

THE WARDEN

Prior to this extract, Stanley has been taken to the Warden's office. The Warden is talking to Stanley.

12 "This is my special nail polish. Do you see the dark rich
25 color? You can't buy that in a store. I have to make it
26 myself."

38 Stanley had no idea why she was showing it to him. He
48 wondered why the Warden would ever have the need to
53 wear nail polish or makeup.

61 "Do you want to know my secret ingredient?"

67 He raised and lowered one shoulder.

72 The Warden opened the bottle.
74 "Rattlesnake venom."

80 With a small paintbrush she began
88 applying it to the nails on her left
93 hand. "It's perfectly harmless... when
95 it's dry."

102 She finished her left hand. She waved
111 it in the air for a few seconds, then
118 began painting the nails on her right
125 hand. "It's only toxic while it's wet."



QUICK QUESTIONS



1. Which words suggest that the nail polish is poisonous? Tick **two**.

- ☐ venom
- ☐ harmless
- ☐ toxic
- ☐ dark

2. Compare how Stanley's feelings may change from the start of the extract to the end.

3. Which animal does the secret ingredient of the nail polish come from?

4. **"It's perfectly harmless... when it's dry."**

Why do you think the Warden says this to Stanley?

Gemma turned her eyes towards Miss Boy, who was sorting through a set of wires as tangled as a bowl of spaghetti.

Raising her eyebrows, Gemma whispered to Finn, "Experiment day!"

Yesterday, she had drawn a circuit: the little circle with an X inside represented a lamp (Gemma had drawn three); the short, fat line next to a longer, thinner line was the cell and the two circles with a line in between was the switch.

"Hmm," she frowned, "if I make this circuit, the bulb will be dim. If I add a battery, the bulb will become brighter!"

Miss Boy asked, "What will happen if you open the switch?"

"Well, my hypothesis is that the bulb won't light up."



1. Which of the following represents a cell? Tick one.

- ☐ The little circle with an X inside.
- ☐ The short, fat line next to a longer, thinner line.
- ☐ The two circles with a line in between.



2. Find and copy the word which is closest in meaning to 'prediction'.



3. Which simile does the author use to describe the wires?

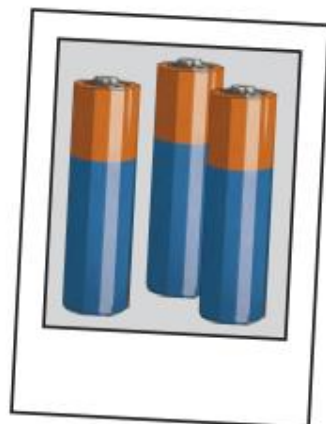
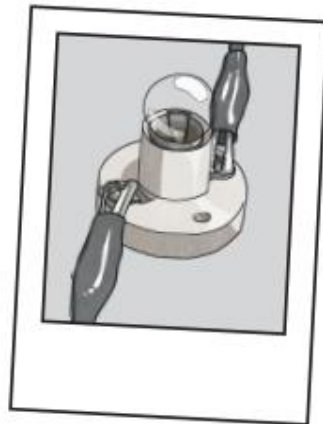


4. Gemma is excited to start the experiment. Find evidence in the text to support this statement.

6 The force that makes electric current
13 flow through the wires of a circuit
16 (powering electrical components,
22 such as bulbs and buzzers) is
25 known as voltage.

30 Components in a circuit provide
36 resistance to the flow of electrical
42 current — slowing it down. If more
49 bulbs are wired into the circuit, there
55 will be more resistance. Therefore, the
62 bulbs will become dimmer. In order to
68 make the bulbs brighter, the voltage
74 must be increased. This can be
80 achieved by adding another cell or
84 battery to the circuit.

90 If the voltage is increased, the
96 current will flow more strongly. As
101 a consequence, the components are
107 affected; for example, bulbs will shine
109 more brightly.



1. Find and copy the word or phrase which means the same as 'as a result'.



2. What does resistance do to the flow of electrical current?



3. Find and copy **two** examples of components.

- ---
- ---



4. How do you think you could increase the volume of a buzzer in a circuit?



Reading Paper



Tuesday 18th November

TBAT: plan a letter from the perspective of Stanley.

