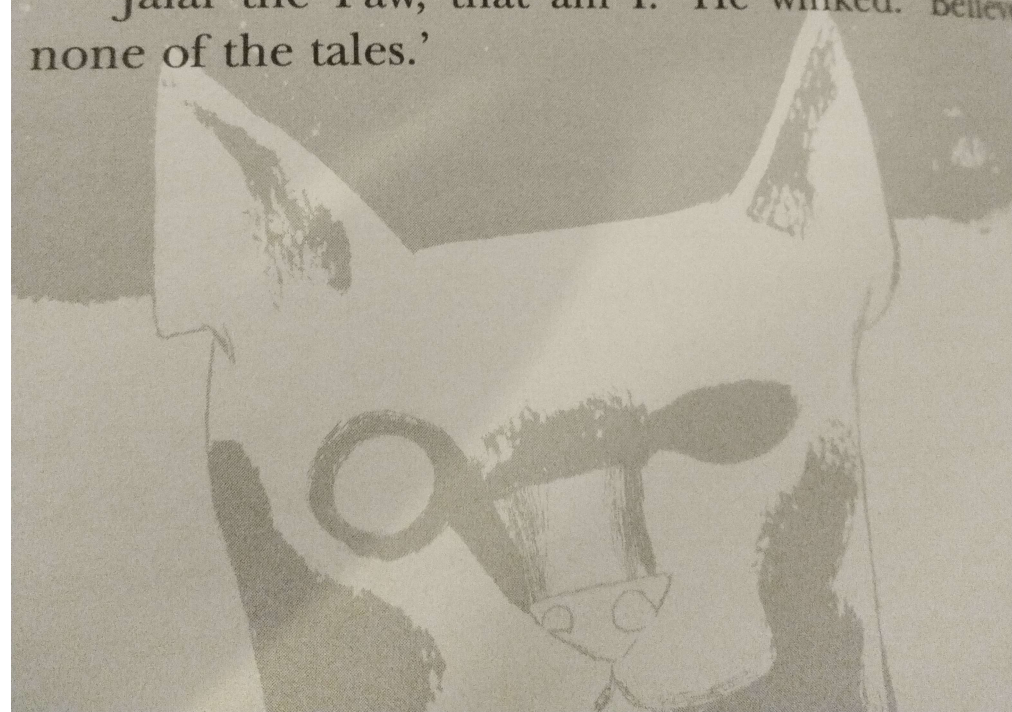
is Open Mind, and you have just found its secret. For only when you admit that you know nothing, can you truly know anything.'

Varjak's eyes widened as the words sank in. 'Who are you?'

'Do you still not know me, my son?'

'Jalal?'

'Jalal the Paw, that am I.' He winked. 'Believe none of the tales.'

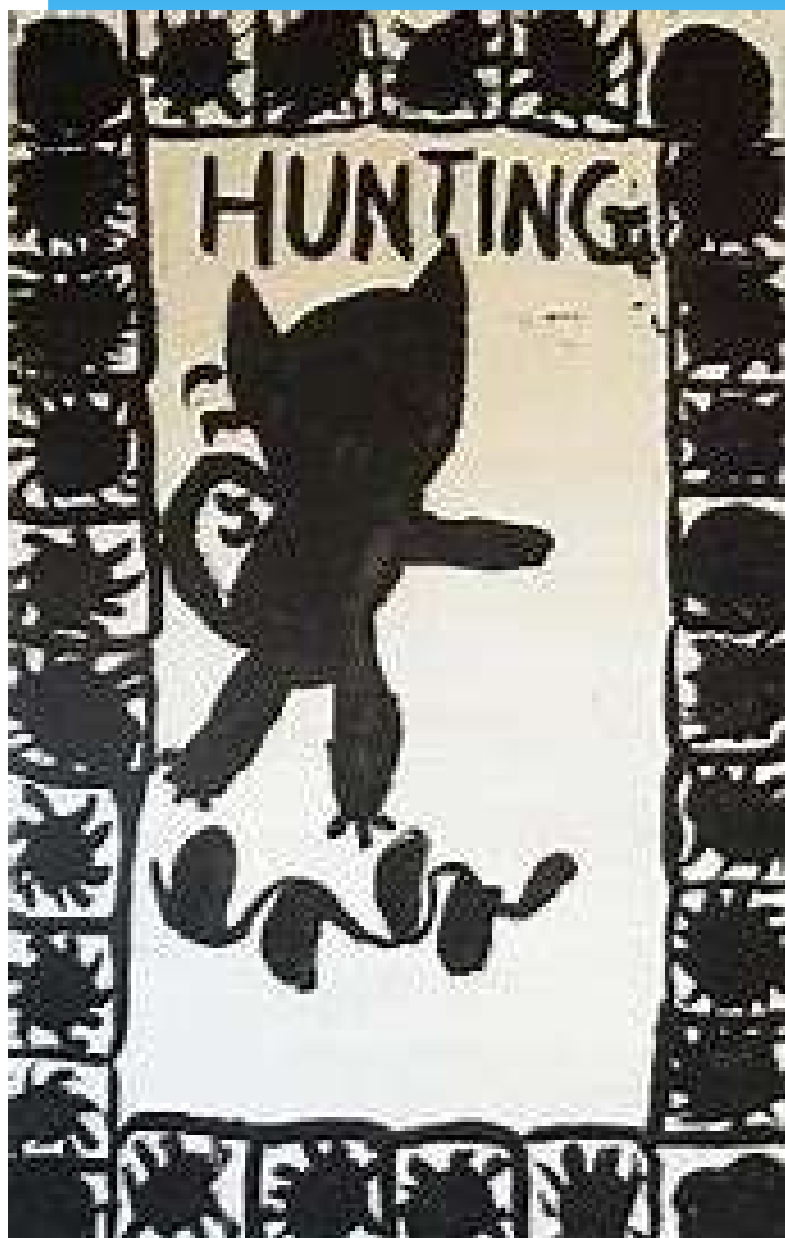




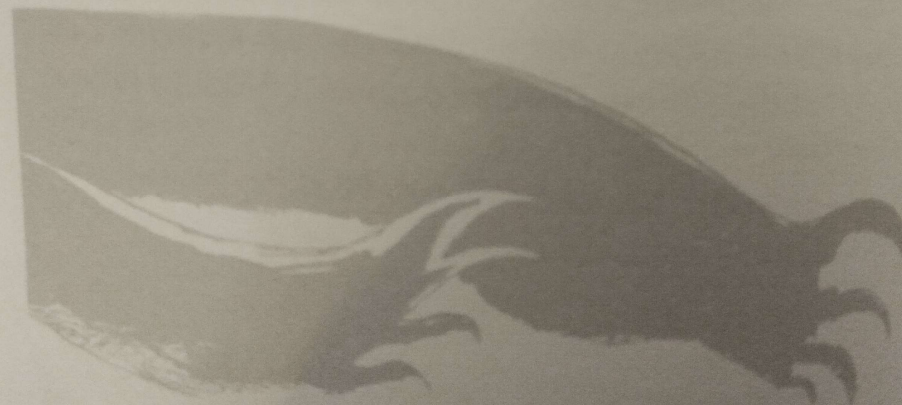
‘Again.’ And then, at last, ‘Enough.’
‘I never knew there was so much in the world,’
said Varjak.

