

ENGLISH - USER GUIDE

- Two joke-based extra activities are at the start before a series of ten lessons.
- The activities are designed so children should often be able to do some independent work, but, as with other home learning may need some initial adult input.
- Adult input may be particularly the case to get going. In order to mostly get each day's activities on one page, the instructions can have quite a lot of text.
- Where needed, answers are at the back of the booklet.
- You will need extra paper and pen or pencil for most of the English tasks.

English - A Bit Extra Can you match the jokes to the punchlines? Also, when you've done what you can on the this, can you think of an extra good joke to send to your teacher? Teacher will email the whole class, once they've got a good bank of jokes.

Joke	Punchline
(1) Shall I tell you the joke about the body snatchers?	(a) It had nobody to go with.
(2) Why couldn't the skeleton go to the dance	(b) a little bear
(3) What animal do you look like when you have a bath?	(c) It was his dinner money
(4) Is that the invisible man at the door?	(d) Too many cheetahs
(5) Why did the boy swallow 25p?	(e) I'd better not, you'd only get carried away.
(6) Why can't you play games in the jungle?	(f) Tell him I can't see him now.
(7) Why can't you starve at the seaside?	(g) Because of the sand which is there.
(8) Doctor, doctor, people keep ignoring me.	(i) the alphabet
(9) Waiter, you've got your thumb in my soup.	(j) a centipede
(10)What did the cat who swallowed a ball of wool get?	(k) a post person
(11)What lies down, 100 feet in the air?	(l) nothing, it just waves
(12)What do you get if you pour hot water down a rabbit hole?	(m) a wooly jumper
(13)What bet can never be won?	(n) She had mittens
(14)What does the ocean say to the shore?	(o) hot cross bunnies
(15)Who gets the sack when they start work?	(p) That's ok, it's not hot.
(16)What do you get if you cross a sheep with a kangaroo?	(q) They don't know the words.
(17)Why do bees hum?	(r) Next please.

Extension - Can you guess the punchlines?

(1) "Doctor, doctor I feel like a pair of curtains!"

(2) Where does a baby monkey sleep?

(3) "Doctor, Doctor, I've lost my memory"

"When did it happen?"

English - A Bit Extra Can you match the jokes to the punchlines?

Joke	Punchline
(1) My cat can talk...	(a) What you do with a ladder.
(2) Knock, knock? Who's there? Europe. Europe who?	(b) M T Shelves
(3) What's the quickest way to double your money?	(c) Aaron Floor
(4) What does climate it mean?	(d) All of them.
(5) Who wrote the book ' <i>Growing Vegetables</i> '?	(e) I asked it what two minus two is and it said nothing.
(6) Who wrote the book ' <i>Library Thieves</i> '?	(f) Bertha Twins
(7) Who wrote the book ' <i>Know Your Letters</i> '?	(g) Claude Bottom
(8) Who wrote the book ' <i>Costume Jewelry</i> '?	(i) Fold it in half.
(9) Who wrote the book ' <i>Living With Large Families</i> '?	(j) S K Mow
(10) Who wrote the book ' <i>Improve Your Memory</i> '?	(k) No he did all of it.
(11) Who wrote the book ' <i>The Failed Lion Tamer</i> '?	(l) Tom R Toe
(12) Who wrote ' <i>How To Build An Igloo</i> '?	(m) Frost bite
(13) Who wrote the book ' <i>The World of Hair Dressing</i> '?	(n) Fay Kerrings
(14) What do you get if you cross a snowflake with a man-eating shark?	(o) Swimming trunks
(15) What do you get if you cross an elephant with a fish	(p) Alf A Bet
(16) Some months have 31 day, how many have 28?	(q) Ivor Gott
(17) What do you call a man with sports equipment on his head?	(r) Well, how rude.
(18)A pupil says to a teacher, "Would you punish me for something I didn't do?" "No" says the teacher.	(s) Jim
(19) A teacher asks "did your dad help with your homework?"	(t) a camping holiday.
(20) What does intense mean?	(u) Good, I haven't done my homework.

Extension - Can you guess the punchlines?

What do you call a sleeping dinosaur? What do you call a droid that takes the long way round?

