

Monday

This week our learning will be based on clips of 'The Lion King'. On Friday, we will be creating a diary entry from Simba's point of view.



Follow the link below and watch the first 49 seconds of the video. This clip will be what our diary entry is based on.

[https://www.youtube.com/watch?v=pFBGvWit\\_04](https://www.youtube.com/watch?v=pFBGvWit_04)

**Task:** Answer these questions based on the video clip. You should write two or three sentences for each answer. Take your time and explain each answer that you give.

1. Which animals can you see in the video? If there are any animals that you can see but aren't sure what they are then see if you can do some research to find the answer.
2. What do the animals do when Simba is held up to them? Why do they do this?
3. Look closely at Simba's face. How might he be feeling when he sees the animals that expect him to protect them?
4. Why do you think a lion is king of the animals? What qualities does a lion have that would make them a good leader?
5. What other animal/s would make a good leader? Why?

Tuesday

# **The Nouns, Verbs and Adjectives Song**

**by**

**Anchor Creative Education**

<https://www.youtube.com/watch?v=JeognSU6wfU>

Follow the link to listen to the song about nouns verbs and adjectives. Watch it as many times as you like!

Parents: Once your child has watched the song quick fire some words at them and see if they can identify them correctly as nouns, verbs or adjectives!

# Adverbs

Adverbs are used to add more information to verbs. They can add information about how, when, where or how often something is happening.

## How?

**Adverbs** that describe how actions are performed are known as **adverbs** of manner. They are formed from adjectives and modify verbs. These **adverbs** can be placed before or after the verb, or at the beginning or end of a clause. Like adjectives, most **adverbs** of manner and frequency can be graded by **adverbs** of degree, such as *very*, *quite* or *almost*. These are always placed directly before the adjective or adverb they describe.

This adverb of degree is modifying the adverb of manner *quietly* – it indicates how quietly they left.

**We left very quietly**

This adverb of manner is at the end of a clause, and is modifying the verb *left* – it is describing how they left.

**an extremely large dog**

This adverb of degree is modifying the adjective *large* – it is explaining how large the dog was.

# Adverbs

Adverbs are used to add more information to verbs. They can add information about how, when, where or how often something is happening.

## Where?

**Adverbs** of place work in the same way as **adverbs** of time and frequency. They modify verbs and tell the reader more about where something is happening.

away                      nowhere                      there  
 everywhere                      abroad                      upstairs  
 here                      out

## When and how often?

**Adverbs** of time indicate when something is happening, while **adverbs** of frequency indicate how often it is happening. These **adverbs** modify verbs, and can occupy different positions in a sentence – usually at the beginning or end of a clause.

yesterday                      soon  
 today                      now  
 then                      later

**adverbs** of time

always                      rarely  
 usually                      again  
 sometimes                      never

**adverbs** of frequency

Tuesday

**Task:** In your workbooks sort these words into nouns, adjectives, verbs and adverbs. You can do this by drawing a table or by writing them in lists or bubbles. Check your answers on the next page when you've finished!

fierce

run

Africa

everywhere

blanket

lion

dance

dream

quickly

tree

loudly

enormous

broken

soft

gallop

river

celebrate

proudly

brave

table

earlier

Nouns	Adjectives	Verbs	Adverbs
blanket	fierce	run	quickly
Africa	enormous	<b>dream</b>	everywhere
<b>dream</b>	brave	dance	earlier
tree	broken	gallop	proudly
lion	soft	celebrate	loudly
river			
table			

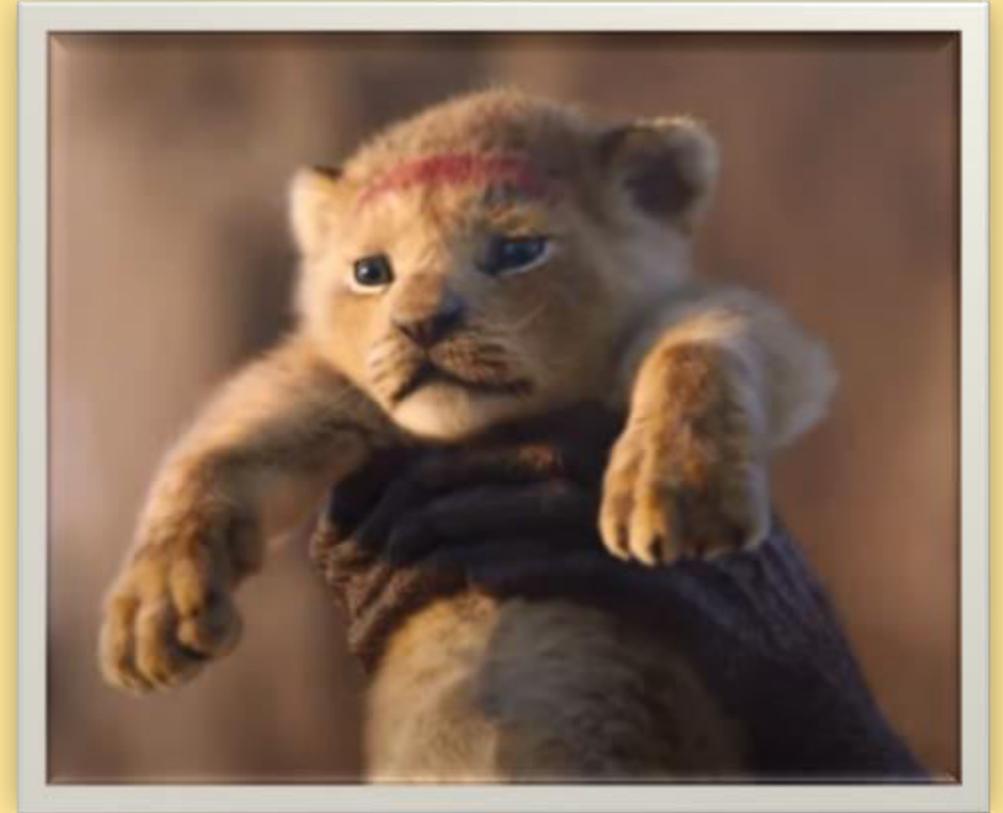
Dream appears as both a verb and a noun:

Noun – I had a dream.

