

Home Sweet Home



My name is Valdi and I'm a Viking chief.

Around 1000 years ago we lived in houses made of wood cut down from nearby forests. During the winter months it got really cold. In our day we had no electricity or central heating, so how on earth did we keep warm? Well, come in and take a look around for yourself, but close the door behind you.

We don't want the icy wind to blow in, do we?

- A thick layer of straw on the roof keeps the heat in.
- Animal skins and wool rugs are hung on the walls in order to keep the cold out. They also help to decorate the place.
- We get both heat and light from the fire in the centre of my home.
- A hot meaty stew and boiling water is just what we need to warm our bones on a frosty evening.
- Most of the smoke drifts up out of the small hole in the roof.
- It's quite dark in here because we have no windows. At least the heat can't escape through the glass.
- In wintertime, our animals live with us. I know cattle can be a bit smelly but their body heat helps keep us warm too.

Wooden bowl

Sharp axe for chopping firewood

Barrel for storing water

Metal goblet

Leather shoes

Thick wool blanket

Home Sweet Home

Non-fiction

Literal

Warm up Questions:

- Read the speech bubble. Who is talking? (Valdi)
- When did Valdi the Viking live? (about 1000 years ago)
- What material is Valdi's house made from? (wood)
- What time of year do you think it is? (a) spring? (b) summer? (c) autumn? (d) winter? (d) Why? (we don't want the icy wind to blow in)

Main Questions:

1. How much straw was put on the roof to keep Valdi warm, a little or a lot? (a lot) What word tells you this? (thick)
2. What did Vikings put on their walls to keep the cold out? Draw your answer. (animal skins and wool rugs)
3. Why was it so dark in a Viking's home? (no windows)
4. What would Valdi use to chop up more firewood? (an axe) Draw your answer.
5. What might Valdi wear if he had to go out and collect more firewood? (leather shoes)
6. What would Valdi and his family eat on a cold, winter's night? (hot stew)
7. Did a Viking home smell good or bad in the winter? Why? (bad, because the animals lived there too)
8. Could Valdi and his family have a wash in hot water if they wanted to, yes or no? (yes)

Essential Vocabulary:

- Do you think Valdi is an English name or a Viking name? (Viking)
- Do you think it was a good or bad idea to choose this name? Why? (good, because it shows he was a Viking)
- Highlight the word 'icy'. How cold is this word? (a) very cold? (b) a little bit cold? (c) not cold at all? (a)
- Look at the words below. Circle the ones you think are family words to 'icy'.
nice ice mice icicle (ice, icicle)
- Can you find a special word for a metal cup? (goblet)

Let There Be Light.

It was growing dark. The sun was setting and the moon was rising, and Mrs Begum was finding it more and more difficult to read the words in her book. She took off her glasses, rubbed her tired eyes and lit the lantern that stood on the table beside her.

'Ahhh, that's more like it', smiled Mrs Begum as the soft glow of the lamp shone brighter and brighter.

But the lantern was very proud.

'Just look at me - the most beautiful lantern in the world! Much nicer than the sun and the moon and the stars put together.'

Mrs Begum looked up from the pages of her book.

'Remember, God made everything, including the sun and the moon and the stars. You, however, were made by man and when you have become old and rusty and shine no more, the sun and the moon and the stars will continue to be here shining brightly.'

Just then, a sharp gust of wind blew in through an open window and threw the room into darkness.

Mrs Begum picked up a match and relit the lantern.

'Now do you see how foolish your words are?' asked the wise old lady. 'Man's creation will never outshine God's creation'.