3 in 3

1. Which sentence uses the **apostrophe** correctly?

I've been given a bike for my birthday.

1

Iv'e been given a bike for my birthday.

2

Ive' been given a bike for my birthday.

3

Ive been giv'en a bike for my birthday.

4

2. Circle the two words in the sentence that are **synonyms** of each other.

Faisal charged past the creek heading deeper into the forest when a wild boar dashed across the path .

3. Change the following statement to a **question**.

Do not use any additional words.

Remember to punctuate your answer correctly.

Romesh will arrive late tomorrow.

CHALLENGE: Write
an antonym for
deeper.

Tuesday 18th November

TBAT: plan a letter from the perspective of Stanley.

Decide if the sentences are **formal** or **informal** and identify the vocabulary that helps you decide.

1. “We kindly request that all campers arrive promptly at 8:00 a.m. for the orientation session.”
2. “Hey! Don’t forget to bring your swimsuit - it’s going to be awesome!”
3. “Please ensure that your completed registration form is submitted before the deadline.”

Challenge - Rewrite a formal sentence so that it sounds informal.

Tuesday 18th November

TBAT: plan a letter from the perspective of Stanley.

Recap -

Partner discussion:

What is a compound sentence?

What is a complex sentence?

Why should writer use different sentence structures?

Write a compound sentence about the food at Camp Green Lake.

Write a compound sentence about the activities at Camp Green Lake.

Challenge - Write two complex sentences about your new friends at Camp Green Lake. Can you put the subordinate clauses in different positions in the sentence?

Tuesday 18th November
TBAT: plan a letter from the perspective of Stanley.

Introduction How was your first day? How are you feeling? Did you make any friends?	
The Camp What is Camp Green Lake like? What activities have you done? What is the food like?	
The Boys Who are your new friends? What are they like? How do you feel about your new friends?	
Closing Reassurance Promise to write again Sign off	

Challenge – Draft your introduction paragraph. Can you include a compound and a complex sentence?

GPS Misconceptions



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2022 national curriculum tests

Key stage 2

English grammar,
punctuation and spelling

Paper 2: spelling

First name					
Address					
Last name					
Date of birth	Day		Month		Year
School name					
DOB number					



Tuesday 18th November

KQ: How was Ancient Greece ruled?

Knowledge Quiz

1. Approximately how many years ago did the Minoan civilisation exist?

40,000 years 4000 years 400 years 40 years

2. When did Sir Arthur Evans discover Minoan ruins?

900BCE 1800 1900 2000

3. What do archaeologists think weakened the Minoan civilisation?

war foreign invaders natural disaster

4. What came after the Mycenaean civilisation?

Minoan civilisation Early Archaic Period Golden Age

5. Which dates match the Minoan period?

2200–1450BCE 1600–1100BCE 1100–800BCE

Tuesday 18th October

KQ: How was Ancient Greece ruled?

Key Vocabulary

city-state - a city that with its surrounding territory forms an independent state.

- democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives.
- **government** - the group of people with the authority to govern a country or state; a particular ministry in office.
- monarchy - the monarch and royal family of a country.
- mountainous - having many mountains.
- oligarchy - small group of people having control of a country or organisation.
- tyranny - cruel and oppressive government or rule.

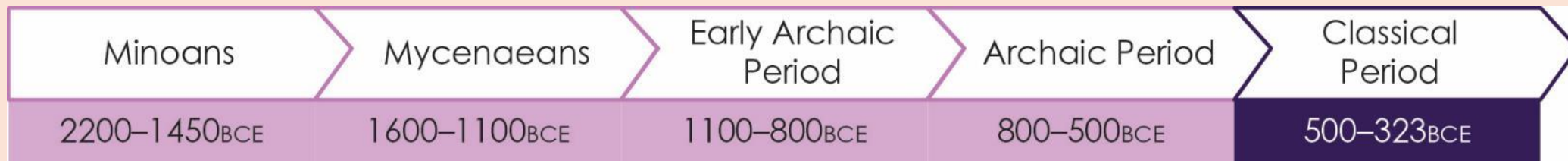
Looking at this physical map of Greece, what do you think its land geography was like?