What is a witch's favourite lesson at school? Why was 6 afraid of 7?

What kind of tree fits in your hand? What falls in winter but never gets hurt?

How do you make an octopus laugh? Why can't Elsa have a floating balloon?

Spoiled Brad

Brad was the most spoiled boy in the world. He came from a super rich family, who made their money from having money. Brad lived with his mom and pop in a one-hundred-bedroomed mansion in America. Because Brad was so spoiled, he didn't even take care of the amazing things he was given. His mom and pop bought their only child all he ever dreamed of and more:

A hundred puppies that he'd quickly tired of and put in the trash.

His own miniature white limousine that he had deliberately crashed into a wall at speed, smashing it to pieces. CRUNCH!

A robot that Brad's mom and pop bought their son to keep him company as he didn't have any friends. Somehow, Brad managed to fall out with the robot, and he pushed it into the swimming pool. It lay at the bottom, rusting away. GURGLE! GURGLE! GURGLE!

A ball-serving machine that was meant to help Brad with his tennis lessons. Instead the boy turned it on his long-suffering tennis coach, firing balls straight at him from a cannon. "OUCH!" A complete set of leather-bound encyclopedias. He read the entry for "aardvark" and then gave up and used the rest for toilet paper. RIP! WIPE!

A priceless old oil painting that Brad smashed his head through so he could use it as a Halloween costume.

An antique double bass that Brad never once played. Instead, when the snow came, the boy sat on the instrument to use it as a toboggan. WHIZZ!

One morning Brad swept down the family mansion's long staircase in his silk pyjamas, dressing gown and monogrammed velvet slippers. "Good morning, Bradley Junior," murmured his parents. Pop was checking his stocks and shares in the Financial Times. Meanwhile, Mom was reading a glossy magazine and taking some pleasure in pictures of the rich and famous who'd had plastic surgery that had gone horribly wrong. As usual, they were being waited on by a rather snooty English butler; Hopkins.

"Pancakes, butler!" demanded the boy as he entered the grand dining room and walked over to the impossibly long table. "With cream, ice cream and chocolate sauce! NOW!"

"Yes, of course, young sir," purred Hopkins, before bowing and retreating to the kitchen.

Brad Junior slumped down at his usual place at the head of the table.

"Mom? Pop?"

"Yes, Bradley Junior? Did you enjoy your million-dollar birthday party yesterday?" asked Pop.

"It was so-so," the boy replied. "I have been thinking."

"Oh yes..." prompted Mom, as it was not often her son thought.

"It's not fair that I have to wait another whole year for my birthday!"

"Well everyone has to wait, Bradley Junior," said Pop. "That's why birthdays are special."

"I don't want to wait!" declared the boy "I want it to be my birthday every day!"

Mom and Pop shared a look. They were used to their son acting like a spoilt brat, but this was a new low.

"Son! Yesterday we laid on an incredibly expensive day for you," began Mom. "You had a giant chocolate cake..."

"I love cake!" announced Brad.

"We know," said Pop.

"There was a funfair in the garden, a mountain of presents..." continued Mom.

"And we bussed in hundreds of children from all over the state to pretend to be your friends," added Pop.

"Then you can do the same again today. And the next day. And the day after that. WHERE ARE MY PANCAKES BUTLER?! And the day after that. And the day after that."

"And if we don't?" asked Mom.

Brad Junior thought for a moment. "If you don't, I will put you in an old folks' home at the earliest opportunity and leave you there to rot!"

Pop sighed. "I guess we'd better get going," he said.

"YES!" exclaimed Brad. "PANCAKES! NOW!"

Hopkins emerged from the kitchen carrying a silver platter. "Your pancakes, sir," the butler announced.

"That was too slow!" hissed Brad. "Pop, can you have him flogged?"

"No! That would be wrong, son."

"Shame," mused the boy. Hopkins raised an eyebrow.

Hastily, preparations were made, and at four o'clock on the dot Brad's second birthday party in two days was in full swing. There was a huge disco tent on the lawn, a dolphin show in the swimming pool and a bouncy castle as big as the family mansion itself (though Brad decided as it was his birthday only he could bounce on it).

