



## Home Learning Timetable

Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	"Walk to school" – use this time to exercise or <u>take a look</u> at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E - complete a P.E activity, eg, Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - <u>Take a look</u> at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	<i>Break time – Have a snack and a break</i>
10:30 – 11:30	Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	<i>Lunch</i>
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic/Spanish activity – Homework provided by teacher
14:15 – 15:00	Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	Home time exercise activity - P.E - complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on <u>Youtube</u> , playing in your garden or completing the '1 minute challenge' - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

H o m e  L e a r n i n g	M  o  n  d  a  y	<p><b>MATHS</b> Task : lines of symmetry:</p> <p><a href="https://www.youtube.com/watch?v=SJlhywRfvh8">https://www.youtube.com/watch?v=SJlhywRfvh8</a> lines of symmetry song play at beginning of session.</p> <p><a href="https://www.youtube.com/watch?v=HpE45MFNDnA">https://www.youtube.com/watch?v=HpE45MFNDnA</a> lines of symmetry explanation video</p> <p>Work sheet- see <b>Appendix 4</b></p> <ul style="list-style-type: none"> <li>Identify the lines of symmetry within the different shapes</li> </ul> <p>Challenge- see <b>Appendix 5</b></p> <ul style="list-style-type: none"> <li>Guess the shape</li> </ul> <p><u>Parent/carers guidance:</u></p> <p>Lines of symmetry guidance <a href="https://thirdspacelearning.com/blog/what-is-line-of-symmetry-explained/">https://thirdspacelearning.com/blog/what-is-line-of-symmetry-explained/</a></p> <ul style="list-style-type: none"> <li>How do we find lines of symmetry?</li> </ul> <p>Answer sheet in <b>Appendix 5a</b></p>
	T  u  e  s  d	<p><b>LITERACY</b></p> <p><u>Task:</u></p> <ol style="list-style-type: none"> <li>Think about the character you created yesterday. What sort of clothes might they wear?</li> <li>You are going to be writing as if you are your junkyard character you created last time (or as Esther). The piece of writing will be a diary entry written about the day your character discovers a piece of treasure in the junkyard.</li> <li>Read <b>Appendix 1</b> (WAGOLL) and then complete <b>Appendix 2</b>. You can use the resources in <b>Appendix 3</b> to write your diary entry.</li> </ol> <p><u>Parent/carers guidance:</u></p> <p>They will write a diary entry as if they were their character. They should think about what kind of day it was; where they found the object; how they found the object; how they felt when they found it; what they did with the object; what they hope to discover tomorrow.</p>
		<p><b>SCIENCE</b></p> <p><u>Task:</u></p> <p><u>Parent/carers guidance:</u></p>

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Challenge- see **Appendix 7**

- How many right angles can you find in the picture?

Parent guidance:

Angles guidance- <https://www.mathsisfun.com/angles.html>

- How do you know that this angle is a right angle?
- What makes this angle acute?
- How do you know this angle is an obtuse angle?

<https://www.mathsisfun.com/angles.html> angles guidance.

### LITERACY

Task:

1. Listen to the letter from the council (**Appendix 10**).
2. You are going to debate (argue) whether to save the scrapyard or not. Using **Appendix 11**, sort the arguments for and against saving the scrapyard. You can even add your own!
3. Ask an adult to choose a side (for or against) and debate who is making the right choice! You can use sentence starters from **Appendix 12** to help.

Parent guidance:

Receive a letter from the town council (**Appendix 10**) and read to children. The letter explains that the junkyard is going to be cleared to make way for a new housing development and that all of the residents need to leave. Discuss what will happen to their characters if they are forced to leave. Do you think it is fair? What can be done? At the end, take sides and have a debate!

### HISTORY

Task:

1. The Iron Age followed the Bronze Age. Watch the video at <https://tinyurl.com/s8zogu2> and then visit <https://tinyurl.com/vl65jsx>
2. Draw an Iron Age age village with a hill fort and people making iron tools.

Parent guidance:

Children would be studying the Stone, Bronze and Iron Ages in Summer 1. This is a research and record activity, which they can do on paper or on a free app such as Book Creator or Popplet.

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### MATHS

Task properties of 2D shapes:

[https://www.youtube.com/watch?time\\_continue=23&v=OVltzLoovLc&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=23&v=OVltzLoovLc&feature=emb_logo) - please watch link before completing task.