Let There Be Light

Narrative

Literal

Warm up Questions:

- What is the title of this fable? (Let there be light)*
- What do you think this fable might be about?
- A fable is a special kind of story. Do you think people read a fable (a) to have fun? (b) to learn how to become a better person? (b)
- Do you think this fable will be funny or serious? Why? (serious, because fables usually have a moral)

* Based on the scripture found at Genesis 1:3

Main Questions:

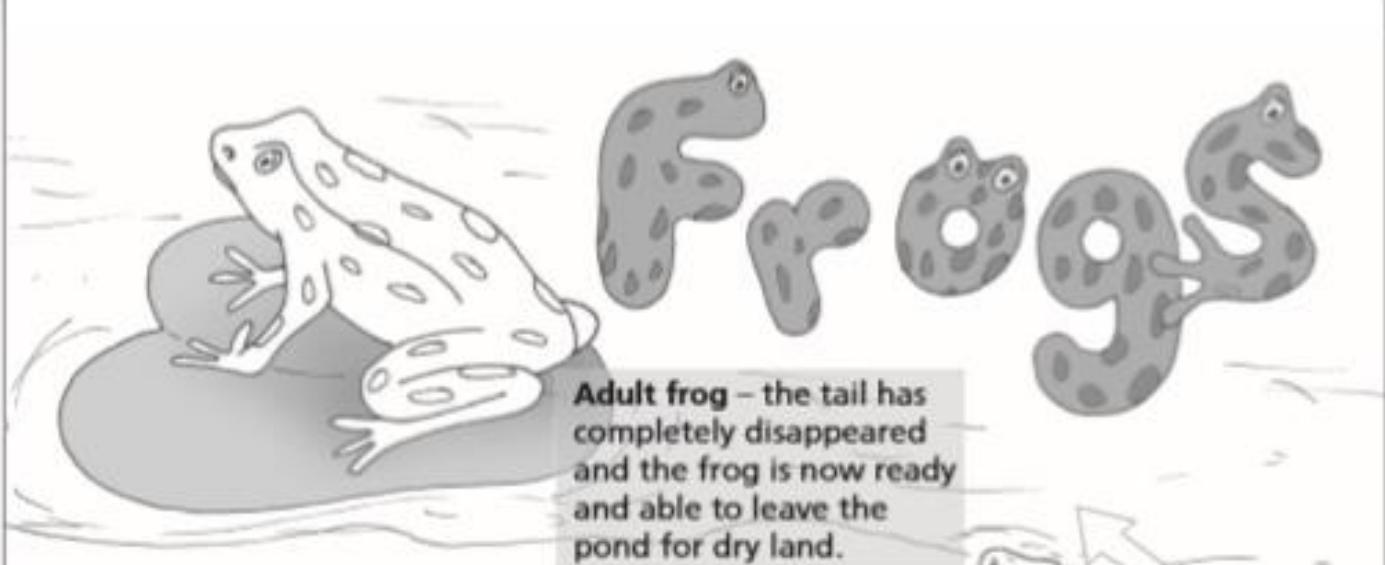
1. What is the name of the main character of this fable? (Mrs. Begum)
2. What is Mrs Begum doing at the start of this fable? (reading a book)
3. Is Mrs Begum young or old? Why do you think this? (old – wears glasses, 'wise old lady')
4. Who is the wisest character in this fable, Mrs Begum or the lamp? (Mrs Begum)
5. Did the lamp think it was more beautiful than the sun, moon and stars? (yes)
6. Did Mrs Begum agree or disagree with the lamp? (disagreed)
7. Was Mrs Begum's window open or shut? (open)
8. How did Mrs Begum light the lamp again? (with a match)

Essential Vocabulary:

- Highlight the word 'gust'. Do you think a gust of wind is strong or weak? (strong)
- Show your teacher by blowing on your hand.
- Highlight the word 'rusty'. Is rusty metal old or new? (old)
- Is rusty metal a good thing or a bad thing? (bad)
- Find the word 'beautiful' and circle it. This is a difficult word to spell. With your teacher, can you think of a way to remember how to spell this word?
- Highlight the word 'proud'? This can be a positive or a negative word.
- In this story, do you think the word 'proud' is positive or negative? (negative)
- What do you think this word means? (pleased with yourself)

Evaluative Questions:

- In what lesson do you think you might read this fable? (a) a maths lesson? (b) an art lesson? (c) an RE lesson? (c) Why? (it is based on a story from the Bible)
- Do you think Mrs Begum believes in God? (yes)
- Look at the list below. With your partner, pick the three things you think Mrs Begum would find the most beautiful. Why? Draw your answers: a waterfall, a ring, a flower, a new born baby, a new car, a new house (she might like the three natural things because God made them, not man)
- Why do you think the wind blew the lamp out? (to teach it a lesson) Who do you think was teaching the lamp a lesson? (a) Mrs Begum? (b) God? (b)
- Do you think the lamp learnt its lesson? What lesson did you learn? (that it is not a good idea to be proud or boastful)



Adult frog – the tail has completely disappeared and the frog is now ready and able to leave the pond for dry land.