"Happy Birthday!" cried Mom and Pop as a giant chocolate cake was wheeled out.

"CAKE!" yelled the boy. "Happy birthday to ME!"

With his hands, Brad scooped himself a humongous piece of cake and stuffed it in his mouth. "Where are my presents?" he demanded, spraying crumbs all over the bussed-in-guests, who looked a little bored as they had all been at his party yesterday.

Hopkin staggered along, holding a mountain of presents. "Not enough!" said the boy. "Tomorrow I want more!" The butler shook his head, and the presents tumbled to the ground. Mom and Pop looked at each other and sighed.

The next day, it was the same story. Brad had yet another birthday party. This time there was a rollercoaster on the lawn, an elephant to ride on and a famous pop star singing his hits on a little stage. Brad decided that everyone else at the party had to wear headphones, so only he could hear the performance.

Once again, the biggest birthday cake anyone had seen was wheeled in by four servants. "CAKE!" exclaimed the boy. "HAPPY BIRTHDAY TO ME!"

"What?" said Mom. She couldn't hear what her son had said because she still had headphones on.

The boy shouted this time: "I SAID HAPPY BIRTHDAY TO ME!"

"Oh right! Yes! Happy birthday, Bradley Junior," said the lady.

Today the cake was the size of a paddling pool. With both hands, Brad scooped up as much of it as he possibly could and stuffed it in his face. The slice was, in fact, so big that what he left behind was smaller than what he took.

"WHERE ARE MY PRESENTS?" wailed the boy, spraying all his paid guests from head to toe with crumbs. "I WANT PRESENTS!"

Mom and Pop had learned their lesson yesterday. Today there had to be more presents, so the butler drove a forklift truck in, which was piled high with a tower of gifts. Brad took one look at what his parents had given him and burst into tears.

“What’s the matter now, Bradley Junior?” pleaded Pop.

“I thought you loved me!” wailed the boy. “And this is all you get me! Tomorrow I want more. Do you hear me? MORE! MORE! MORE!”

The next day at his birthday party he got more. Much more. This time the garden played host to a log flume, though Brad didn’t go on it himself as he hated getting wet. There was a professional heavyweight boxer, who Mom and Pop had paid to pretend to be knocked out by their son with one punch. There was a motorcycle display team, though the birthday boy made all the other party guests wear blindfolds so only he could see it. It was his birthday, after all. Of course, it was his birthday everyday now. One of the children who’d been bussed in to pretend to be one of Brad’s friends made the mistake of speaking up. “You know Brad, it’s actually my birthday too.

The spoilt brat immediately started wailing. “Whaaaaa!”

“Whatever is the matter now? asked Pop.

“This spiteful little cockroach has ruined my party!”

“How?” asked Pop.

“He said it’s his birthday too.”

“Well, it *is* my birthday!” replied the boy. “If I wasn’t being paid a hundred dollars in cash to be here, I would be at home with my folks celebrating.”

“I am not sharing my birthday party with anyone!” bawled Brad. “Please have him publicly horsewhipped.”

“We can’t have him publicly horse whipped, Brad!” replied Pop.

“Shame! Then have him thrown out immediately!” yelled Brad.

With that, two brutish security guards picked the boy up under his armpits and marched him out of the party.

“Will I get my hundred bucks?” he asked as he was carried out.

“Right!” began Brad. “Because of that boy ruining my birthday, I want double presents today.”

“Double presents is what we have,” said Mom. Right on cue, a huge crane swung overhead. At the controls was the butler. Swinging from the crane, a giant net was full to bursting with

presents. There must have been thousands of them. There were so many they blotted out the sun. Slowly the net of gifts was lowered to the ground.

“Are you happy now, Bradley Junior?” asked Pop.

“No, I am not!” replied the boy.

“Why not?”

“Because you’ve forgotten the cake! How can you have a birthday party with no cake?”

“We have got you a cake!” protested Mom. The lady clicked her fingers and the biggest cake the world had ever seen was towed in by a tractor. This cake was the size of a swimming pool.

“CAKE!” shouted the boy. “Happy birthday to ME!”

As the paid guests joined in with a rather reluctant rendition of “Happy Birthday” - they had been singing for three days in a row now, after all - the boy clambered to the top of the pile of presents.