[https://www.youtube.com/watch?time\\_continue=40&v=3CkxzWpeG7w&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=40&v=3CkxzWpeG7w&feature=emb_logo) stop at 0:34

Work sheet- see **Appendix 8**

- List the properties of each shape

Challenge- see **Appendix 9**

	a y	<ul style="list-style-type: none"> <li>• Guess the shape</li> </ul> <p><u>Parent/carer guidance:</u></p> <p>2D shapes guidance <a href="https://www.theschoolrun.com/what-are-the-names-of-2d-and-3d-shapes">https://www.theschoolrun.com/what-are-the-names-of-2d-and-3d-shapes</a></p> <ul style="list-style-type: none"> <li>• Does the shape have equal sides? If so, how many?</li> <li>• Does the shape have any angles? If so, what angles do they have and how many?</li> <li>• How many faces does the 3-D shape have?</li> </ul> <p><b><u>LITERACY</u></b></p> <p><u>Task:</u></p> <ol style="list-style-type: none"> <li>1. Re-read the letter from yesterday.</li> <li>2. Look at the letters in <b>Appendix 17</b>. Which letter do you think would be the most effective at changing the council's mind and why?</li> <li>3. You are going to write a persuasive letter to the mayor to try to change his mind about closing the junkyard. Use the writing frame in <b>Appendix 18</b> to <b>plan</b> your letter.</li> <li>4. It might be a good idea to include some of the stories of the people who live in the junkyard and find out why the junkyard is so important to them.</li> </ol> <p><u>Parent guidance:</u></p> <p>Children can use the writing frame in <b>Appendix 18</b> to plan their letter. They should refer back to the arguments they created in their conscience corridor in the previous lesson. This is a planning lesson before they write it tomorrow.</p> <p><b><u>GEOGRAPHY</u></b></p> <p><u>Task:</u></p> <ol style="list-style-type: none"> <li>1. Visit <a href="https://www.dkfindout.com/uk/history/iron-age/">https://www.dkfindout.com/uk/history/iron-age/</a></li> <li>2. Can you identify as many similarities and differences between Iron Age Britain and modern day Britain? Use a Venn diagram to show comparisons with how we live now, where we live, what we eat and do.</li> <li>3. If you lived in the Iron Age what would you like the most? Dislike the most?</li> </ol> <p><u>Parent guidance:</u></p> <p>It's an important skill to compare human geography over large timescales. This activity is to compare contrast Iron Age life with modern day life.</p>
	T h u r S d	<p><b><u>MATHS</u></b></p> <p><u>Task properties of a 3-D shape:</u></p> <p><a href="https://www.youtube.com/watch?time_continue=187&amp;v=QwRe_8c1OXo&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=187&amp;v=QwRe_8c1OXo&amp;feature=emb_logo</a> please watch link before starting task</p> <p><a href="https://www.youtube.com/watch?time_continue=40&amp;v=3CkxzWpeG7w&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=40&amp;v=3CkxzWpeG7w&amp;feature=emb_logo</a> start at 0.37</p> <p>Work sheet- see <b>Appendix 13</b></p> <ul style="list-style-type: none"> <li>• List the properties of each 3-D shape</li> </ul> <p>Challenge- see <b>Appendix 14</b></p>

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- Guess the 3-D shape
- Do you agree?

Parent guidance:

3D shapes guidance <https://www.theschoolrun.com/what-are-the-names-of-2d-and-3d-shapes>

- Does the 3- D shape have any vertices? If so, how many?
- Does the shape have any edges? If so, how many?
- Does the shape have any lines of symmetry? If so, how many?

### LITERACY

Task:

1. Today you are going to use your plan and the letters in **Appendix 17** to write a persuasive letter.
2. Use **Appendix 19** to help make sure you include all the correct features.

Parent guidance:

Re-read the example of the persuasive letters in **Appendix 17** to remind them about how to write a successful persuasive letter. Discuss the organisation of the letter. How are paragraphs used? How are they sequenced? What are the opening words in each paragraph? How do these help to sequence events?

### ART

Task:

[https://www.youtube.com/watch?v=SJ5s75osk\\_0](https://www.youtube.com/watch?v=SJ5s75osk_0) watch link before starting art task.