Do you think people could travel easily in Ancient Greece?



What was the Archaic Period?

The Archaic Period began in 800BCE, after the Early Archaic Period. During this period, Greece significantly increased its trade and city-states were created. The population also began to increase dramatically. Both the increase in population and trade led to changes in Greek language, art, architecture, and politics.



What are the missing Ancient Greece periods that you learned about last lesson?



What order should they go in?



What is Greece's land like?

Today, Greece is surrounded by three seas: the Aegean Sea, the Ionian Sea, and the Mediterranean Sea. There are approximately 1000 islands around mainland Greece. Around 80 per cent of Greece is covered in mountains, so many people live near the sea. This means the ports are very important. Sailing is the main way to travel, and fishing is a key source of food and trade.



What does this map tell us about the land of Greece?



What is Greece's land like?

Because of Greece's physical geography, Ancient Greeks found the land hard to farm, and the rocky **mountainous** land made it difficult for them to travel and communicate. The mountains and islands made it difficult for Ancient Greeks to **unite** under one government.

The Greeks called their land 'Hellas', and their people were called 'Hellenes'. It was the Romans who later named the area 'Greece'.



Read the clues and complete the crossword.

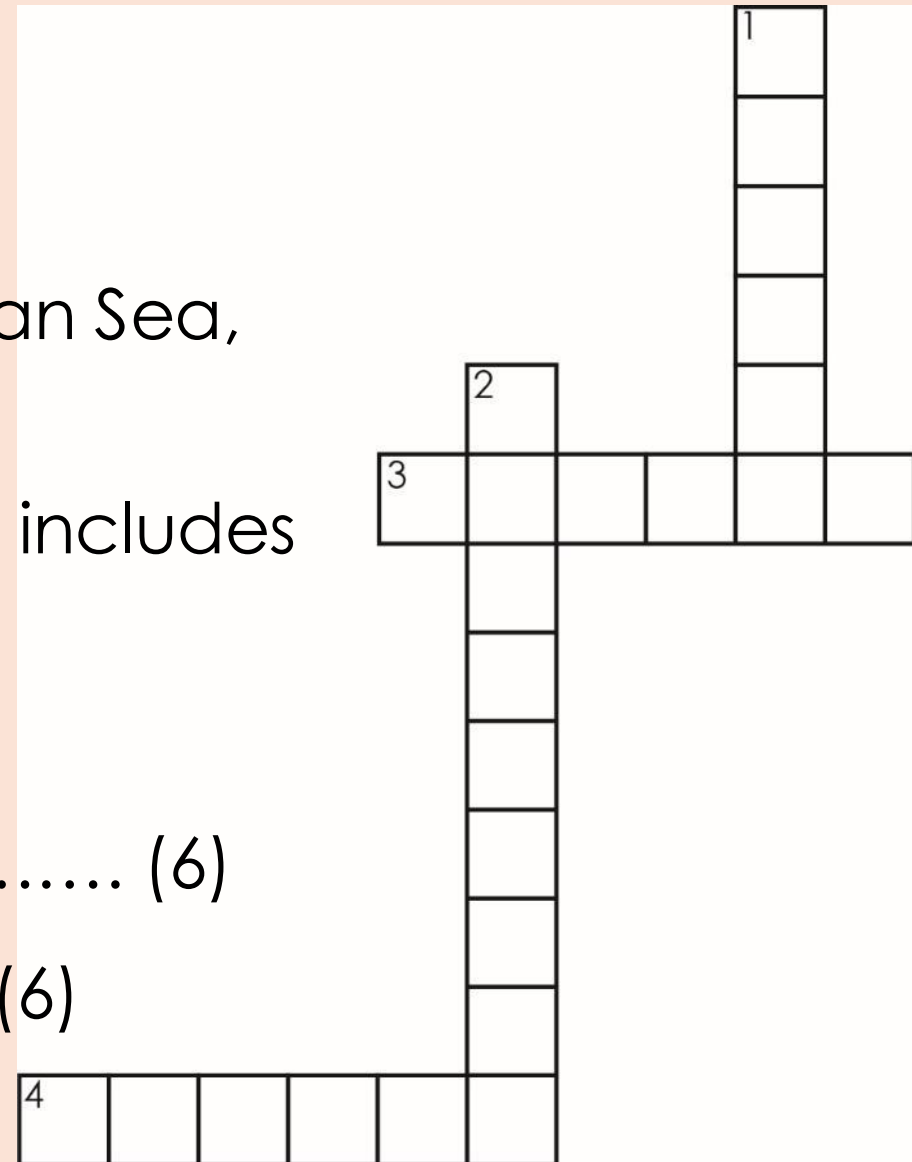
Clues

Down

1. Greece is surrounded by the Aegean Sea, Mediterranean Sea, and Sea. (6)
2. The physical geography of Greece includes many (9)

Across

3. Greece's name was given by the (6)
4. The Greeks named their land (6)



Read the clues and complete the crossword.

Clues

Down

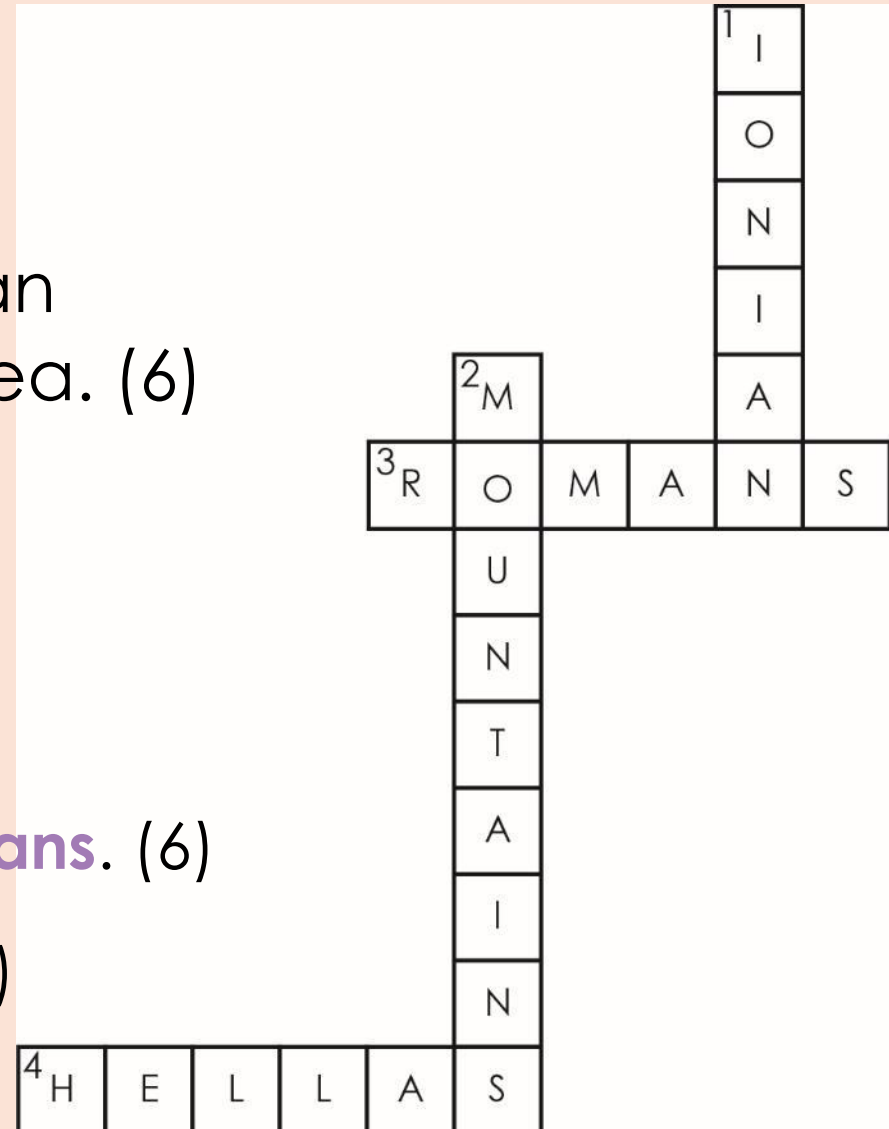
1. Greece is surrounded by the Aegean Sea, Mediterranean Sea and **Ionian** Sea. (6)

2. The physical geography of Greece includes many **mountains**. (9)

Across

3. Greece's name was given by the **Romans**. (6)

4. The Greeks named their land **Hellas**. (6)



What were the city-states?