“What on earth are you doing, Bradley Junior?” called up Mom.

“I am going to dive into the cake!” replied the boy. With that, the spoiled brat leaped up into the air and landed in the cake with a giant ...SPLOSH! Cake flew over everyone. The boy started stuffing his face full of it. He was pushing more and more into his mouth as he tried to tread water (or rather tread cake) in the cake.

Eating huge amounts of chocolate cake every day had made the boy rather round, and soon Brad found himself sinking further and further into it. In moments he realised he was drowning in his own birthday cake. “HELP ME!” cried the boy.

Mom and Pop looked on, smiles creeping across their faces. Hopkins spoke up. “Excuse me, sir, would you like me to dive in and rescue him?”

“Let’s not be too hasty,” replied Pop.

“Bradley Junior does love his cake,” added Mom. The butler smiled to himself.

Slowly but surely, Spoiled Brad sank lower and lower into the cake. Soon he had disappeared from view, never to be seen again. *The message from this story is a simple one. While you may have your cake and eat it, don’t be too greedy. You might just drown in it.*

DAY ONE - READING COMPREHENSION

Please read the '*Spoiled Brad*' story. Ask an adult to read it with you if you find it tough. Try and give a go to all questions up to (9). Those questions in bold some children can give a go to. Most answers only have clues in the story for what the answer may be. Answers are at the end of English book part of the learning pack.

- (1) Has Brad had his tennis coach for a long time?
- (2) It says, about half way down page 1 of the story, *one morning Brad swept down the family mansion's long staircase*. What do you think the word swept means?
- (3) Nearer the bottom of page one, it says, "*Yes, of course, young sir,*" *purred Hopkins*. How do you think this suggests Hopkins speaks?
- (4) Look at the first half of page two, where Brad is speaking. What do you notice about the punctuation at the end of nearly every sentence of Brad's speaking? Why do you think this is there?
- (5) Why do you think Hopkins raises an eyebrow at the end of page 2 of the story?
- (6) Why is Hopkins staggering on page 3?
- (7) What is the pattern with the presents and the cake each day?
- (8) How big do you think the boxer on page 4 is, and what word tells you that?
- (9) What are common patterns in what Bradley says to people?
- (10) David Walliams finishes the story playing on a famous saying, "*you can't have your cake and eat it*". What do you think that saying might mean?**
- (11) A common theme of 'The World's Worst Children' stories is the horrible characteristic of a child leads to their downfall. Can you make up three characters, write down their horrible characteristic and how that might bring them down (so only a sentence or two needed per character). You could also maybe do a similar thing for a made-up teacher (there is also a 'World's Worst Teachers' book).**
- (12) Most questions here asked you to work something out about the text, where there were only clues. Can you write two of your own questions about the story where there are only clues to the answer?**

DAY TWO - New vocabulary

Task One

Find all the words listed below in 'Spoiled Brad'. If it's too many, choose some. They are in the order they come in the story (going left to right, top line first). If you can think what some of them might mean, write down what you think. It doesn't need to be right. It's more that you are thinking what might make sense for that word, using clues in the story to help:

priceless long suffering swept purred slumped flogged
mused hastily exclaimed pleaded wailed reluctant

Now find what the words mean in answers section. Write down what they mean to remind you.

Task Two

How quickly can you do a drawing to show what each word means? Your drawings are more trying to get a message across than be complicated. If you have someone with you, turn it into a game of pictictionary - where you draw a word, can't say anything and see how quickly it takes the person to guess.

Task Three

Write down which words you think go in which gaps. If doing them all is too many, do as many as you can. Number of ?s **doesn't** equal number of letters in a word. Then look at the answers.

Nobody could afford the vase, it was (1) ?????????? , so the poor boy was (2) ?????????? on the floor miserably because he had broken it when he had (3) ?????????? run across the room. The boy was very clumsy and his (4) ?????????? parents were always cleaning up after him.

Now they were kind people and so were (5) ?????????? to punish him. Indeed, sometimes they (6) ?????????? that it was just in his nature. They dreaded to think what might have happened in the olden days where he might have been (7) ?????????? for his mistakes. The boy was still upset though and (8) ??????????. He looked up to the sky, not sure if there was a god there or not, but still (9) ??????????, "can this stop happening please?!"