A frog is an amphibian, which means it spends part of its life in water and part of its life on land.



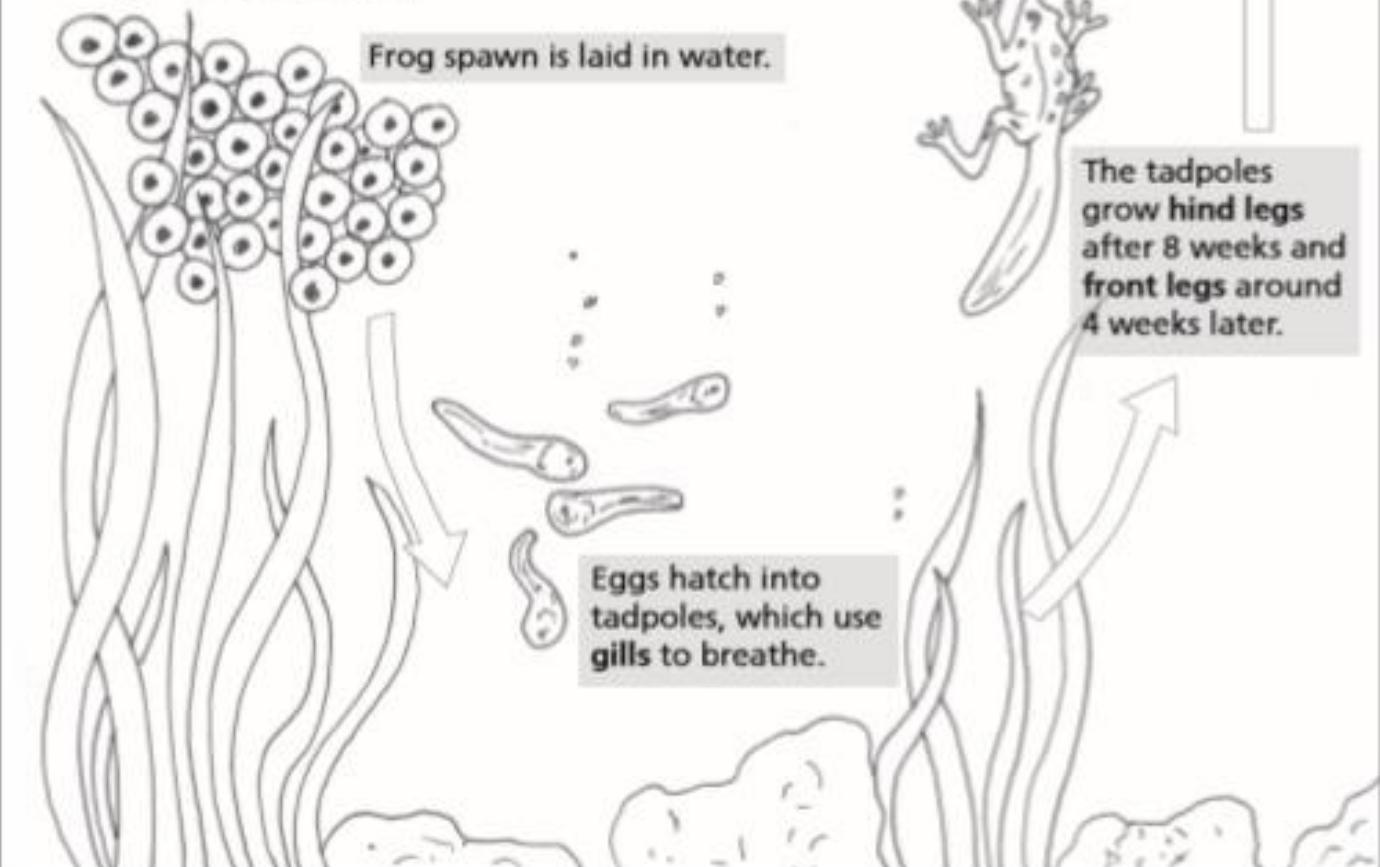
There are many different types of frogs, but most of them lay their eggs (or spawn) in water. These eggs eventually hatch and become tadpoles. As the tadpoles grow they slowly change into small frogs.