- 1) Research about the tools Stoneage people used.
- 2) Design your own Stoneage tool. Label your drawing with the materials you would use and write why you would use these materials. Explain what you will use your tool for.

**\*\*If you have the materials available try to recreate your own 3D version.**

<https://www.youtube.com/watch?v=YaMUm7bFJ-o> watch this craft video



Parent guidance:

Children to design a Stoneage tool and label drawing. Encourage children to explain why they have chosen the materials and what a Stoneage person could use the tool for.

**\*\*If materials are available challenge children to recreate their design in 3D. (craft video for ideas)**

## MATHS

Task match the nets with the 3-D shapes:

<https://www.youtube.com/watch?v=SwDjm6Ra1W4> please watch this video before completing sheet

Work sheet- see **Appendix 15**

- Name the 3-D shapes
- Match the 3-D shape to the correct net

Challenge- Recreate one of the nets from **Appendix 16**. See if you can build your own 3-D shape.

Resources needed: paper, pencil, ruler, scissors, Sellotape or glue.

Parent guidance:

3D shapes and nets guidance <https://www.theschoolrun.com/what-are-nets-of-shapes>

- What helps you to match the net to the correct 3-D shape?

## LITERACY

Task:

1. Read the notice in **Appendix 20**. The town council has decided to destroy the junkyard tonight! Get back into character as your junkyard character (or Esther) and imagine being asleep in your home.
2. You are going to write another diary entry in-role as your junkyard character (or Esther) on the night of the eviction. **Use Appendix 20 and 21** to plan what you are going to write.
3. At the end of your diary entry, you need to finish with a prediction of what happened to your character once they fled from the junkyard. Did any of the characters travel together? Where could they go now?

Parent guidance:

Children are to write a diary entry after being evicted from the junkyard. Start by working on descriptions of the diggers and machines with your child: how did they sound? What are they doing? What are they destroying? Try to create similes and metaphors for the diggers and workmen, perhaps comparing them to monsters or dangerous animals.

## RE

Task:

1. Scan QPR code.
2. Read the diary entry.
3. Answer comprehension questions on either a piece of paper or workbook.

\*Please remember to answer in full sentence when necessary.



Parent guidance:

Before the Easter holiday our RE topic was Islam. This is an interesting diary entry from a child who visited Mecca. This task does not require printing, work can be complete on a piece of paper in a workbook. Please remind children to write in full sentences when necessary. Answer sheet is included in the pack.

Use a device connected to the internet to scan QPR code. Open camera and scan QPR code above for diary worksheet.



## Appendices

### Appendix 1

## Junkyard diary writing prompt



Dear Diary,

Something wonderful happened today!

The wind, howling like a pack of wolves, ripped through my shelter this morning and clawed a hole just above my pillow. It wasn't the best way to wake up! Like a dribbling dog, my face was spattered with drizzling rain through the new hole. Reluctantly, I got out of bed, stretched my aching back and repaired my tent.

I wrapped my threadbare coat around me tightly to protect me against the bitter cold as I stepped outside. With soggy fingers, I grabbed my trusty backpack and headed out into the yard.

Under the dark sky, the vast mountains of gaping TV screens seemed to sneer down at me and looked taller than ever. Annoyingly, because I was distracted by an old piece of sack that was waving on a broken car door like a surrender flag, I stepped straight into a freezing cold, oily puddle. Brilliant.

Just when I thought my day couldn't get any worse, I realised I'd left my breakfast at home. Now I was cold, wet and hungry. In quite a grump, I plonked myself down with a damp sigh on an old, flowery sofa that belched up a cloud of dust as I landed. All around me, the junkyard groaned and moaned about the bad weather and I could hear car doors screaming as they were thrown backwards and forwards by the naughty gusts of wind. I rested my chin in my hands and felt utterly miserable as I watched drips of rain drop off the end of my nose onto my lap.

A giant gust of wind knocked a tin can right from the top of table tower and I watched it bounce, tumble and somersault its way down to the ground, before landing with a thump. It was then, buried behind the tin can, I noticed one slender metal arm reaching out of the rubbish pile. Then a second arm. Then a third. Then a fourth. Its tarnished silver edges reflected the few rays of sunlight that were trying to wrestle through the storm clouds. I squelched over to where the tin can had landed (my right toes were now as cold as ice and greasy with petrol that had soaked into my sock) and started to scrabble through the piles of metal and tangled wires that had made a bird nest for an enormous tin eagle. My heart started to speed up with excitement and an enormous grin stretched across my wind-chilled face as I pulled my new treasure from the junkyard.