The mountainous land meant that Ancient Greece was not one unified empire. Instead, the Greeks lived in cities called a city-state or polis.

Each city-state had a powerful main city that often was surrounded by walls surrounding for protection, with temples and government buildings in the centre. These buildings were often built on top of a hill or acropolis. Most of the people lived in the city as it was the centre of trade.



The Acropolis of Athens



How was a
city-state built?



Why were they
built that way?



How were the city-states run?

Ancient Greece was split into smaller cities called **city-states** or polis. Each Ancient Greek city-state was run independently so they each followed a different type of **government**. The city-states were each governed by a monarchy, an oligarchy, tyranny, or democracy.

A **monarchy** is a form of government with a monarch at the head. A monarch is a king or queen. People in Ancient Greece did not have a say about who the monarch was as the monarch's powers were passed down to their heirs. These heirs were usually sons.



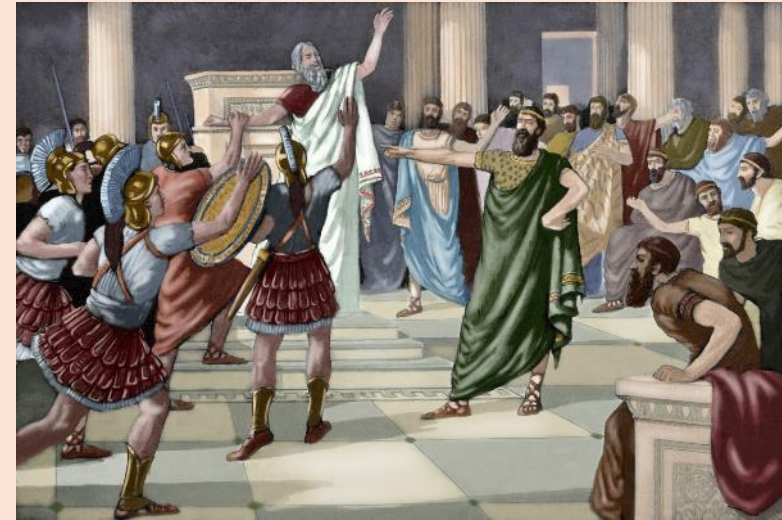
Alexander the Great,
King of Macedonia



How were the city-states run?

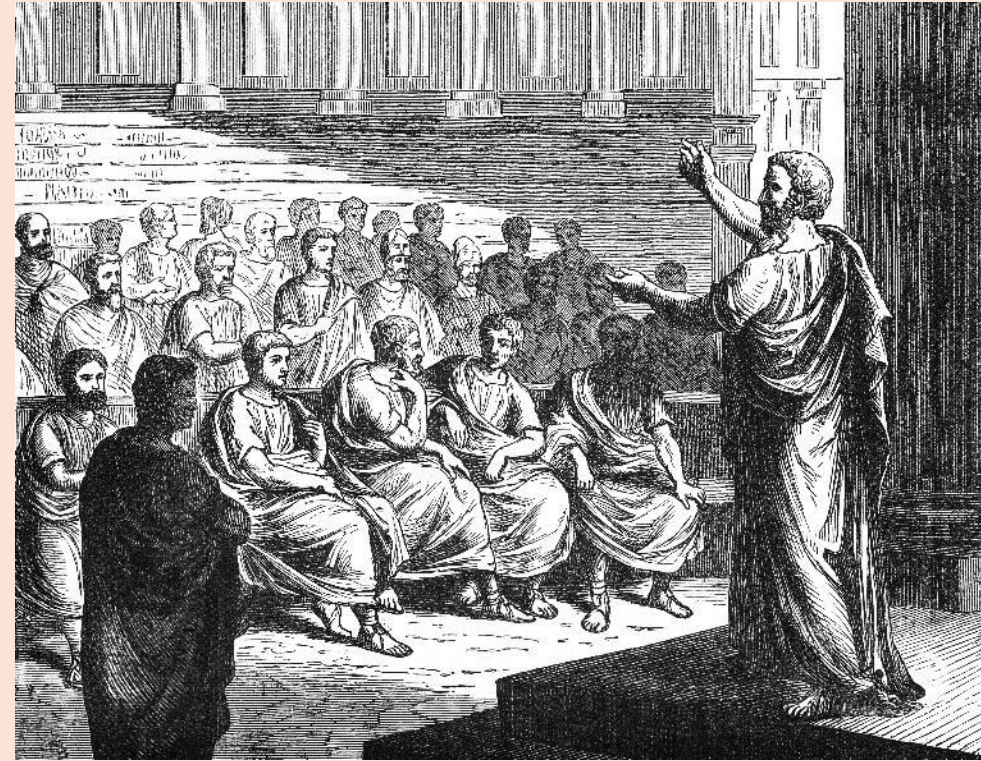
Tyranny is a form of government where there is one ruler. That ruler is called a tyrant. A tyrant would be the only one in control of making decisions for the city-state.