TASK FOUR

So that was a story which used nine of the twelve words. How many of the twelve words can you use if you write a story in a time limit? The time limit could be say seven minutes. Your story can be anything, wacky, exciting or anything else you want.

Extension question to get ready for tomorrow - can you remember the rules of using inverted commas also known as speech marks? No peeping at tomorrow's answers please?

DAY THREE - To use inverted commas

In the first box is an example of speech from 'Spoiled Brad'. In the 2nd box are rules of inverted commas that you will be expected to know. Everyone should know the rules that are not in bold print and a lot of us should know the rules that are in bold print.

"Pancakes, butler!" demanded the boy **as he entered the grand dining room and walked over the impossibly long table**. "With cream, ice cream and chocolate sauce! NOW!"

"Yes, of course, young sir," purred Hopkins, **before bowing and retreating to the kitchen**.

- New speaker/ new line
- Any punctuation to do with talking, goes inside the inverted commas.
- Inverted comma at the start and end of talking.
- Use different words for said
- **Add an extra phrase to the sentence after the said bit to show more about what's going on. This is shown in bold in the box above.**

TASK

Rewrite in your own words part of a chat between some of the characters in the story. Everyone can probably think about the rules that are not in bold print. A lot of us can think about some of the rules that are in bold print too. If you have an idea to write a conversation with any World's Worst Child/ Teacher (one you've read about or made up), you can do this instead.

HELP FOR YOUR TASK - some ideas for said words

added admitted advised agreed assured avoided
bellowed bellowed blurted bragged challenged confessed declared
Growled joked painted pleaded lied whimpered whispered

More examples from story of extra action detail after said

"Oh yes... " prompted Mom, **as it was not often her son thought**.

"Happy Birthday!" cried Mom and Pop **as a giant chocolate cake was wheeled out**.

"Where are my presents?" he demanded, **spraying crumbs all over the bussed-in-guests, who looked a little bored as they had all been at his party yesterday**.

All these are useful ways to start the extra detail:

before after as with verb ending in in

DAY FOUR - To build from a topic sentence or sentences

TASK ONE

Near the start of 'Spoiled Brad', look at the two sentences, *Because Brad was so spoiled, he didn't even take care of the amazing things he was given. His mom and pop bought their only child all he ever dreamed of and more:*

Read the list of things that follows and how Brad did not use them properly. Set yourself a time limit (maybe ten minutes). Make up a list of as many things as you can think of and how Brad might have not cared for them.

TASK TWO

Think about these two sentences again, *Because Brad was so spoiled, he didn't even take care of the amazing things he was given. His mom and pop bought their only child all he ever dreamed of and more:* They set the subject (topic) and then **exact** examples are given in a list.

Below this paragraph, are topic sentences from the story, which are then followed by **full sentences** (not lists now) of what he might have at his party. Find and read these paragraphs in the story. They are on page three and page four of the story. Copy one of the sentences below at a time. Then, **in full sentences**, give two, three or four made-up examples of your own of what might be at Brad's party (not copying things from the story).

The topic sentences to copy and add exact, full sentence examples too:

Hastily, preparations were made, and at four o'clock on the dot Brad's second birthday party in two days was in full swing.

The next day, it was the same story. Brad had yet another birthday party.

The next day at his birthday party he got more. Much more.

Extension - can you think of another World's Worst Child/ World's Worst Teacher (your own made up or that you've read). Can you think of a topic sentence of your own about them, then go into sentences of more exact detail.

Extension Two - how could you edit the sentences you've written to make them more interesting to read? If you could divide 'Spoiled Brad' into three main parts, what would the theme of each part be?

DAY FIVE - To plan your own World's Worst Children story

A common theme of many of 'The World's Worst Children' stories is a child who has a particularly bad characteristic. That makes things get out of hand. They get a punishment (which would of course be terrible in real life but is ok in a story). You are going to plan today for your own World's Worst Child story.