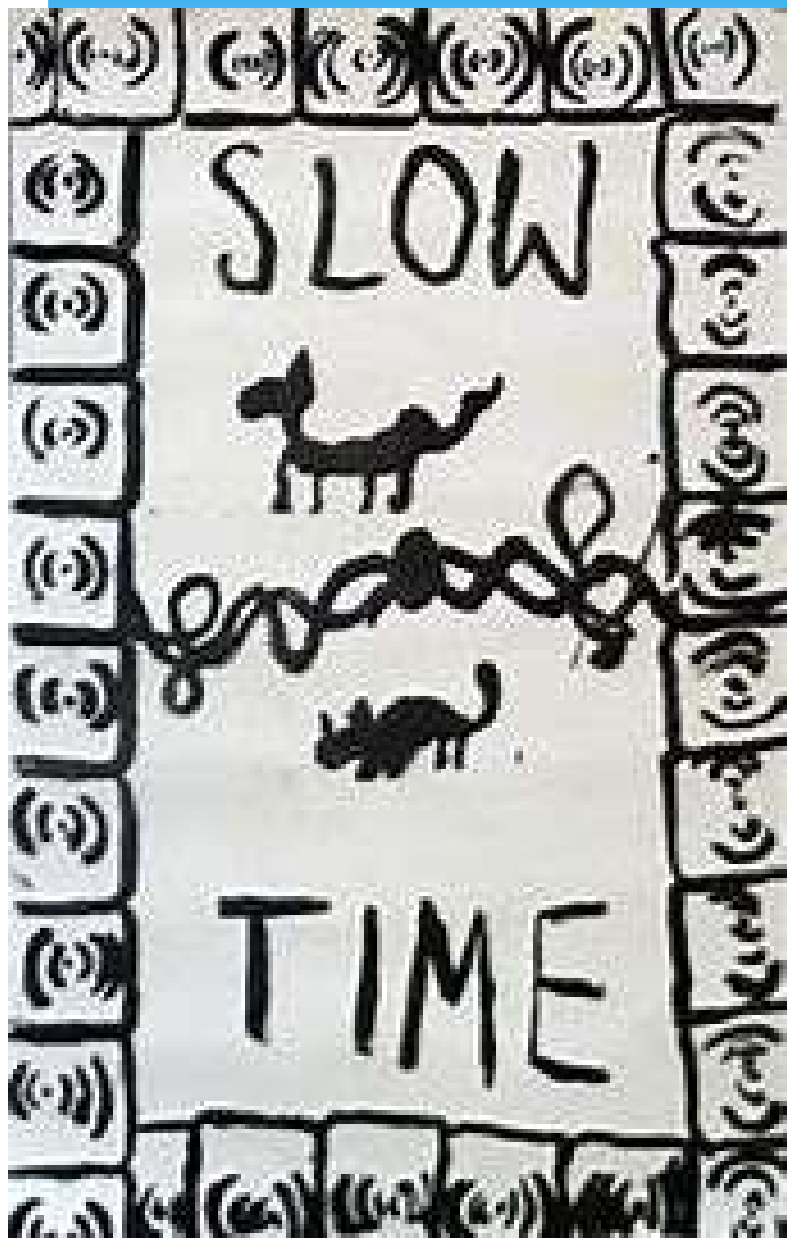
‘That is because until now, you have used only a small part of your potential. The rest is locked within you. But you are capable of anything, my son, anything at all. Each sense is like a fine web that goes out into the world. Your whiskers can detect the slightest changes in the air, the smallest movements. Your nose can scent fear. Once developed, your Awareness can even feel danger, and tell you when you are being watched.’ Jalal’s ears suddenly pricked up. He dropped into a low crouch. ‘Listen! Can you hear it?’

Varjak listened to the peaceful Mesopotamian



'Correct.' Jalal glided towards the reeds. Varjak marvelled at the way he moved. He was stealth itself. 'When you stalk your prey,' whispered Jalal, 'you become your prey. You make it a part of yourself. Breathe like it breathes. Think like it thinks. When you and the prey are one, you will know its every movement – and then, you will move first. This is the secret of the Third Skill and why it is done best alone. Try it.'





Varjak blinked, and the shimmering stopped.
'What was that?'

'Slow-Time,' said Jalal. 'I can move faster than you can see.'

Varjak's eyes widened. Slow-Time was a skill the Elder Paw had talked of. Slow-Time, Moving Circles, Shadow-Walking. 'Teach me, Jalal.'

'Slow-Time begins with breathing,' explained his ancestor. 'So first of all, you must learn to breathe. Count your breaths. In, out, in, out. You see? You breathe fast and shallow, like most cats. Breathe more deeply. Yes. Use the whole of your lungs. Good. Now count. In-two-three, out-two-three. In-two-three, out-two-three.'

They sat by the rippling Tigris, breathing slower and slower.



And now Jalal's figure of eight melted into a circle, an endless Moving Circle. Varjak breathed in deeply, and followed his ancestor. His whole body shook under the strain. But that power was building up, growing stronger, a warm flow, free and unlimited; a Moving Circle, like Jalal.

It felt like he was glowing.

'Good,' said Jalal. 'Now the last movement. Open the Circle. Let loose the energy, take it outwards. Use your momentum to direct the force. Like this.'

Jalal's paw appeared out of nowhere, a whisker from Varjak's nose. He hadn't seen it coming at all. His eyes widened. If he could master this Skill, he could beat anyone.

What could these dreams be about?



Read chapters
24, 25, 26, 27, 28, 29 and 30.

- * Not in lesson but at some point during the rest of the day or give copies to children to read independently.

Week 2 Wednesday

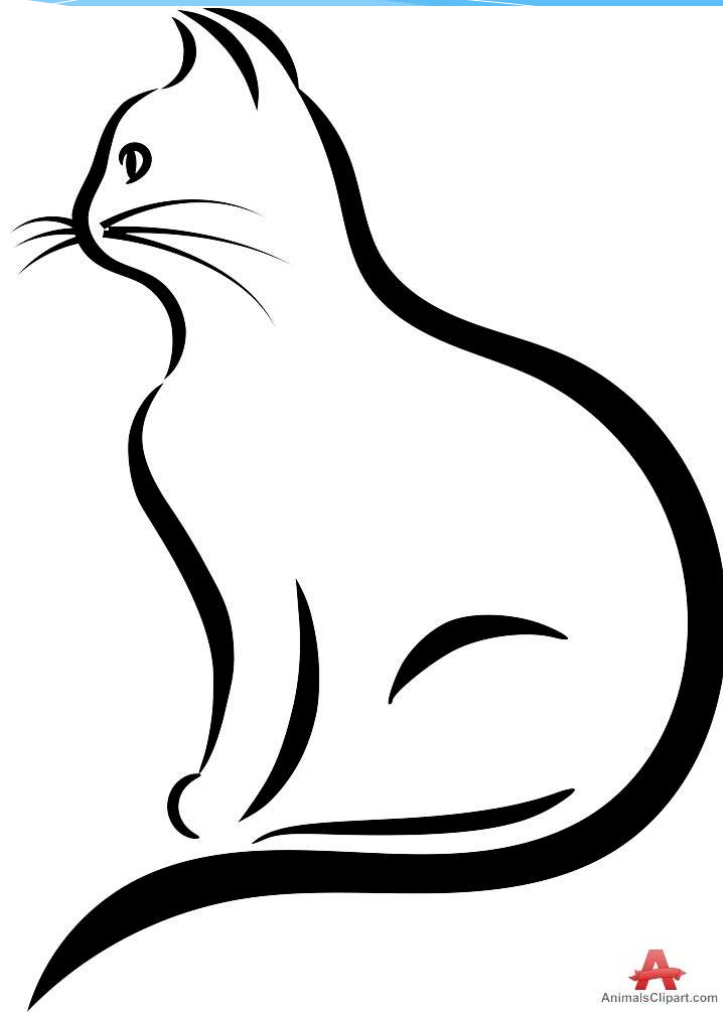
- * Learning Outcome / Objective
- * I can justify personal opinions and responses.
- * I can make connections between stories I have read.

Read from chapter 30 to the end.

- * Tell me....
- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzles you?