I'm now back in my shelter and I'm trying to heat up my cold toes over a small fire I started in the tin can. From where I'm sitting, I can see my latest treasure: it is proud and tall with bold spikes that stand up and gleam like a king's crown. I'll admit, I wouldn't need a garden fork for doing any gardening (there isn't much room to grow tulips here) but it does make a perfect boot drying rack for soggy right shoes and soggy right socks!

Maybe tomorrow I can find a spade too? Hopefully the wind will blow down another tin can in just the right place. Maybe next time I'll avoid the puddle too!



## Junkyard diary ideas

What kind of day it was

What object I found

How I found the object

Where and when I found the object

How I felt when I found it

What I did with the object

What I'm hoping to find tomorrow

### Junkyard diary word bank

morning      afternoon      evening  
next      then      before      after      when  
yesterday      today      tomorrow

sunny      stormy      foggy      misty      cloudy  
overcast      drizzling      raining      downpour  
blizzard      gloomy      breeze      blustery      gale      hail  
sleet      snow      hot      warm      freezing      humid  
thunder      lightning      rainbow      crisp      chilly

found      noticed      discovered      spotted      detected  
identified      located      recovered      uncovered      unearthed  
saw      recognised      bumped into      chanced upon  
came across      dug up      ferreted out      happened upon  
laid my hands on      noted

happy      content      pleased      cheerful      elated      glad      joyful  
ecstatic      delighted      jubilant      overjoyed      thrilled      upbeat  
chirpy      on cloud nine      inspired      eager      enthusiastic  
thrilled      surprised      amazed      startled      taken aback  
confused      dumbfounded      bewildered      bemused  
baffled      worried      troubled      concerned      fearful      nervous  
apprehensive      tentative      wary

appeared      complete      considered      decided      different  
enough      favourite      imagined      interest      material      peculiar  
possession      special      strange      surprise      through      various

### Challenge Cards

#### CHALLENGE 1

Try to use as many interesting and varied verbs as you can in your piece of writing. Try to match the verbs you use to the mood and atmosphere.

bounce      carry      chase      collapse      crawl      creep  
crumple      dance      dash      float      fumble      gasp      gaze  
glide      hiss      hit      hop      huff      hurry      jump      leap      ooze  
peek      peer      plod      pull      pursue      push      roll      rotate  
rummage      run      shake      shuffle      sigh      skip      slam  
slurp      snap      sneak      snuffle      soar      spin      sprinkle  
stroll      tap      throw      tip-toe      trudge      tumble      turn  
walk      wander      wave      whisper      wind      zigzag      zoom

#### CHALLENGE 2

Try to use as many interesting and varied ways of starting your sentence as you can in your piece of writing. Remember to put a comma after you sentence opener!

**Start with an adverb:** Amazingly, it wasn't broken.

**Start with verbs:** Huffing and puffing, I pulled as hard as I could.

**Start with adjectives:** Nervous and excited, I opened the box.

**Start with a simile:** Like a hidden diamond, it shone in the darkness.

**Start with a prepositional phrase:** At the bottom of the hole, my eyes spotted something glimmering faintly.

# Lines of Symmetry

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Draw as many lines of symmetry as you can.

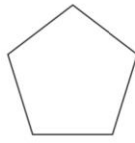
1.



How many lines of symmetry?

\_\_\_\_\_

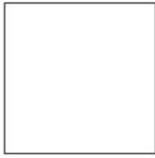
2.



How many lines of symmetry?

\_\_\_\_\_

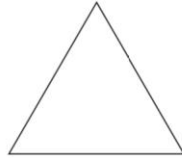
3.



How many lines of symmetry?

\_\_\_\_\_

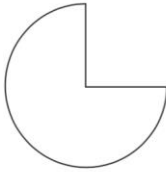
4.



How many lines of symmetry?

\_\_\_\_\_

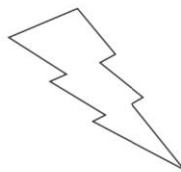
5.