A froglet is almost an adult. Some of its tail still remains, but now it uses its lungs to breathe.

This special process is known by scientists as metamorphosis.

Not every egg laid will hatch and not every tadpole will reach adulthood. Some are eaten by fish and, when food is hard to find, some are even eaten by each other. When hot, there are also times when the pond in which they live dries up.

The Frog's Life Cycle:



Frogs

Non-fiction

Literal

Warm up Questions:

- Read paragraph 1.
What do you think this page will be about?
- What type of book do you think you would find this page in? (a) a history book? (b) a geography book? (c) a science book? (c)
- Why do you think this? (it teaches us about animals)
- Is this type of book fiction or non-fiction? (non-fiction)
- What type of creature is a frog? (an amphibian)
- What is special about where amphibians live? (they can live in the water or on the land)

Main Questions:

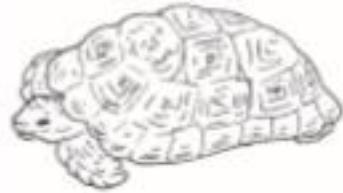
1. Do tadpoles change into frogs slowly or quickly? (slowly)
2. How many weeks does it take for tadpoles to grow: (a) their hind legs? (8 weeks) (b) their front legs (12 weeks)
3. Are the following sentences true or false?

Statement	True	False
Frogs lay their eggs on land		
Fish don't like to eat tadpoles		
A froglet has no tail		
Tadpoles use gills to breathe under water		
All frogspawn will hatch		
When a frog leaves the pond, it uses its lungs to breathe		

Essential Vocabulary:

- Write the word 'science' on your wipe board.
- Now write word 'scientist' underneath it. What do you notice?
- Who do you think would use 'scientific' words, a scientist or an artist?
(a) a scientist? (b) an artist? (a)
- Find the following scientific words on your page and match each one with its definition:
 - spawn (d) metamorphosis (a) gills (c) hatch (b)
 - (a) When one thing changes to become something very different
 - (b) To break out of an egg
 - (c) Organs that help creatures breathe under water
 - (d) A large group of eggs laid by fish or amphibians
- Why do you think these words are written in bold on your page? (they are important words for learning about frogs)
- Draw a bicycle.
- Why do you think the diagram on the page is called a 'life cycle'? (because it is round like a wheel)

HOW THE TORTOISE GOT ITS SHELL



Have you ever wondered how the tortoise got her shell? Well, sit back and relax. Open your ears and I will tell you a most wonderful tale...

Long, long ago when time first began, the tortoise did not carry her shell upon her back as she does today.

She walked briskly from one place to the next and enjoyed dancing the tango on warm summer days and cool autumn nights. And if it decided to rain or it was time for her to go to bed, she would simply return to her home sweet home and relax.

But all that was about to change. Jupiter (the king of the Roman gods) invited all the animals to his home for a feast. All the animals agreed to go and when the great day came, they all thoroughly enjoyed the party...all, that is, except the tortoise who was nowhere to be seen.

Fearing she was ill, Jupiter decided to pay her a visit.

'Why didn't you come to my celebration yesterday?' enquired Jupiter. 'Were you not feeling well?'