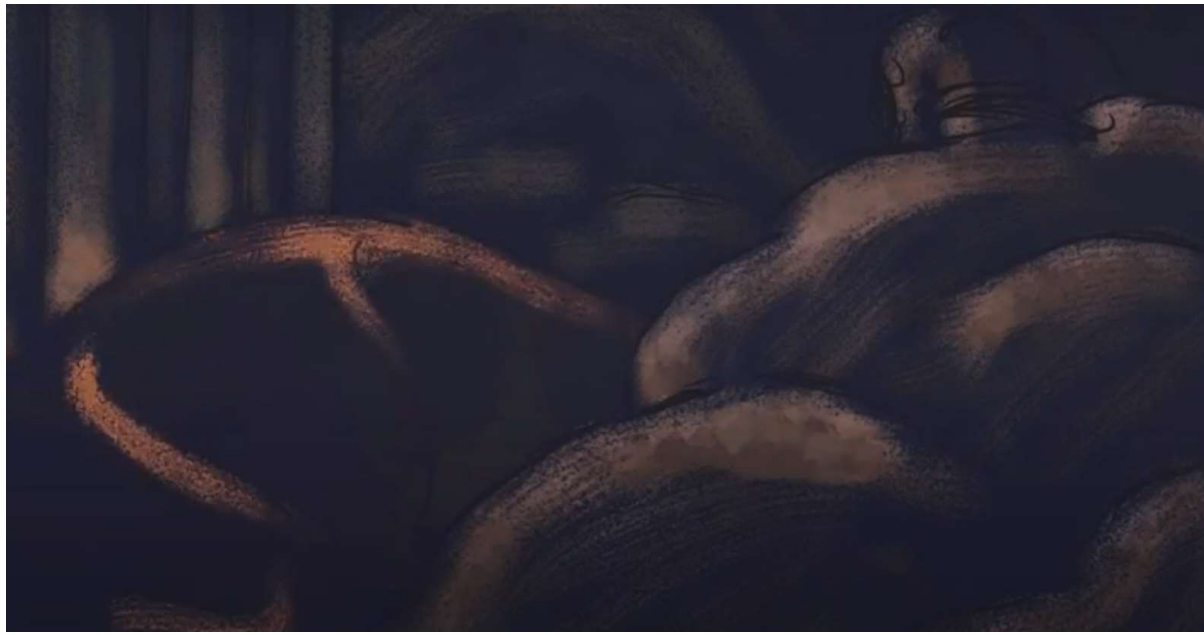
Work in groups to complete the chart focusing on the given aspect. Then move around to another table to focus on another aspect, adding to the previous group's ideas.

Varjak – role on the wall



Week 2 Thursday

- * Learning Outcome / Objective
- * I can use prosody effectively.
- * I can retell a story in sequence.
- * I can understand and use new vocabulary.







Recap the story - Sequence these final events in pairs

1. Jalal tales are told.
2. The gentleman and cats arrive.
3. The Contessa's body is taken away.
4. A family council is held.
5. Grandfather is no longer head of the family.
6. Grandfather shares the 7 skills.
7. Varjak leaves the garden.
8. He dreams of Jalal and the way of 'open mind'
9. A car almost runs him over.
10. Rain scares Varjak into shelter.

To sequence...

- * Sally Bones attacks.
- * Holly gets taken.
- * He defeats the robot cats.
- * Varjak meets Holly.
- * Ginger attacks.
- * Cludge makes friends.
- * Varjak leaves his family.
- * They go back to the Contessa's house.
- * Varjak frees the cats.
- * The gentleman is scared off by Cludge.

Let's cut these down to the 5 parts of the story.

Discuss which of these is the opening, build-up, problem, resolution and ending.

- * Varjak leaves his family to go on more adventures with Cludge and Holly
- * He leaves in search of a dog to save his family
- * He befriends a dog (called Cludge) who helps save his family
- * He meets Holly and learns of 'the vanishings'
- * Varjak yearns to leave the house and have adventures

Model text

- * **Boxing up**
- * **Opening** – Varjak yearns to leave the house and have adventures
- * **Build up** - He leaves in search of a dog to save his family
- * **Problem** – He meets Holly and learns of ‘the vanishings’
- * **Resolution** – He befriends a dog (called Cludge) who helps save his family
- * **Ending** – Varjak leaves his family to go on more adventures with Cludge and Holly

Opening

Late one night, as the rain pounded against the window frames, a Mesopotamian dark-blue kitten snuggled next to a roaring fire listening to tales of his brave ancestors. “They called it THE WAY,” mumbled Grandfather proudly. He looked over to Varjak speaking as if the story were just for him. Varjak sighed deeply because the stories always made him yearn to venture outside his family home where he might learn ‘The Way’. Julius looked over at him when he signed, “You are not a proper Mesopotamian blue,” he sneered, “just look at your eyes. Amber eyes mean danger and that is why the Contessa has not fed us these past few days, she is afraid of you!”

Build up

Just then, the wind howled through the house as the front door swung open and in stepped a large gentlemen accompanied by two black cats acting in synchronized motions. The family, content in their ways and secure in their routines, ignored this strange turn of events and soon fell asleep in front of the fire. Varjak sensed danger. He stealthily climbed the stairs, and from a hiding place in a doorway, watched as the Contessa's body was taken from her bedroom and out of the house. Panicked, Varjak darted off to tell Grandfather. In a rush, Grandfather told Varjak that in order to save the family, he must seek out a dog to help scare away the gentleman and his strange cats. Before Varjak left the security of the garden, he heard a yelp and witnessed the mechanical cats fighting Grandfather to the death. Knowing Grandfather sacrificed himself to allow his escape, Varjak vowed to return with a dog to save the rest of his family.

Problem

The city fanned out in front of Varjak like stars in the night sky. The weather was getting worse with forked lightning overhead. Dripping wet, cold and hungry, Varjak found shelter in an old shed. By morning, he was not alone in the shed as a cat had appeared snarling, with fur raised and hackles high. Quickly, and with emotion, Varjak explained who he was and his quest. At this, the cat began to settle and introduced herself as Holly. Together they searched the city streets for food and the much needed dog. Along the way, Holly explained how her best friend had gone missing along with many other cats in a situation they called 'The Vanishing'.

Resolution

While scrounging in a back alley, Varjak began to sense a shift in atmosphere. Padded, rhythmic footsteps were getting louder. A strange smell wafted on the air. Holly's fur was raised and she looked about alert. From nowhere, a beast collided with Varjak knocking him hard against the wall and left him unconscious. Upon waking, his head hurt and his eyes adjusted to see the most terrifying mass of fur. A bark echoed off the walls as a rough tongue swiped up his entire body. "I am so sorry, cat! I got so excited to meet someone that I started running and then lost control. I hope your head is ok?" When Varjak just stared straight ahead, unable to speak, he continued, "I'm Cludge, nice to meet you." Slowly, Holly and Varjak got over their surprise and introduced themselves to Cludge. Together they explained how Cludge could help them save Varjak's family. It was agreed and they set off quickly to the Contessa's house.

Resolution cont.

The front door was ajar when they arrived so they crept upstairs towards the sound of cats meowing in fear. Inside the Contessa's bedroom were cages of stray cats, including Tam, Holly's friend. "You must help us," cried Tam, "they are making us into toys with glassy eyes and no control of our actions!"

"Watch out! Behind you!" yelled another of the caged cats. In pounced Grandfather's killers, the black cats with synchronised movements and glassy eyes.

"Go for the collars, it is there power source!" cried Tam.

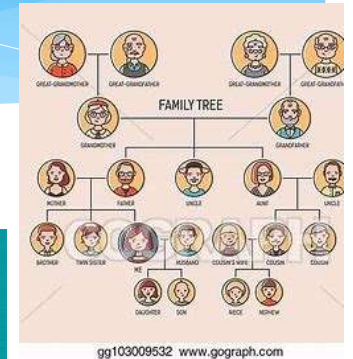
With a quick swipe of his paws, Varjak slashed the collar from one of the toy cats and watched as it collapsed to the floor. Holly did the same for the other cat and that was when the older gentleman roared into the room. Cludge pounced. He was fierce. He was strong. He was no contest for an old gentleman. The man fled the room, and then fled the house with Cludge barking and taking chase after him.