An **oligarchy** is where small groups of powerful individuals ruled over the people. Only these rich and powerful people could make decisions about their city-state.



How were the city-states run?

Democracy began in Athens. A democracy allowed citizens to vote for their ruler and on the decisions made for the city-state. However, only wealthy men could vote in Athenian democracy, so the poor, women, and enslaved people were not allowed to vote.



A meeting of the democratic Athenian council



Match the term to the correct definition.

Monarchy

A government run by a king or queen.

Oligarchy

A cruel government run by a tyrant who did not follow set laws.

Tyranny

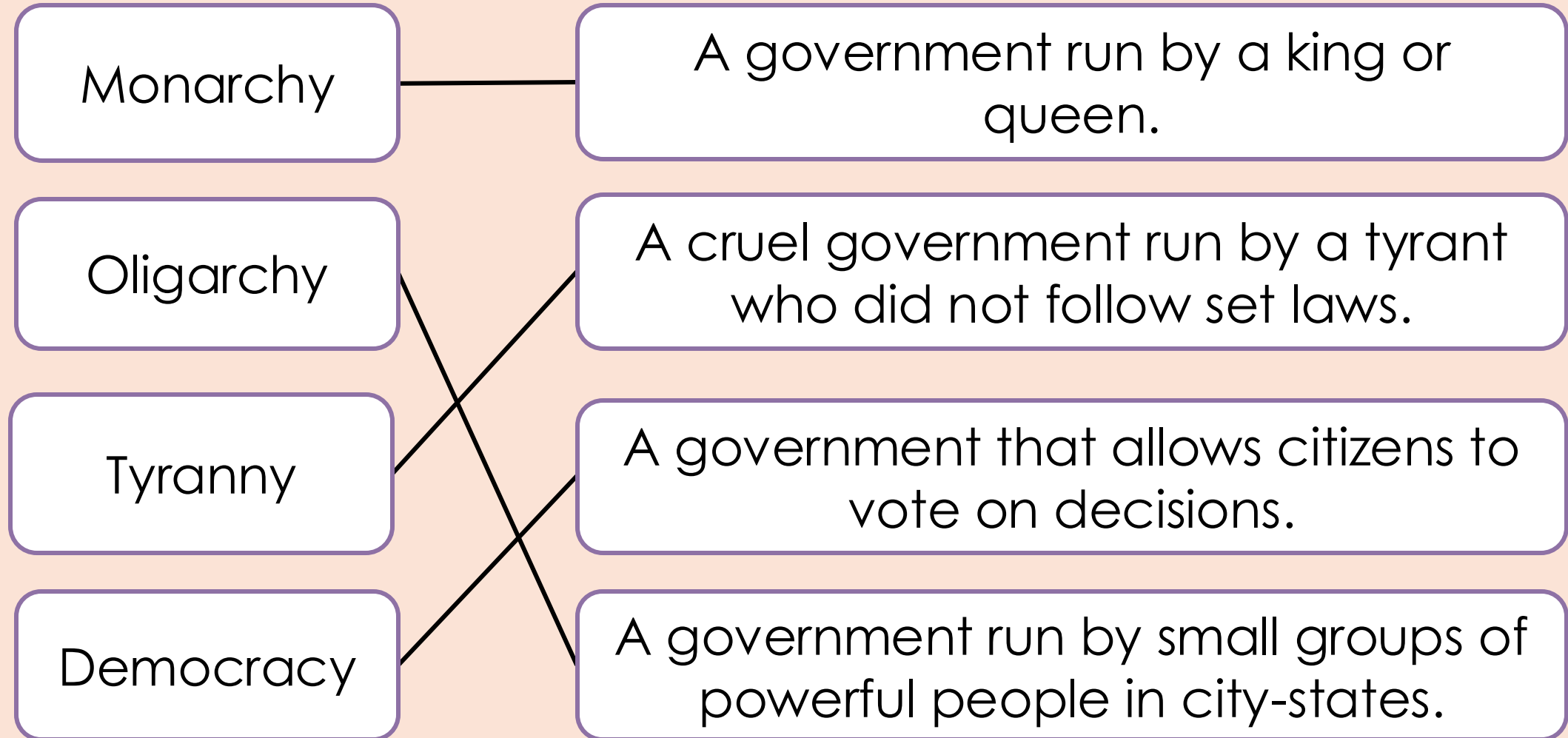
A government that allows citizens to vote on decisions.