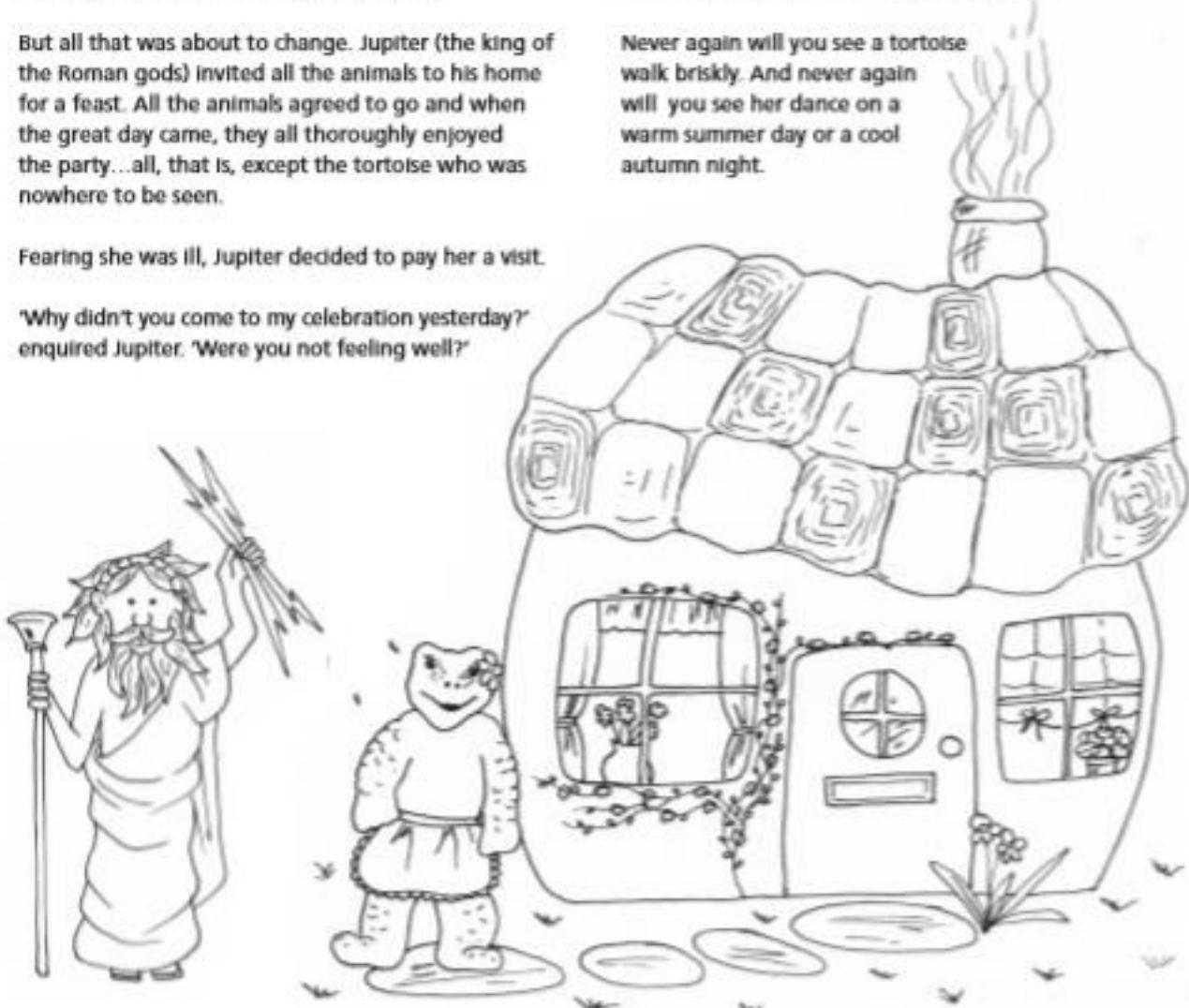
'Not at all, I was just too busy tidying my house. You know what a beautiful house I have. There's so much to do and not enough time to do it in,' she yawned.

Jupiter grew hot with anger. His anger blazed like an angry fire.

'So your home is more important than mine is it? Well in that case, from this day forward you shall carry it upon your back wherever you care to go.'

And with that, Jupiter turned her home into an ugly shell and placed it squarely upon her back.

Never again will you see a tortoise walk briskly. And never again will you see her dance on a warm summer day or a cool autumn night.