There are two ways you can do this. Choose **one** way. The first way sticks closer to the 'Spoiled Brad'. The second way moves further away from it but still sticks with basic ideas behind many 'World's Worst Children' stories. You can write your story over two, three or four days (so that will be between a bit under half a page to a bit over a page for most of us each day). Consider if your plan is about right for this length. It may be worth checking over your plan with somebody. The day six section in the 'Answers and Extra Support' section may support you with ideas. Please bear in mind that it is a list of characteristics of some of 'World's Worst Children'. It doesn't tell you what happens in their stories, just their characteristics, but if you think of this as spoilers, please don't look.

Way one example - sticking closer to the story

Have your own character who has been spoilt and wants birthdays everyday. Think, how has he been spoilt in past? What does he get and not appreciate for the three birthday days in a row? How is he punished at the end? The table below gives an example using the actual story 'Spoiled Brad'. Remember you are doing your own version, similar to 'Spoiled Brad' but not retelling it exactly.

How she/he's already been spoilt	What he/ she does not appreciate at their 3 birthday days in a row.	What is the punishment
Smashed limo Trashed puppies Pushed robot into swimming pool Hit coach with ball serving machine Smashed painting over head Tobogganed on double bass	Disco tent Dolphin in swimming pool Roller coaster Elephant ride Pop star singing Professional boxer Cake increasing in size each time.	Drowning in cake

Way Two Example - going further away from the story but sticking to main traditions

Think up about between two to five ideas of children, who have a bad trait, how it gets out of hand, and how they are punished. Put it into a table. You will be choosing **one** of these children in your next lesson for your story. Here is an example of mine where I have thought of just one character (not 2 to 5):

Bad trait	How it gets out of hand	Punishment
Dishonest	Does 3 very naughty things (super glue on teacher's chair, puts rotten food in people's sandwiches, says horrid things to younger children) and blames it on others.	Someone puts super glue on his seat one day. He is left for the summer holiday stuck to the seat because everyone thinks he's lying about being stuck, so doesn't help.

Possible bad traits you could use - catty, childish, cowardly, dishonest, grumpy, impatient, jealous, lazy, melodramatic, selfish, spoilt, stingy, stubborn, ungrateful, vain.

DAY SIX, SEVEN (MAYBE EIGHT AND NINE) WRITE YOUR OWN WORLD'S WORST CHILDREN STORY

Warm-up or Break-Up Game

The next couple of lessons involve a lot of writing. So you might want to warm-up or break up the writing with a game that gets you moving about. In the '*Answers and Extra Support*' section are a list of some of the characteristics of some World's Worst Children and Teachers. Mime (actions without words) one of these or your own made-up worst teacher/ child and see if a member of your family can get their characteristic. Please bear in mind, that the given list is a list of characteristics of some of World's Worst Children. It doesn't tell you what happens in their stories, just their characteristics, but if you think of this as spoilers, please don't look.

If you want to extend this, and have enough people, you could turn it into the Party Quirks game we played at school. Where there is a host, people show up to the party, unable to say key words about a characteristic, and act out a characteristic that the host needs to work out.

Writing Guide

How long you take to do your story depends on your idea but it should take at least two days (and your teacher would love to see photos if at all possible, or even a typed version). If it takes longer you may not wish to not do day eight or day nine activities. If it is two days only, you probably will have the time to do day eight and nine activities.

Remember your story will be divided into three parts which your plan supports. Even if you went for Way Two with planning, sometimes looking at what was written in 'Spoiled Brad' can help inspire you. This is why there are rough page numbers below for how the three parts of your plan fit in with 'Spoiled Brad'.

- (1) Introducing your character and how bad they are (pg 1 to 2 in 'Spoiled Brad')
- (2) How their behaviours get out of hand (pg 3 and 4 in 'Spoiled Brad').
- (3) How they are punished (pg 5 in 'Spoiled Brad').