How many lines of symmetry?

\_\_\_\_\_

6.



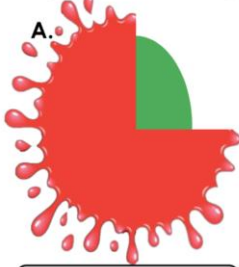
How many lines of symmetry?

\_\_\_\_\_

## Appendix 5

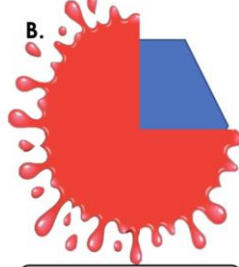
Jessica has spilt paint on some shapes which all have horizontal and vertical lines of symmetry. Name the shapes.

A.



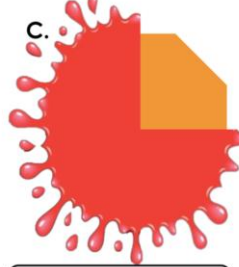
\_\_\_\_\_

B.



\_\_\_\_\_

C.



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## Appendix 5a

### Lines of Symmetry

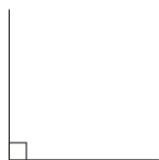
#### Answers

1. 1 line of symmetry
2. 5 lines of symmetry
3. 4 lines of symmetry
4. 3 lines of symmetry
5. 1 line of symmetry
6. 0 lines of symmetry

## Appendix 6

### Types of Angles Worksheet

Look at these different angles:



Right Angle - a square  $90^\circ$ .



Obtuse Angle - is greater than a right angle but less than a straight line (as anything over  $180^\circ$  is a reflex angle).



Acute Angle - is smaller than a right angle.

Write the type of angle:

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.



\_\_\_\_\_

6.



\_\_\_\_\_

7.



\_\_\_\_\_

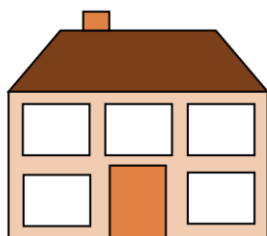
8.



\_\_\_\_\_

## Appendix 7

How many right-angles can you see in this image?

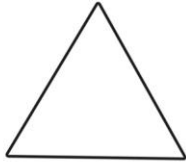


Can you create your own image with the same number of right-angles?

## Appendix 8

## Properties of 2D Shapes

Write down the properties of the shapes.



What are the properties of a triangle?

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What are the properties of a rectangle?

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What are the properties of a square?

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What are the properties of a quadrilateral?

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### Appendix 9

#### Challenge

##### **Guess the shape**

- 1) This shape has four straight sides, four right angles and four corners. All the sides are the same length.
- 2) This shape has four straight sides, four right angles and four corners. Two sides are long, and two sides are short.
- 3) This shape has one curved side.  
It has no corners or angles.

### Appendix 10

**Town council letter**

**Shedville  
City Council**

President: Mr S.H.Edwards



26 Hut Avenue,  
Shedville,  
Cabinfordshire  
SH30 4UT

Dear Sir/Madam,

**NOTIFICATION OF JUNKYARD CLEARANCE**

Application No. : 084J562/HUT

Proposal: Complete renovation and redevelopment of Log Lane Junkyard site

For: Shedville City Council

Site Address: Log Lane Junkyard, Shedville

The Shedville City Council announce plans to completely remove and demolish the junkyard located on Log Lane. This land will be used to develop approximately 80 new homes for local families, providing around 50 jobs during clearing and construction.

If you wish to make comments or representations about this case, you must ensure you write to the following address:

Nadia Concern  
The Planning Inspectorate  
Room 101  
Shedville City Council  
26 Hut Avenue  
Shedville  
Cabinfordshire  
SH30 4UT

Representations must be received within two weeks.

Yours sincerely,

SHEDEVILLE CITY COUNCIL PLANNING ADVICE TEAM

**Appendix 11**

**Junkyard debate arguments**

The land will be used to make new houses for hundreds of people and families.	There are dozens of people living in the junkyard who need the council's support not to lose their homes.
The people who live in the junkyard recycle what is put there.	The junkyard is full of pests, such as rats and foxes.
Dangerous piles of rubbish are metres high and it is bad for the environment.	None of the people who live in the junkyard will be able to afford the new houses.
Building new houses will create lots of new jobs for local people.	The junkyard is not just full of rubbish. There are hidden treasures in there.
The people who live in the junkyard do nobody any harm.	The junkyard is just full of rubbish and there is nothing valuable there. It should all be destroyed.