Ending

With the danger removed, the cats were released from their cages and made their way out of the house. “Thank you Varjak,” said Julius meekly, “you saved us all.” Varjak looked over at his family and then at Holly, Tam and Cludge. He had saved his family and earned their respect, but he still yearned for to see more of the big, wide world. Saying goodbye, he told them that ‘The Way’ was within them all. He then turned and joined his friends who were waiting for him to start their next adventure.

Vocabulary

- * **Mesopotamian** – an ancient region of south west Asia
- * **yearn** – to want something
- * **ancestors** – parents, grandparents, great grandparents
- * **synchronised** – at the same time and in the same way
- * **vanishing** – disappearing
- * **Contessa** – an elegant lady
- * **unconscious** – not responding or awake
- * **ajar** - slightly open



Week 2 Friday

- * Learning Outcome / Objective
- * I can recognise effective cohesive devices.
- * I can identify effective language and text features.

Look at how the story starts. What technique is being used?
Look at what Julius says and how he says it. What does this tell us about him?

Late one night, as the rain pounded against the window frames, a Mesopotamian dark-blue kitten snuggled next to a roaring fire listening to tales of his brave ancestors. “They called it THE WAY,” mumbled Grandfather proudly. He looked over to Varjak speaking as if the story were just for him. Varjak sighed deeply because the stories always made him yearn to venture outside his family home where he might learn ‘The Way’. Julius looked over at him when he signed, “You are not a proper Mesopotamian blue,” he sneered, “just look at your eyes. Amber eyes mean danger and that is why the Contessa has not fed us these past few days, she is afraid of you!”

What atmosphere is created in this section?

How have the word choices created this?

Just then, the wind **howled** through the house as the front door swung open and in stepped a large gentlemen accompanied by two black cats acting in synchronized motions. The family, content in their ways and secure in their routines, ignored this strange turn of events and soon fell asleep in front of the fire. Varjak **sensed** danger. He **stealthily climbed** the stairs, and from a hiding place in a doorway, watched as the Contessa's body was taken from her bedroom and out of the house. **Panicked**, Varjak darted off to tell Grandfather. In a rush, Grandfather told Varjak that in order to save the family, he must seek out a dog to help **scare away** the gentleman and his strange cats. Before Varjak left the security of the garden, he heard a **yelp** and witnessed the mechanical cats **fighting** Grandfather to the death. Knowing Grandfather **sacrificed** himself to allow his escape, Varjak vowed to return with a dog to save the rest of his family.

What impression does this give of the view Varjak has?

How does this make us feel about Varjak's hope to find a dog?

The city fanned out in front of Varjak like stars in the night sky. The weather was getting worse with forked lightning overhead. Dripping wet, cold and hungry, Varjak found shelter in an old shed. By morning, he was not alone in the shed as a cat had appeared snarling, with fur raised and hackles high. Quickly, and with emotion, Varjak explained who he was and his quest. At this, the cat began to settle and introduced herself as Holly. Together they searched the city streets for food and the much needed dog. Along the way, Holly explained how her best friend had gone missing along with many other cats in a situation they called 'The Vanishing'.

Compare the blue section to the red section. Why is the speech here so important?

While scrounging in a back alley, Varjak began to sense a shift in atmosphere. Padded, rhythmic footsteps were getting louder. A strange smell wafted on the air. Holly's fur was raised and she looked about alert. From nowhere, a beast collided with Varjak knocking him hard against the wall and left him unconscious. Upon waking, his head hurt and his eyes adjusted to see the most terrifying mass of fur. A bark echoed off the walls as a rough tongue swiped up his entire body. "I am so sorry, cat! I got so excited to meet someone that I started running and then lost control. I hope your head is ok?" When Varjak just stared straight ahead, unable to speak, he continued, "I'm Cludge, nice to meet you." Slowly, Holly and Varjak got over their surprise and introduced themselves to Cludge. Together they explained how Cludge could help them save Varjak's family. It was agreed and they set off quickly to the Contessa's house.

What impact does speech have here?

Why is it used?

The front door was ajar when they arrived so they crept upstairs towards the sound of cats meowing in fear. Inside the Contessa's bedroom were cages of stray cats, including Tam, Holly's friend. "You must help us," cried Tam, "they are making us into toys with glassy eyes and no control of our actions!"

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How does this final paragraph link back to the opening sections?

With the danger removed, the cats were released from their cages and made their way out of the house. "Thank you Varjak," said Julius meekly, "you saved us all." Varjak looked over at his family and then at Holly, Tam and Cludge. He had saved his family and earned their respect, but he still yearned for to see more of the big, wide world. Saying goodbye, he told them that 'The Way' was within them all. He then turned and joined his friends who were waiting for him to start their next adventure.

Features

- * On your model text, can you find...
- * time, place and weather used to set the scene
- * speech to convey character
- * verbs and adjectives to create mood
- * contrasting ideas for effect
- * speech to show action
- * cohesion (links)

Week 3 Monday

- * Learning Outcome / Objective
- * I can support planning of a story from a different perspective.
- * I can support writing of a story from a different perspective.

In partners, think about the story from Holly's view.

Think about:

- * when she met Varjak
- * what happened to her and Varjak in the alley
- * what happened to her friend Tam
- * how she was taken
- * who saved her
- * what she might do next

Planning

- * Opening – meeting Varjak and learning his quest but losing Tam
- * Build-up – saving Varjak from Ginger and meeting Cludge
- * Problem – going to the Contessa's house and being taken
- * Resolution – seeing Tam and being saved by Varjak
- * Ending – setting off on a new adventure with Varjak, Tam and Cludge

Opening

meeting Varjak and learning his quest but losing Tam

Varjak Paw

Late one night, as the rain pounded against the window frames, a Mesopotamian dark-blue kitten snuggled next to a roaring fire listening to tales of his brave ancestors. "They called it THE WAY," mumbled Grandfather proudly. He looked over to Varjak speaking as if the story were just for him. Varjak sighed deeply because the stories always made him yearn to venture outside his family home where he might learn 'The Way'. Julius looked over at him when he signed, "You are not a proper Mesopotamian blue," he sneered, "just look at your eyes. Amber eyes mean danger and that is why the Contessa has not fed us these past few days, she is afraid of you!"

Holly

Early one morning, after a heavy storm, a stray cat stalked closer to an old wooden shelter knowing an intruder was hiding within. "Come out and face me," growled Holly assertively. She looked over to see a small kitten shaking with fear at being woken. He looked sad, lost and alone. Holly sighed deeply because she too was alone since her friend Tam had gone missing. The kitten looked over at her when she sighed, "I need to find a dog to help save my family," he muttered, "can you help me?" Holly knew she was too kind to leave the kitten to fend for himself, but she had been hurt so deeply at losing Tam that she just turned on her paws and sauntered away.

Now have a go at writing the build up for the story from our shared plan.

- * Build up

saving Varjak from Ginger and meeting Cludge

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can plan a story effectively in 5 parts.
- * I can use my plan to tell my story.

Planning

Whose perspective will you choose?
Julius / one of the mechanical cats / Cludge?

Opening	Build-up	Problem	Resolution	Ending

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can write effectively in the style of SF Said.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can write effectively in the style of SF Said.

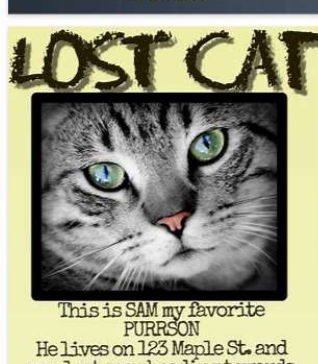
Week 3 Friday

- * Learning Outcome / Objective
- * I can perform my story to others using appropriate tone, expression and pace to convey meaning.
- * I can give constructive feedback.

Week 4 Monday

- * Learning Outcome / Objective
- * I can read a newspaper report with clarity and confidence.
- * I can understand the purpose of report writing.
- * I can recognise reports of different values to society.

Hook



For sale – Toy Cats



£26.99

Yellow Plush Cat Stuffed
Animal Interactive Cat Robo...