Try to include what you have learnt about:

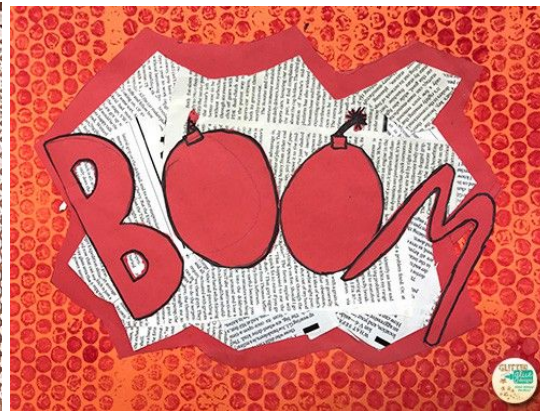
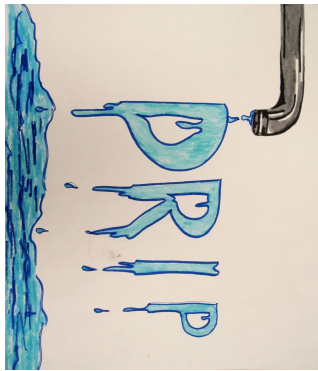
- New vocabulary
- Inverted commas (also known as speech marks)
- Building on a topic sentence.

You will need to decide if you want to do a 2nd draft of re-read back your work carefully for changes.

The bottom part of the Year Five, 'Home Learning' website, under 'Home Learning', is further support for writing (but only use any of this if you feel it helps and isn't too much to think about). The Word Bank document may be especially useful for some.

DAY EIGHT (FOR THOSE WHO'VE FINISHED STORY) To express your word through art

A common feature of 'World's Worst Children' stories are certain words are done in an art style that fits with their meaning. Choose some words from your story and draw them in an art style that fits with their meaning. There are a few examples below of what is meant by this (not necessarily from David Walliam's books).



DAY NINE (IF NOT FINISHED STORY) - BUILDING UP DETAIL IN A PIECE OF WRITING

Choose your own start sentence and then build up info with it, as is done with questions answered here. If you feel done with writing, you could make a role play game of your story, or if an adult is available, get them to scribe your story for you. Some children may not answer all questions.

The footballer won the match.

(1) WHEN?

On a fresh Spring day, the footballer won the match.

(2) WHERE?

On a fresh Spring day, **in a packed football stadium,** the footballer won the match.

(3) WHAT (DID HE DO)?

On a fresh Spring day, in a packed football stadium, the footballer won the match. **He scored the winning goal.**

(4) WHO (IS HE)?

On a fresh Spring day, in a packed football stadium, **Jim Speedball, Everton's top goal scorer,** won the match. He scored the winning goal.

(5) HOW (DID HE SCORE THE GOAL)?

On a fresh Spring day, in a packed football stadium, Jimmy Speedball, Everton's top goal scorer, won the match. He scored the winning goal **by smashing the ball into the top corner of the other team's net, in the final seconds of the match.**

(6) WHY (IS THIS IMPORTANT)?

On a fresh Spring day, in a packed football stadium, Jimmy Speedball, Everton's top goal scorer, won the match. He scored the winning goal by smashing the ball into the top corner of the other team's net, in the final seconds of the match. **This was an especially important win, because it meant Everton had beaten all the top teams, Manchester United, Liverpool, Arsenal, Chelsea and Manchester City, to win the Premiership!**

DAY TEN - LEARN SPELLING LIST

The spelling activities for most children come on sheets after the 'Answers and Extra Support' part of this booklet. Do as many of these activities as you feel you can in a reasonable period of time.

If you feel the spelling tasks are not appropriate for you, revising words from previous years in this list may be for you. Choose as many words as you think are appropriate, and perhaps play some of the spelling games suggested in the spelling part of the Year Five website.

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favorite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	although
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
center	experience	important	ordinary	reign	women

ANSWERS AND EXTRA SUPPORT

Jokes activities one answers

1e 2a 3b 4f 5c 6d 7g 8r 9p 10n 11j

12o 13i 14l 15k 15m 17q

Extension “Well, pull yourself together.” An apricot “When did what happen?”