How the Tortoise Got its Shell

Narrative

Literal

Warm up Questions:

- What is the title of this story? (How the tortoise got its shell)
- Which creature is this story going to be about? (tortoise)
Draw your answer.
- Do you think this will be a true story or a made-up one? (made-up) Why? (the things that happen couldn't be true)
- Do you think this story will be set in the past, present or future? (past) Why? (it has the word 'got' in the title)

Essential Vocabulary:

- Highlight the word 'feast'. Do you think there is a lot of food or not a lot of food at a 'feast'? (a lot)
- Highlight the word 'yawned'. Show your teacher how you would do this.
- Why do you think the tortoise yawns in this part of the story? (she was tired from cleaning her house)
- Circle the word 'blazed'. Now underline the word 'blaze' at the start of this word. Do you think a 'blaze' is a big fire or a little fire? (a big fire) Draw your answer.
- What does this word tell us about how angry Jupiter was? (it means something huge and fiery)

Main Questions:

1. Write down the names of the two main characters in this story. (Jupiter and the tortoise)
2. Which character is the most powerful, the tortoise or Jupiter? (Jupiter)
3. In the story, could the tortoise walk quickly in the past? (yes)
4. What else did the tortoise like to do? (dance)
5. Why did the tortoise not go to Jupiter's party? (she was cleaning her house)
6. What did Jupiter think was wrong with the tortoise? (he thought she might be ill)
7. When Jupiter found out why the tortoise did not go to his party, how did he feel? (very angry)

The Great Fire of London

In 1666 the City of London looked very different from how it does today. The streets were narrow and houses and shops were built from wood. Some homes were so close to each other that people could reach out of their windows and shake hands.

After a long hot summer, the timber houses were very dry. It would not take much to start a fire.

Thomas Farryner was a baker who lived and worked in Pudding Lane. Throughout Saturday he had worked hard, baking biscuits for the Navy. That night he was so tired that he forgot to sweep out his oven.

And so it was that in the early hours of Sunday, September 2nd, the great fire of London sprang alive and began eating everything in its path.

By 3 o'clock in the morning, the whole of Pudding Lane was ablaze, and the flames of the hungry fire could be seen quarter of a mile away.

The following day the flames of the greedy fire were so high night looked like day. By Tuesday they were so hot and angry that nobody could go near enough to pour water over them.

So how would the people of London kill this dangerous beast?

On Wednesday, the wind that was helping to feed the fire dropped and the sound of gunpowder could be heard blowing up houses and shops to stop the fire from spreading further. With no wood for food, the fire would soon tire out and by Thursday people were fighting the flames with buckets full of water.

On Friday the fire grew smaller and smaller. There was no more food for the starving fire. It would not be long before this fiery monster was dead.

The houses and the shops were all gone and it took a long time for London to stand up and be proud again. Thirty years in fact.

Today you can still walk down Pudding Lane with its modern shops and offices. And if you look carefully enough, you might even see the plaque that pinpoints the very spot where the great fire of London began.

Casualty List:
9 people dead
400 streets gone
13,200 homes destroyed
87 churches vanished



The Great Fire of London

Non-fiction

Literal

Warm up Questions:

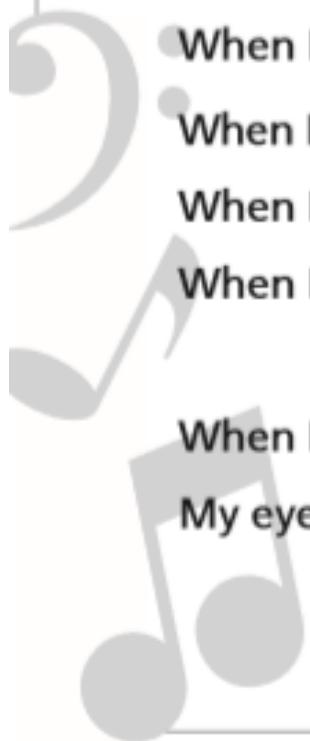
- When you think of fire, what do you think of? (heat, flames, burning)
- Is fire a good thing or a bad thing? (good in the right place, bad in the wrong place)
- Do you think the fire in this text will be good or bad? (bad)
- Read line 1. Do you think this will be about the past, present or future? (past, it was 1666)
- What lesson might we learn this information in? (a) a PE lesson? (b) a maths lesson? (c) a history lesson? (c)