Amazon UK

Free shipping



£9.99

Wefine Cat Toys 21 Pcs Kitten
Toys Cat Interactive Toys Se...

Amazon UK



£10.90

LILLEPLUTT Soft Toy, Cat
Grey, White

Amazon UK

Free shipping



£26.99

White Plush Animal Cat
Stuffed Interactive Cat Robo...

Amazon UK

Free shipping



£26.99

Perfect Petzzz – 4930 – Cat
Toy – Tiger Grey

Amazon UK

★★★★★ 14



£5.00

John Lewis & Partners
Halloween Cat Plush Toy

John Lewis & Partners

Newsround news report

- * <https://youtu.be/YryyKSVSz0I>
- * Cat returned after 3 years thanks to microchip

Fatal Feline Fiasco

Recently, the RSPCA and local police have been inundated with reports from desperate and panic-stricken pet owners about the disappearance of their beloved, feline companions. This appears to be a city-wide mystery that people are struggling to explain. Police are investigating reports of an elderly, well-dressed gentleman, who has been seen with two identical black cats, and may be potentially connected to the conundrum.

Mr Andy Lucas, whose son's cat has been missing since last week, got in touch to say, "We are devastated that Fluffy has is gone."

"Although Fluffy is an adventurous cat," his son explained, "she has never been away from home this long before." The family has placed posters all across the city and offered a reward of £100 to anyone who has information that leads to the safe return of their treasured pet.

Sally Bridges, from the RSPCA, commented that she is concerned around the welfare of the missing felines and worries that the longer they are absent from family homes, the more at risk they are. Starvation, serious injury and even death are the potential disastrous outcomes she mentioned. Ms. Bridges appealed to the public to be vigilant. She stressed the importance of microchipping all pets because it allows for a quick identification should the animal be found.

Police are asking for anyone with information, especially regarding the elderly gentleman and his cats, to come forward to help with their ongoing investigation. Local residents are also doing nightly patrols of the neighbourhoods and are asking for volunteers to support them in this activity.

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What is the purpose of the report?

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"Although Fluffy is an adventurous cat," his son explained, "she has never been away from home this long before." The family has placed posters all across the city and offered a reward of £100 to anyone who has information that leads to the safe return of their treasured pet.

Who is it written for?

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Who has written it?

Police are asking for anyone with information, especially regarding the elderly gentleman and his cats, to come forward to help with their ongoing investigation. Local residents are also doing nightly patrols of the neighbourhoods and are asking for volunteers to support them in this activity.

Why should it be in a newspaper?



POLL OF THE WEEK

Could you manage to eat ten portions of fruit and veg a day? Cast your vote at live.firstnews.co.uk/polls

COULD YOU EAT TEN A DAY?

WE'RE always being told we should eat five portions of fruit and vegetables a day for a healthy, balanced diet, but new research claims that we should be eating **TEN** portions a day to help us live longer.

Many people already struggle to eat five portions a day, as recommended by the World Health Organization. In the UK, it is estimated that only one in three people eat enough fruit and veg.

Researchers from Imperial College London looked at the eating habits of two million people from 95 separate studies, and pulled the results together. They believe that eating loads of fruit and veg can boost our health and also help reduce the risk of some serious illnesses, including

cancer and heart disease.

However, not everyone agrees and some experts are concerned that pressure to eat more fruit and vegetables could backfire. What do you think? Are there ten different fruits and vegetables that you eat regularly?

For this week's First News Poll of the Week, we're asking: **Could you manage to eat ten portions of fruit and veg a day?** Cast your vote and share your views on First News Live! (live.firstnews.co.uk/polls).

Editor's comment



Nicky Cox MBE

TWO stories collide this week.

It's Fairtrade Fortnight (page 7) and we're being told we should be eating more fruit and vegetables.

Do you know if the fruit and veg you eat at home, or at school, is Fairtrade? Sometimes, Fairtrade food is a little more expensive so it's tempting to go for cheaper options. But it's important we remember that it costs more for a reason – that the farmer is getting a fair price for his, or her, hard work.

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WATER CRISIS FOR CHILE

MILLIONS of people are without water in Santiago, the capital of Chile, after rainstorms, flooding and landslides contaminated a major river.

Officials were forced to cut off the water supply to four million people, to stop the spread of disease after floodwater and debris polluted the Maipo River. Experts say the water supply won't be turned on until the river starts to run clear again.

Restaurants and businesses were closed and the start of the school term was postponed. People had to collect water from emergency stations set up by the authorities.

Floodwater running down from the mountains and ongoing heavy rain could cause the water supply to stay disconnected for longer.

As First News went to press, at least four people had died in the floods.



People collecting emergency water supplies

CUDDLY PANDA GOES VIRAL

A VIDEO of a baby giant panda clinging to the leg of one its keepers may be the cutest thing we've seen all week!

The panda cub, who lives at the Chengdu Research Base of Giant Panda Breeding in China, is determined to play with his keeper and keeps clinging on to his leg while he is working.

The cute video has created a huge buzz, with more than 163 million people watching the clip in just four days. The video was posted to the organisation's Facebook page, iPanda, which shows live footage of the cubs at the research centre.

Giant pandas are at serious risk in the wild. Experts think that there are only 1,800 left living in bamboo forests high in the mountains of western China.

Watch the incredibly cute video now at live.firstnews.co.uk.



FirstNews LIVE!

GOOD WEEK FOR ANIMATION FANS

OSCAR-winning Japanese animator Hayao Miyazaki is working on a new feature film, after coming out of retirement. The founder of the famous Studio Ghibli officially retired in 2012. The studio is famous for animated films like *Spirited Away* (pictured).



BAD WEEK FOR THE OSCARS

THERE was confusion at the Oscars this week when actors Warren Beatty and Faye Dunaway were given the wrong envelope and announced that *La La Land* had won the Oscar for Best Picture. *Moonlight* was the real winner.



First News

Have these stories cut up for children to decide which page to put them on due to what they think is important news. Begin to think about bias.

5. BIG NEWS

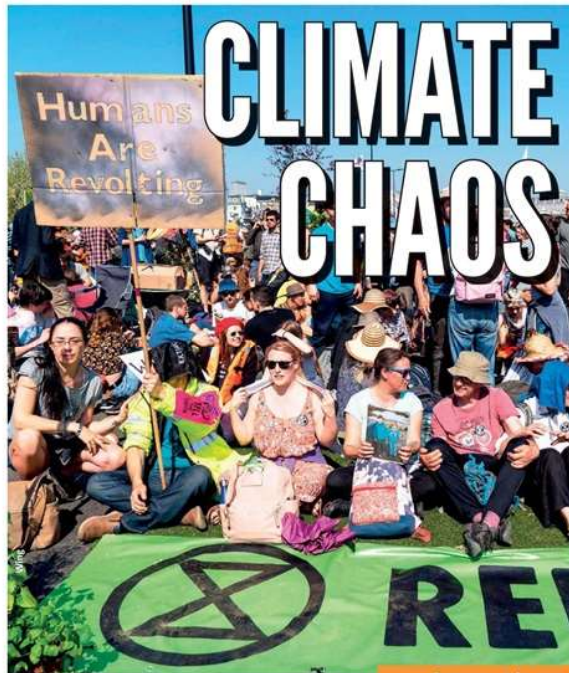
CLASS DANGERS

NEARLY a quarter of teachers say that they are physically assaulted by pupils at least once a week.

A shocking survey of nearly 5,000 teachers found that 86% of teachers have been sworn at, while 42% have been threatened by pupils.

The survey was carried out by the NASUWT teachers' union. It also found that 29% of teachers have been "hit, punched or kicked", and that 7% have been spat at. Over half said that they have thought about leaving teaching for good.

"No teacher should ever have to go to work with the expectation of being verbally or physically abused, but it is clear from this survey that for too many teachers this is the day-to-day reality," said Chris Keates, general secretary of the NASUWT.



by Ben Pulsford

Protesters take over Waterloo Bridge in London

THOUSANDS of environmental protesters have been demonstrating across London, as part of a huge campaign to shut the city down.