**Conscience corridor**

Close the junkyard

Save the junkyard

## Appendix 12

### Language of debate word bank

in my opinion... I (don't) think that...  
the way I see it... if you want my honest opinion...  
according to the other side... as far as I'm concerned...  
my position is the following... I believe that...

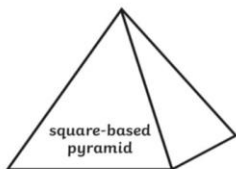
firstly,... secondly,... my third point is that...  
what's more... moreover... additionally...  
the first reason... the main argument... last but not least...  
furthermore... to add to this idea...

I see your point, however...  
Yes, I understand, but my opinion is that...  
That's interesting but the problem is...  
I'm afraid I can't quite agree with your point...  
My response is...  
One major problem with that argument is...  
We pointed out that...  
Our opponents have claimed that...  
Excuse me, but that's not correct...  
Sorry, I have to disagree with your argument...

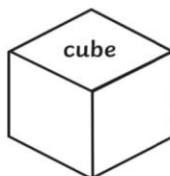
To recap the main points...  
In summary...  
We want to point out that...  
Our final argument...  
To close,...  
To sum up,...

## Appendix 13

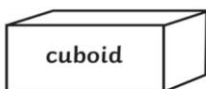
## 3D Shapes



edges \_\_\_\_\_  
faces/surfaces \_\_\_\_\_  
vertices \_\_\_\_\_



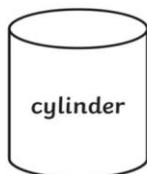
edges \_\_\_\_\_  
faces/surfaces \_\_\_\_\_  
vertices \_\_\_\_\_



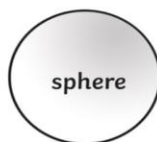
edges \_\_\_\_\_  
faces/surfaces \_\_\_\_\_  
vertices \_\_\_\_\_



edges \_\_\_\_\_  
faces/surfaces \_\_\_\_\_  
vertices \_\_\_\_\_



edges \_\_\_\_\_  
faces/surfaces \_\_\_\_\_  
vertices \_\_\_\_\_



edges \_\_\_\_\_  
faces/surfaces \_\_\_\_\_  
vertices \_\_\_\_\_

## Appendix 14

Raj has a 3D shape, he says,



One face of my 3D shape is a square.

What could Raj's shape be?

Milly says,



All 3D shapes are prisms.

Do you agree with Milly?  
Explain why.

## Appendix 15



# Match the Nets

Can you match the correct net with the 3D shape?

1.

2.

3.

4.

5.

6.

A

B

C

D

E

F

Net	Shape

## Appendix 16

Nets of 3D Shapes

Cube

Net of a Cuboid

## Appendix 17

Dear Nadia,

I have just heard about your idea to get rid of the junkyard and I think it's really stupid. I'm going to tell you why you're wrong and why you need to change your mind right now!

Do you not know that there are people living in the junkyard and they need help? If you get rid of their homes they will be really upset and you'll feel bad.

You said that you will build some new homes but I don't think that any of the people from the junkyard will buy them. Are you rich enough to pay for them all?

Where is the rubbish going to go and why didn't you think about recycling it? I think it's obvious but you clearly didn't think about it. I don't think you've planned this very well at all.

You need to change your mind or people will be very cross and they'll think you're dumb. Do you want to be known as dumb?

Make sure you stop this happening or I will write another letter.

From,  
Steve

Dear Ms Concern,

I am writing to you about your notification of the clearance of Log Lane Junkyard and to explain some of the reasons why I believe you need to reconsider this decision carefully.

Firstly, although I agree that it is important to build new homes and that it will give nearly eighty families somewhere to live, I am worried about the people who live in the junkyard. Some of them only earn money by selling crafts they have made from things recycled from the junkyard. This means that you will have around thirty people who have been made homeless and even unemployed. Is there a plan for where they can move to or what work they can get?