Democracy

A government run by small groups of powerful people in city-states.



Match the term to the correct definition.



What was unfair about each of these governments?

Government	Why was it unfair?
Monarchy	
Oligarchy	
Tyranny	
Democracy	

Exit Ticket – Fill the gaps.

Greece is a _____ country, which made it _____ to unite under a single _____. The Greeks lived in cities called city-states. Each _____ ruled itself and had its own _____, _____, and _____.



What was unfair about each of these governments?

Government	Why was it unfair?
Monarchy	The people had no say in who their monarch was. heirs were usually sons, even if the monarch's eldest child was female.
Oligarchy	Only the rich and powerful had the chance to make decisions about their city-state.
Tyranny	Led by a tyrant who took control by violence, which means many people would feel forced to accept their rule.
Democracy	While many people had a say in who led them, this did not apply to women, enslaved people, or poor people.



mardi 18 novembre

TBAT: describe and write what you study at school.

- Spelling Test.

<i>a</i> a	<i>b</i> beh	<i>c</i> seh	<i>d</i> deh	<i>e</i> uh
<i>f</i> eff	<i>g</i> zheh	<i>h</i> ahsh	<i>i</i> ee	<i>j</i> zhee
<i>k</i> kah	<i>l</i> ell	<i>m</i> em	<i>n</i> en	<i>o</i> oh
<i>p</i> peh	<i>q</i> koo	<i>r</i> air	<i>s</i> ess	<i>t</i> teh
<i>u</i> ooh	<i>v</i> veh	<i>w</i> doo-blah-veh	<i>x</i> eeks	<i>y</i> ee-grek
	<i>z</i> zed			

Write down:

Dimanche

Excellent

Jeudi

Souris

bleu

Spell out-loud:

Chien

Grand

Frere

Salut

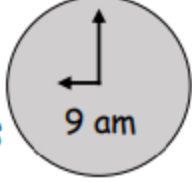
Samedi

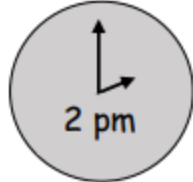


mardi 18 novembre

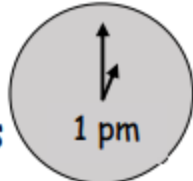
TBAT: describe and write what you study at school.

Lesson 4

1) I study  on Mondays 

2) I study  on Thursdays 

3) I study  on Wednesdays 

4) I study  on Fridays 

5) I study  on Tuesdays 

6) I study  on Mondays 

Challenge -

How do you say:

I study French at
half past 9

Write the
sentence in
your book.

**WORD
BANK**

J'étudie	à deux heures	les sciences	à neuf heures	l'anglais	le vendredi
le français	le lundi	à dix heures	le mardi	l'histoire	à onze heures
à midi	le mercredi	à une heure	le jeudi	l'informatique	les maths