The group behind the demonstrations is known as Extinction Rebellion and it describes itself as "an international movement" that uses "non-violence to achieve radical change in order to minimise the risk of human extinction and ecological collapse."

It has three main demands: for Government to "tell the truth about climate change", reduce carbon emissions to zero by 2025, and create a citizens' assembly to monitor progress.

Extinction Rebellion describes the London campaign as "phase two" of an "international rebellion". Large parts of London were brought to a standstill,

with thousands blocking traffic around Marble Arch, Oxford Circus, Waterloo Bridge, Parliament Square and Piccadilly Circus, in an effort to force the Government to take urgent action. More than 1,000 protesters were arrested.

During the protests, a man and a woman holding a sign that read "Act now. Climate emergency" had to be removed from the roof of a train, while another man superglued his hands to the outside of the train.

Elsewhere, the UK's biggest teachers' group, the National Education Union, has voted not to punish any kids who skip school to join climate protests.

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BIGGER AND BADDER THAN THE BIGGEST BIG CAT

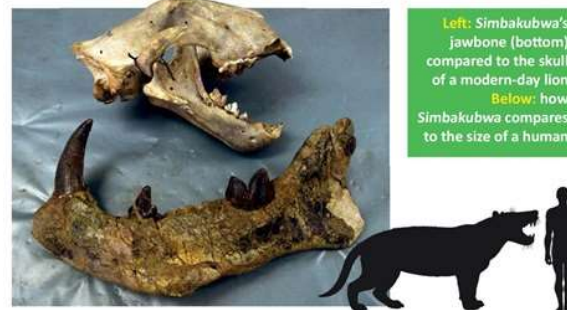


An artist's impression of Simbakubwa showing off its mighty teeth

ANCIENT fossils have revealed a new and fearsome meat-eater that was bigger than a polar bear and top of the food chain in Africa.

The 22-million-year-old fossils were discovered in Kenya decades ago, but were put in a museum drawer and forgotten about. But when researchers saw the sharp teeth on a jawbone as big as a rhino's, they knew it was an undiscovered species.

Scientists have named the new species *Simbakubwa kutoafrika*, which means "big lion coming from Africa". They say that it was bigger than any big cats alive today, although it isn't related to cats or any other living creatures. Instead, it's from an extinct group known as hyaenodonts.



Left: Simbakubwa's jawbone (bottom) compared to the skull of a modern-day lion
Below: how Simbakubwa compares to the size of a human

MORE LESSON PROTESTS

A CHRISTIAN teaching assistant has been sacked after posting a petition against her school's No Outsiders lessons.

Kristie Higgs lost her job at Farmor's School in Gloucestershire because of comments she made on Facebook. She objected to the LGBT lessons because they would teach children "that all relationships are equally valid and 'normal', so that same sex marriage is exactly the same as traditional marriage".

Higgs said that this would make it forbidden to teach traditional Christian values at the school. She posted a link to a petition asking the Government to allow children to be educated "in line with their religious beliefs".

The No Outsiders lessons are being used in schools around the UK, and are designed to teach that everyone should be respected, no matter how different they are to others. However, the lessons have led to long-lasting protests in Birmingham and elsewhere by Muslim parents, who also object to the content of the lessons.

LIBERIA



WORKING FROM HOME

President George Weah (below) had to work from home after snakes were found in his office! His press secretary, Smith Toby, said two black snakes were found in the building, so all members of staff were told to work from home until the offices had been fumigated (treated with chemicals). "It's just to make sure that crawling and creeping things get fumigated from the building," said Toby.



VENEZUELA



AID AT LAST

Venezuela has finally accepted a shipment of much-needed aid, after its government spent months blocking it from entering the country. President Nicolás Maduro has long denied that the country needs help, saying that Venezuela is not a nation of "beggars". The shipment included 14 power generators, 5,000 litres of water and three surgery equipment kits that can treat 10,000 patients each. Around 5,500 Venezuelans leave their country every day, and the UN says it has become one of the world's biggest refugee emergencies.

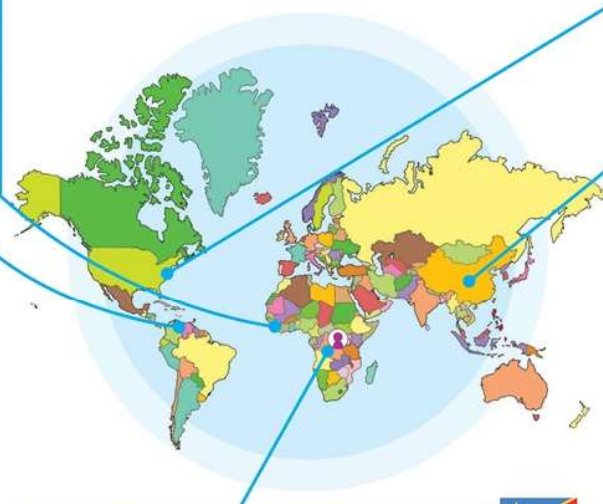


USA



REPORT DIVIDES AMERICA

Since US President Donald Trump was elected, former FBI official Robert Mueller has been investigating him. The investigation has been looking at whether the president's team has links to the Russian government or has tried to cover up any crimes. The report has now been released – and while some of it has been censored, its summary says that Trump didn't knowingly work with Russia, although it did reveal a few other things. For example, when Trump was first told he was being investigated, he said: "Oh my god. This is terrible. This is the end of my presidency." The report says Trump tried to stop the investigation – first by trying to have Robert Mueller fired, and then by encouraging his staff to not answer any questions asked by Mueller's team. Rather than answer questions face to face, Trump wrote down his answers to Mueller's questions. In his written responses, he said that he couldn't remember what had happened more than 30 times. Trump has previously claimed that he has "the greatest memory of all time". Now, the US Congress (like our Houses of Parliament) has demanded to see the full, uncensored report. Some US politicians say the report proves that Trump should be removed as president. On the report's release, Trump tweeted: "PRESIDENTIAL HARASSMENT!" and that the report was "an Illegally Started Hoax that never should have happened, a big, fat, waste of time, energy and money." Trump's supporters say the report clears him, while his opponents say the opposite.



CHINA



WATCHING YOU WORK

A report has claimed that street cleaners are being forced to wear smartwatches that monitor how hard they're working. If the smartwatch detects a worker standing still for over 20 minutes, it sounds an alarm that says: "Work harder, work harder!" The company that employs the street cleaners says it's now removed the alarm due to the backlash. The watch is still fitted with GPS, which tracks where the cleaners are. A researcher for Human Rights Watch China said that the use of surveillance technology by the government is sending private companies a message that it is "okay to [watch] people".



DEMOCRATIC REPUBLIC OF CONGO (DRC)



LAKE TRAGEDY

Around 150 people are missing after their boat sank while carrying traders across the DRC's Lake Kivu. The boat is thought to have been overloaded with people. Only 35 people were saved when the boat sank, and just four bodies have been recovered. The DRC's president, Felix Tshisekedi, said he was "saddened" by the incident, and said those responsible would be "punished".



NAME: SYLVIE
LIVES: DRC

SYLVIE is 11 years old, and is one of 14 children in her family.

She says that the person she admires the most is her uncle, who is the head teacher of a nearby primary school. Sylvie believes that education is important, as it will enable her to support her parents in the future.

Sylvie wants to be a doctor because they do very important work and are very well respected in the community.



TO FIND OUT MORE, GO TO WWW.STREET-CHILD.CO.UK

LOCKDOWN!



THE NEW RULES

- All businesses must stop non-essential services from 23 March.
- Only shops of necessity (e.g. food, petrol, post) can stay open.
- Only one person per household can go out.
- No more than two people can meet outdoors.
- No more than two people can meet indoors.
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- No more than two people can meet indoors.
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Prime Minister Boris Johnson announced strict new rules to stop the spread of the coronavirus this week.