Secondly, the junkyard is actually a very valuable part of the community. Despite its slightly ugly appearance, the yard is actually full of a wide range of objects and materials that could be recycled or reused instead of thrown away. Furthermore, the residents of the junkyard find an amazing mix of treasure there. Therefore, I believe it is worth protecting.

Finally, I understand that many people see the junkyard as a horrible place. Even though it is true that rats and foxes live there, it is also home to a wide range of other plants and creatures and is actually an important habitat for over 50 species in Shedville. If you remove it, you will be destroying not only the homes of many people but also many creatures.

I hope that you take the time to consider my arguments and that you choose to save the junkyard and the community of kind, caring and helpful people who call it home. Do you want to be responsible for ruining the lives of a group of people who have done nothing to hurt anybody?

Yours sincerely,  
Steve Parker

## Appendix 18

### Persuasive letter word bank

I am writing to...	Firstly,
It has come to my attention that...	Secondly,
I believe...	Furthermore,
I feel that...	In addition,
It is certain that...	Also,
I am sure that...	Finally,
In the same way,...	Likewise,
In this situation,...	Besides,
This will mean that...	Again,
This will cause...	Moreover,
Just think about...	Similarly,
If these plans go ahead...	Surely,
Local people feel that...	Certainly,
Many believe that...	Obviously,
We can solve this by...	Although
An alternative solution...	If...then...
This needs to be dealt with	because...
It will ruin their quality of life	For example,
For these reasons,	In fact,
As you can see,	For instance,
In other words,	As evidence,
In short,	In support of this,
Without a doubt,	reason
Undoubtedly,	argument
Last but not least,	for
To conclude,	against
	unfair
	unjust

## Appendix 19

Self-assessment sheet	
I have included...	✓
Capital letters and full stops	
Paragraphs	
Address	
An introduction with the issue and my opinion	
Arguments with reasons and evidence	
Rhetorical questions with question marks	
Conclusion that summarises my ideas	
Formal and polite language throughout	

Read your piece of writing after you have written it.  
Fill out the assessment below.

Writing rating:

☆☆☆☆☆

I gave it this rating because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My confidence:

😊 😐 😞

I feel like this because

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My favourite sentence:

\_\_\_\_\_

## Appendix 20

## Eviction notice

# Shedville City Council

President: Mr S.H.Edwards

Dear Sir/Madam,

### LOG LANE JUNKYARD EVICTION NOTICE

Application No. : 084J562/HUT

Proposal: Complete renovation and redevelopment of Log Lane Junkyard site

For: Shedville City Council

Site Address: Log Lane Junkyard, Shedville

The Shedville City Council confirms that plans to completely remove and demolish the junkyard located on Log Lane will start immediately. Any residents living in the junkyard must relocate straight away. All possessions wishing to be kept must be taken or will be destroyed. Any residents remaining in the morning will be evicted.

Diggers, bulldozers and site worked will start demolition work in the morning.

Yours sincerely,

SHEDEVILLE CITY COUNCIL PLANNING ADVICE TEAM



26 Hut Avenue,  
Shedville,  
Cabinfordshire  
SH30 4UT

## Eviction diary ideas

What woke me up

What I heard

What I saw

What was being destroyed

How I felt

What I took with me

Where I went

## Appendix 21

### Eviction diary word bank

night midnight twilight bedtime dark  
blackness witching hour evening gloom nightfall  
dead of night murky shadowy sombre pitch-black

stormy foggy misty  
overcast drizzling raining downpour  
blizzard gloomy breeze blustery gale hail  
sleet snow freezing humid thunder lightning

heard listened became aware woke up jolted  
jumped disturbed shook rocked shocked startled  
stunned astonished agitated appalled astounded  
dismayed horrified outraged overwhelmed  
paralysed by fear traumatised overcome with  
hit me like a tonne of bricks

angry furious enraged disgusted annoyed  
threatened hopeless empty upset helpless hurt  
grief despair distraught miserable lost isolated  
separated forgotten abandoned humiliated surprised  
amazed startled taken aback confused bemused  
dumbfounded bewildered baffled worried troubled  
concerned fearful terrified petrified anxious

appeared complete considered decided different  
enough favourite imagined interest material peculiar  
possession special strange surprise through various

### Extra Activities

Please see the Useful Links section or the school's website for more activities. These will be regularly updated on a weekly basis. Enjoy!

### Useful Links

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>  
<http://www.thesaurus.com>