Main Questions:

1. In what year was the great fire of London? (1666)
On what day did the great fire start? (Sunday)
What was the date on this day? (2nd September)
2. Where did the fire start? (Pudding Lane)
3. Who started the fire? What was his job? (Thomas Farryner, a baker) Was the fire an accident or was it started on purpose? (an accident)
4. Read paragraph 1. With your partner, think of two reasons why this fire grew so big. (houses close together, long hot summer)
5. How many people died in the great fire of London? (nine)
6. How many homes were destroyed? (13,200)

Essential Vocabulary:

- Underline the word 'great' in the title. Do you think this means: (a) fantastic? (b) very big? (b)
- Highlight the word 'timber'. What material do you think this is?
(a) stone? (b) glass? (c) wood? (d) metal? (c)
- Go and find something made from this material.
- Highlight the word 'starving'. If you were starving would you be:
(a) very hungry? (b) a little hungry?
(c) not hungry at all? (a)
- Pretend you are starving. Show your teacher.



My Musical Mouth

When I visit the dentist my mouth goes '**Ahhhh!**'

When I'm stuck on a word my mouth goes '**Errrrr.**'

When I hear a joke my mouth goes '**Ha, Ha, Ha!**'

When I spot a spider my mouth goes '**Eek!**'

When I have a cold my mouth goes '**AchOO!**'

When I scoff some chocolate my mouth goes '**Mmmmm!**'

When I'm forced to eat sprouts my mouth goes '**Ugh!**'

When I scare my big sister my mouth goes '**Boo!**'

When I see the big bad wolf my mouth goes '**Booooooo!**'

When I shoot and score my mouth says '**YEEESSS!**'

When I visit the monkeys my mouth goes '**Oo, Oo, Oo, Oo!**'

When I agree with what you say my mouth goes '**Ah, ha.**'

When I don't, it goes '**Uch, Uch!**'

When I hear sad news I say nothing at all.

My eyes do the talking instead.

My Musical Mouth

Poetry

Deductive

Warm up Questions:

- With your teacher, make a list of ten musical instruments you know.
- Today we are going to look at the greatest musical instrument of all.
- Draw which instrument you think it will be.
- Now read the title. Which musical instrument are we going to look at? Circle the word that tells you this. (mouth)
- What 'musical' sounds do you think might appear in this poem?

Main Questions:

- Look at the title again. Is the poet talking about somebody else's mouth or their mouth? (their mouth)
- Why might your mouth go 'Ahhh!' at the dentist? (it's opened wide and the treatment might hurt)
- With your teacher, fill in the table below:

Question	Yes / No	We think this because...
Does the poet laugh in this poem?		
Is the poet scared of spiders?		
Does the poet like chocolate?		
Does the poet like sprouts?		

- Why does the poet sneeze in this poem? (he has a cold)
- Where do you think the poet is when he visits the monkeys?
(a) at the zoo? (b) on the beach?
(c) on a farm? (a)
- Why do you think this? (you find monkeys at the zoo)

Essential Vocabulary:

- Write the word 'musical' on your wipe board.
- Can you see the word 'music' at the start of this word? Circle it.
- Highlight all the sound words in this poem. Are they positive or negative?

Positive	Negative
- Highlight the word 'YEEESSS' in the poem.
- Why do you think it is written in this way? (the poet is shouting and very excited)
- What game do you think the poet is playing when they say this word? (football) Why do you think this? (score a goal)

Evaluative Questions:

- Do you think this poem should be read out loud or read quietly? (out loud) Why do you think this? (you can have fun making the sounds)
- As a group, think of a way you could perform this poem. Show your teacher.
- Your teacher will now act out five feelings but will not speak: cross, relaxed, nervous, excited, disappointed
- Can you guess how your teacher is feeling? How did you know?
- Read the last two lines. Show your teacher how the poet's eyes might look or 'talk'.