Mr Johnson said the country faced a "moment of national emergency" and should stay at home.

These people should only leave home for one of the four reasons above. Even when following these rules, people should limit the amount of time spent out of their homes and should keep two metres away from people they do not live with.

Read more about the coronavirus on the page with Deputy Chief Medical Officer Dr Chris Whitty on the next page.

KEEPING OUR FURRY COUSINS SAFE

MONKEYS have been banned from seeing Gabon's gorillas, in case they pass on the coronavirus to them.

So far, Africa has reported only a small number of cases of the virus, but the poor standard of healthcare in many countries there means that the coronavirus could be far more harmful than it appears to be. Gorillas can suffer from some of the same diseases as humans, including Ebola and pneumonia, and many African gorillas have been killed by Ebola in previous outbreaks.

"The respiratory viruses that affect humans are easily transferred to great apes because the two species are so closely related," says official Christian Schumann.

The global shutdown could also be bad for Gabon's gorillas because the country relies on money from tourists to pay for the largest and other jobs that help to protect the gorillas from poachers.



People around the world are doing some amazing things, including that's helping not everyone people, starting up with amazing businesses, and so on. It's all about helping people who are in need and helping people who are in need.

BRILLIANT BUTTERFLIES BOUNCE BACK

BUTTERFLY numbers are at their highest levels in more than 20 years!

The UK Butterfly Monitoring Scheme counts butterfly numbers at 1,000 sites across the UK every year.

It found that just over half of species showed higher populations than in 2016.

Researchers say they think that last year's warm and wet summer helped the numbers to grow.

Prof Alan Barrington at Butterfly Conservation says: "The results from the 2019 season are really encouraging and provide evidence that the overall rate of decline of butterflies is slowing."



LESS SCAREMONGERING, MORE CAREMONGERING!

RING Campaigns have invented a new word and spread a worldwide trend called caremongering.

The word was created for social media groups in Canada that were set up to provide help to people in need.

The groups got to stop people from scaremongering, which means to create panic and fear.

"It's spread the message of love, to people, brought the community and community (love), and showed us to tackle the needs of those who are at risk of

the virus, who have other needs," said the founder of the word.

In the UK, members are warning of windows across the country to show up people.

The idea came from a post on social media in the UK after people started to panic.

"It's just people getting up a little bit in their tough times, but it's going through. It's something that can't be done," says the founder.



What do you notice about news reports?

- * Why are they written?
- * Who are they written for?
- * What is their purpose?
- * Why does it matter who writes them?
- * Why does it matter who edits the paper?
- * Who decides what is written about?
- * Who decides where the stories are placed in a paper or on each page?
- * Who decides the size of the article (number of words as well as size on the page)?

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can recognise language and text features of a newspaper report.

Fatal Feline Fiasco

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Read this report. Can you spot some of the features from our model text?



FLY ME TO THE MOON

TOURISTS SET TO BLAST INTO SPACE NEXT YEAR

by editor in chief Nicky Cox

TWO people are set to be the first tourists to fly around the moon next year.

Space tech company, SpaceX, announced their "out of this world" plans on Tuesday. The tourists, who have paid a lot of money for the week-long trip, will travel in a spaceship being developed for NASA astronauts. The ship will be powered by a rocket that hasn't been flown yet.

SpaceX boss Elon Musk said he hopes the flight – the first tourist flight ever to travel beyond the International Space Station – will happen in late 2018. He said: "This presents an opportunity for humans to return to deep space for the first time in 45 years, and they will travel faster and further into the solar system than any before them."

It's not known who the tourists are, nor exactly how much they are paying. Their long lunar loop could see them travel hundreds of thousands of miles, as a one-way trip to the moon covers about 240,000 miles. Although they are going to fly to the moon, they will not land on its surface.

Now, the space tourists are starting their training, and will have many health tests ahead of their historic mission.

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can use inference to show deep understanding of context.
- * I can justify the choice of language used by a reporter.

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Vocabulary



- * fatal
- * feline
- * fiasco
- * conundrum
- * welfare
- * microchipping
- * volunteering

deadly

cat

disaster

puzzle

health

computer chip to identify

helping out



Inference

- * Looking deeper at the report, how do you think the reporter feels about the cats going missing? How do you know?

The write feels that cats disappearing is a terrible thing.

- * The words chosen show the upset from the reporter 'fiasco' 'fatal'
- * The people selected for the quotes are ones who people can relate to – a dad and someone who looks after cats.
- * There is a plea at the end to help search for the cats.

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Read this report and decide on the author bias. Justify your thoughts.



by editor in chief Nicky Cox

ONE of the world's most powerful people in the fight against climate change met with party political leaders in Britain this week.

Swedish schoolgirl Greta Thunberg has become a world-famous climate change hero since she started skipping school last summer to protest outside her country's parliament.

Greta, aged 16, had no idea that her lone action would lead to an international movement of school strike action in more than 100 countries – nor that it would mean her making speeches to world leaders at global conferences.

This week, Greta turned her attention to London following a week of protests by climate activists: Extinction Rebellion (page 5).

Speaking to a large crowd, Greta said: "We are the ones making a difference. It shouldn't be like that. But, if no-one else is doing anything, that is the way it is."

As well as taking part in rallies, Greta had a meeting in Parliament with young British climate campaigners,

such as Scotland's Holly Miller and US and party leaders including Labour's Jeremy Corbyn and the Green Party's Caroline Lucas. After the meeting, Holly told First News it had been agreed that there would be regular meetings between politicians and young people going forwards.

Earlier this year, pupils took Greta's lead and missed school to join nationwide and international protests as part of the Youth Strike 4 Climate movement. The UK students are calling on the Government to declare "a state of climate emergency" and educate people in Britain about how serious climate change is – with the 20 warmest years on record all happening in the last 22 years.

Youth Strike 4 Climate are also demanding changes to the school curriculum to include education about climate change. And they want young people to be able to vote at 16, rather than having to wait until they are 18.

BRAND-NEW QUIZ!



PLAY AT 5PM THIS SUNDAY
SEE PAGE 26

Week 4 Thursday

- * Learning Outcome / Objective
- * I can recognise direct speech within a report.
- * I can begin to recognise bias by choice of direct speech chosen.

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Direct quote paragraph – what do you notice?

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Freeze frame

- * In groups of 4 create a freeze frame of the moment Cludge licked Varjak in the alley.
- * One person Cludge, one Varjak, one Holly and one as a reporter. As the reporter decide which character to interview. What questions could you ask them that might give you a type of answer that would help write a great news report?

Week 4 Friday

- * Learning Outcome / Objective
- * I can recognise indirect (reported) speech.
- * I can begin to recognise bias shown in the selection of reported speech used.

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Sally Bridges, from the RSPCA, commented that she is concerned around the welfare of the missing felines and worries that the longer they are absent from family homes, the more at risk they are. Starvation, serious injury and even death are the potential disastrous outcomes she mentioned. Ms. Bridges appealed to the public to be vigilant. She stressed the importance of microchipping all pets because it allows for a quick identification should the animal be found.

Police are asking for anyone with information, especially regarding the elderly gentleman and his cats, to come forward to help with their ongoing investigation. Local residents are also doing nightly patrols of the neighbourhoods and are asking for volunteers to support them in this activity.

Fatal Feline Fiasco

Recently, the RSPCA and local police have been inundated with reports from desperate and panic-stricken pet owners about the disappearance of their beloved, feline companions. This appears to be a city-wide mystery that people are struggling to explain. Police are investigating reports of an elderly, well-dressed gentleman, who has been seen with two identical black cats, and may be potentially connected to the conundrum.

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Freeze frame

- * In groups of 4 create a freeze frame of the moment Cludge licked Varjak in the alley.
- * One person Cludge, one Varjak, one Holly and one as a reporter. As the reporter decide which character to interview. What questions could you ask them that might give you a type of answer that would help write a great news report?

