

## Year 5

Remember Your Writing Targets!

I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work.

I can write pieces describing settings, characters and atmosphere, and include speech that helps show the character and their personality or mood.

I can set out my work correctly and use headings, bullet points, or underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions.

I can mark and edit work to have the correct tense throughout.

I can proof-read for punctuation errors, including the use of brackets and other devices, such as commas or hyphens, used for the same purpose.

I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify.

I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.

I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

I can use commas to make my writing clear to the reader.



SHINE BRIGHT ★ REACH FOR THE STARS



# Adventures of Odysseus Homework Booklet

Name \_\_\_\_\_

Class \_\_\_\_\_

To be handed in every Tuesday.

Remember to keep filling in your moon diaries.

This is Year 5's homework brochure.

Children should be encouraged to use the support or extension tasks as appropriate.

We look forward to seeing your  
work in school.

## Ancient Greece

### Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and February half term. Bring completed tasks into school every Tuesday, in your English Homework books. The different pieces of work may be displayed in school so **HIGH QUALITY** work is expected.

Your presentation is very important, but the content of your work is even more important.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully**.

Use the star challenges to help you produce the best pieces of work.

Writing tasks and practical 'making' tasks are alternated to make the tasks fun and appealing to all. We hope you really enjoy these activities!

We will also give you a Maths activity to complete that is linked to our learning in school and at an appropriate level of challenge. **Spellings should also be completed regularly – please!**

From Miss Thomas and Miss Perring

### for Tuesday 28<sup>th</sup> February

Imagine you are Penelope (Odysseus' wife) or Telemachus (Odysseus' son). Write a diary entry expressing your views and feelings about Odysseus' disappearance.

- \* Use adjectives and similes appropriately in your writing.
- \*\* Structure your diary entry with appropriate diary language and layout (dear, paragraphs, etc). Use embedded and relative embedded clauses, similes, metaphors and personification.
- \*\*\* Use ambitious vocabulary and emotions to explain your thoughts. Use multi-causal structures for effects.

### for Tuesday 7<sup>th</sup> March

Draw a map of Cyclops' island or another island of your choice from the myth.

- \* Draw your map, colour it in and label it clearly.
- \*\* Draw your map, colour it in and label it clearly. Your labels will link to events in the story eg where we see the Cyclops' cave or where Odysseus landed.
- \*\*\* As on 2 \*\* and use metaphors and similes to describe the island in detail in your labels.

### for Tuesday 14<sup>th</sup> March

Research another Greek myth and create a story mountain showing the different plot (beginning, build up, problem, resolution/solution)

- \* I can break the story down into the different parts of the plot and I can write two sentences for each.
- \*\* As 1\* and write a character profile about the main character or your favourite character from the myth.
- \*\*\* Having read the myth rewrite it in your own words using: similes, metaphors, embedded and relative embedded clauses, personification, multi-causal structures and complex sentences.

### for Tuesday 21<sup>st</sup> March

Using the black and orange Ancient Greek pottery style make a collage showing a scene from Odysseus' life.

- \* Pick a scene from his life and recreate it on an outline of a Greek pot.
- \*\* Using an outline of a Greek pot, recreate several scenes from Odysseus' life.
- \*\*\* Create a 3d collage of Odysseus' life on a glass jar.

### for Tuesday 28<sup>th</sup> March

Odysseus gets shipwrecked off a desolate coast. Write a message in a bottle that he could send detailing what has happened to him and the fact that he wants to be rescued!

- \*Include paragraphs, time words to connect paragraphs (first, second then, later, next and finally) and suitable adjectives and adverbs.
- \*\* Use a wide range of sentence starters (ing and ly starters). Use short sentences for impact.
- \*\*\* Use complex sentences using subordinating conjunctions such as although, despite, until, furthermore and since.