Jokes activities two answers

1 e 2 r 3i 4a 5l 6b 7p 8n 9f 10q 11g 12j 13c 14m 15 o 16d 17s 18u 19k 20t

A dino-snore R2 Detour Spelling 7,8, 9 a palm tree snow

Ten tickles Because she will let it go

DAY ONE - ANSWERS

- (1) Yes, because it say the coach has been long suffering.
- (2) He is walking in a way where he thinks he is very important, almost as if some force should be sweeping him along. It doesn't mean he is cleaning the stairs. He's too selfish to do that.
- (3) It is a low, soft calm sound, a bit like the purr of a cat, but he is not actually purring because he has said words.
- (4) There is an exclamation marking suggesting he is shouting and trying to make out everything he says is extra important.
- (5) He does not like the idea of him being flogged, but knows if he shows this in any more obvious way he will be in trouble. Not over stating things also fits with his snooty personality.
- (6) He has so many presents to carry.
- (7) They get bigger.
- (8) Very big, the word is heavy weight which suggests he's got a lot of weight.
- (9) He tells them they aren't allowed to have any fun. He asks for more things from people. People who have particularly upset him, he asks to be hurt in a horrible way.

(10) It means you can't have everything.

DAY TWO - ANSWERS

Priceless = so valuable you can not put a price on it

A **priceless** old oil painting that Brad smashed his head through so he could use it as a Halloween costume.

Long suffering = having had to put up with bad stuff for a long time.

There was a ball-serving machine that was meant to help Brad with his tennis lessons. Instead the boy turned it on his **long-suffering** tennis coach.

Swept = move swiftly and/ or smoothly (present tense is sweep or sweeps)

One morning Brad **swept** down the family mansion's long staircase

Purred = a low, soft, often content sound (purr or purrs is present tense)

"Yes, of course, young sir," **purred** Hopkins,

Slumped = sit, lean or fall heavily or limply (slump or slumps is present tense)

Brad Junior **slumped** down at his usual place at the head of the table.

Flogged = to beat someone as a punishment (flog or flogs is present tense)

"Pop, can you have him **flogged**?"

Mused = to do something in a thoughtful manner

"Shame," **mused** the boy.

Hastily = hurriedly

Hastily, preparations were made, and at four o'clock on the dot Brad's second birthday party in two days was in full swing.

Exclaimed = cry out with strong emotion.

"CAKE!" **exclaimed** the boy.

Pleaded = begged

"What's the matter now, Bradley Junior?" **pleaded** Pop.

Wailed = a high pitched screamy sound, crying sometimes in this way

"I thought you love me!" **wailed** the boy.

Reluctant

The paid guests joined in with a rather **reluctant** rendition of "Happy Birthday"

Nobody could afford the vase, it was **priceless** so the poor boy was **slumped** on the floor miserably because he had broken it when he had **hastily** run across the room. The boy was very clumsy and his **long suffering** parents were always cleaning up after him. Now they were kind people and so were **reluctant** to punish him. Indeed, sometimes they **mused** that it was just in his nature. They dreaded to think what might have happened in the olden days where he might have been **flogged** for his mistakes. The boy was still upset and **wailed**. He looked up to the sky, not sure if there was a god there or not, but still **pleaded**, "can this stop happening please?!"

EXTRA SUPPORT

DAY SIX PLANNER HELP/ DAY SEVEN ONWARDS WARM-UP/ BREAK-UP GAME SUPPORT

Children

- Bertha the Blubberer - cries a lot and makes up her brother has done something
- Brain Wong - was so sure he would never get a question wrong, he could make very bad decisions to prove this
- Dribbling Drew - could never stop sleeping and dribbling a lot
- Petula Perpetual Motion - couldn't stop fidgeting
- Nigel Nit Boy - wanted a pet so bad he deliberately got nits
- Peter Picker - picks his nose too much
- Sofia Sofa - could never stop watching TV
- Windy Mindy - played the trumpet with her backside
- No No Noe - says no to everything
- Cruel Clarissa - pretends to be nice but tortures kittens
- Harry - never does homework
- Gruesome Griselda - loves bugs

Teachers

- Mr and Mrs Lovey Dovey - cry so much because so desperately in love
- Doctor Dread - is stuck to one of the World's Worst Children
- Mrs Splat - makes disgusting school dinners
- Mrs Palavers - loves theatre so much she puts on thousands of boring plays
- Mrs Conceit - obsessed with herself
- Mr Phobe - scared of children (got flushed down the loo on first day teaching)