Week 5 Monday

- * Learning Outcome / Objective
- * I can plan a report as a group.
- * I can use boxing up features to support writing.
- * I can write an orientation paragraph as a group.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can indirect speech, showing bias, as a group.
- * I can reorientate a reader.

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can plan a newspaper report showing where and how to use text and language features.
- * I can plan my report showing a clear voice (bias).

Week 5 Thursday

- * Learning Outcome / Objective
- * I can write a newspaper report from my plan.

Week 5 Friday

- * Learning Outcome / Objective

- * I can perform....

- * I can edit and improve....

- * I can evaluate....

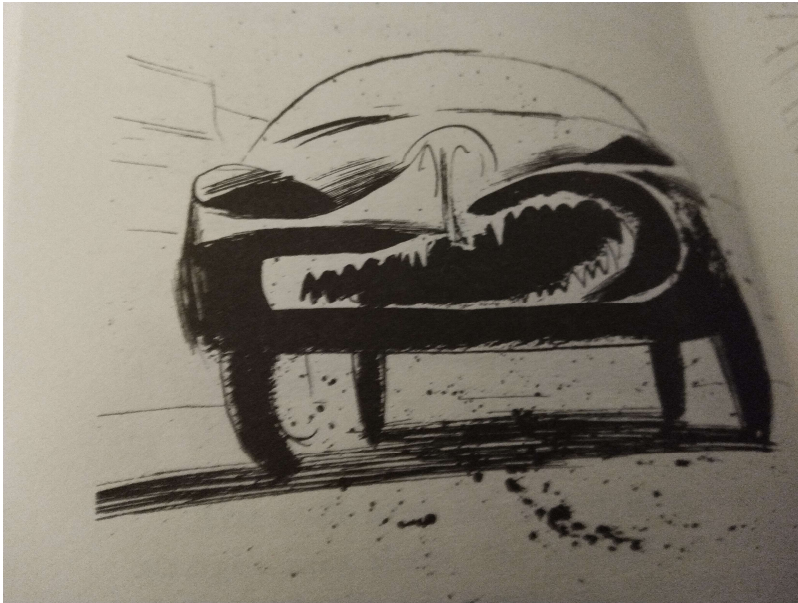
Week 6 Monday

- * Learning Outcome / Objective
- * I can read a poem with rhythm, pace and tone to reflect the mood.
- * I can understand how mood is created through language choice.
- * I can see how personification can help create a mood.

Varjak Paw

- * In the story, Varjak thinks that cars are dogs.
- * He uses phrases to describe the cars that create a mood of suspense and fear.

Personification used...



- * screaming metal monster
- * violent crying sound
- * the angry monsters

Personification

Personification is when you give human qualities and human characteristics to an object, animal or idea.



The Car Monster

It lives in a place with no windows
Darkness and junk surrounds it
It sleeps, making no sound
But waits patiently for its owner

Then she arrives, daylight fills the room
The beast lies there, still, coat gleaming
It tempts its owner with what lies inside
Cosy, dry and comfy

In she sits, and the magic key wakes up the monster
A quick cough, a splurt, clearing its throat
It growls with huge lungs, louder and louder
Till it settles down to a constant purr.

Then its begins to move, eyes wide open
Its dark outside and needs to see clearly
It turns without effort, hugging the pavement
Looking straight ahead.

The rain starts again and she wipes his brow
It doesn't mind getting wet, as long as his owner is dry
Another beast comes beside him and it gets angry
Growling again and then off it shoots into the darkness.



What mood is created here?
How has personification helped create the mood?

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Mood

Mood is the feeling created by the writer for the reader. It is what happens within a reader because of the tone the writer used in the poem.

What mood is created here?

Windy Nights

by Robert Louis Stevenson

Whenever the moon and stars are set,

Whenever the wind is high,

All night long in the dark and wet,

A man goes riding by.

Late in the night when the fires are out,

Why does he gallop and gallop about?

Whenever the trees are crying aloud,

And ships are tossed at sea,

By, on the highway, low and loud,

By at the gallop goes he.

By at the gallop he goes, and then

By he comes back at the gallop again.

- * Explain your thoughts.
- * Point
- * Reason
- * Evidence

What mood is created here?

The Tyger

William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?

- * Explain your thoughts.
- * Point
- * Reason
- * Evidence

What mood is created here?

The Listeners

by Walter De La Mare

'Is there anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door again a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.
But only a host of phantom listeners
That dwelt in the lone house then
Stood listening in the quiet of the moonlight
To that voice from the world of men:
Stood thronging the faint moonbeams on the dark stair,
That goes down to the empty hall,
Harkening in an air stirred and shaken
By the lonely Traveller's call.
And he felt in his heart their strangeness,
Their stillness answering his cry,
While his horse moved, cropping the dark turf,
'Neath the starred and leafy sky;
For he suddenly smote on the door, even
Louder, and lifted his head:—
'Tell them I came, and no one answered,
That I kept my word,' he said.
Never the least stir made the listeners,
Though every word he spake
Fell echoing through the shadowiness of the still house
From the one man left awake:
Ay, they heard his foot upon the stirrup,
And the sound of iron on stone,
And how the silence surged softly backward,
When the plunging hoofs were gone.



- * Explain your thoughts.
- * Point
- * Reason
- * Evidence

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can give personal responses to different poems.
- * I can justify my personal choices with reference to moods created.

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Use the Tell Me grids to respond to these poems...

- * What do you like?
- * What do you dislike?
- * What patterns can you find?
- * What puzzles you?

THE JABBERWOCKY

Lewis Carroll

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came wiffling through the tulgey wood,
And burred as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.



The Eagle

by Alfred, Lord Tennyson

He clasps the crag with crooked hands;
Close to the sun in lonely lands,
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;
He watches from his mountain walls,
And like a thunderbolt he falls.



The Crocodile

Lewis Carroll



How doth the little crocodile

Improve his shining tail,

And pour the waters of the Nile

On every golden scale!

How cheerfully he seems to grin

How neatly spreads his claws,

And welcomes little fishes in,

With gently smiling jaws!

Firework Night

by Enid Blyton

BANG!

What's that?

Bang-Bang! Oh, Hark,

The guns are shooting in the dark!

Little guns and big ones too,

Bang-bang-bang!

What shall I do?

Mistress, Master, hear me yelp,

I'm out-of-doors, I want your help.

Let me in - oh, LET ME IN

Before those fireworks begin

To shoot again - I can't bear that;

My tail is down, my ears are flat,

I'm trembling here outside the door,

Oh, don't you love me anymore?

BANG!

I think I'll die with fright

Unless you let me in to-night.

(Shall we let him in, children?)

Ah, now the door is opened wide,

I'm rushing through, I'm safe inside,

The lights are on, it's warm and grand -

Mistress, let me lick your hand

Before I slip behind the couch.

There I'll hide myself and crouch

In safety till the BANGS are done -

Then to my kennel I will run

And guard you safely all the night

Because you understood my fright.



Week 6 Wednesday

- * Learning Outcome / Objective
- * I can create suspense in my writing.

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Suspense

brainstorm some words and phrases to create
a poem that has suspense...

- * time of day
- * weather
- * power of 3
- * choice of
adjectives
- * personification
- * empty words



Suspense

- * time of day
- * weather
- * power of 3
- * choice of adjectives
- * personification
- * empty words

dead of night

wind howling / rain pounding

tree branching reaching out to grab

nobody around

silence

dark, sinister and creepy

Mysteries

Sometimes I hear soft voices
when the wind is blowing right.

Boys and girls and grownups
murmur in the fading light.

Did they live here in our home
a long long time ago?

I listen and I wonder.
But I will never know.

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- * In groups, use the picture of the haunted house for stimulus to create some ideas for poetry that build suspense

Week 6 Thursday

- * Learning Outcome / Objective

- * I can plan a poem.

- * I can write a poem.

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Week 6 Friday

- * Learning Outcome / Objective
- * I can perform my poem.