Verb – I like to dream about cats.

[https://www.youtube.com/watch?v=pFBGvWit\\_04](https://www.youtube.com/watch?v=pFBGvWit_04)

Rewatch the first 49 seconds of the video. Think about how Simba would be feeling having just seen all of those animals that he will one day be in charge of. Discuss this at home.



# Zone of Relevance

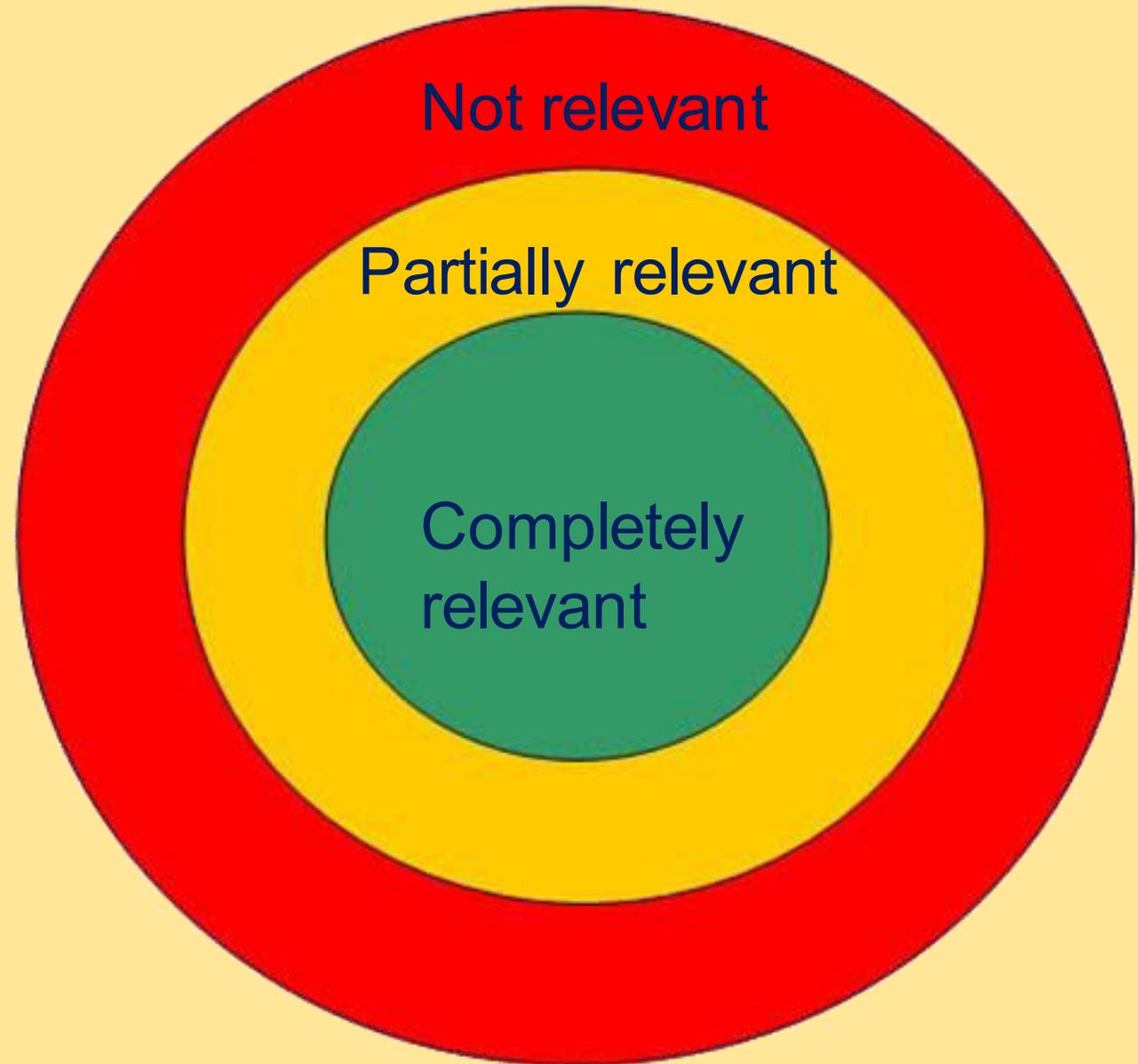
This is a zone of relevance (the children should be familiar with this). On the next slide will be a series of statements from Simba's point of view. Your task is to decide how relevant they are to how Simba will be thinking and feeling as he is lifted above the animals and place them in the correct place.

Some statements may not have a right or wrong answer and it will be up to you to decide where they fall on the zone of relevance. Take your time and discuss with someone at home!

Example statement:

'I am nervous about becoming king'

Is this statement relevant to how you think Simba will be feeling?



Wednesday

# Zone of Relevance

Draw this zone of relevance into your workbooks and write on the statements where you think they should go. Make sure to draw it nice and big so that you have plenty of room to write the statements.

I am nervous about becoming king.

Why are these animals bowing down to me?

This is overwhelming.

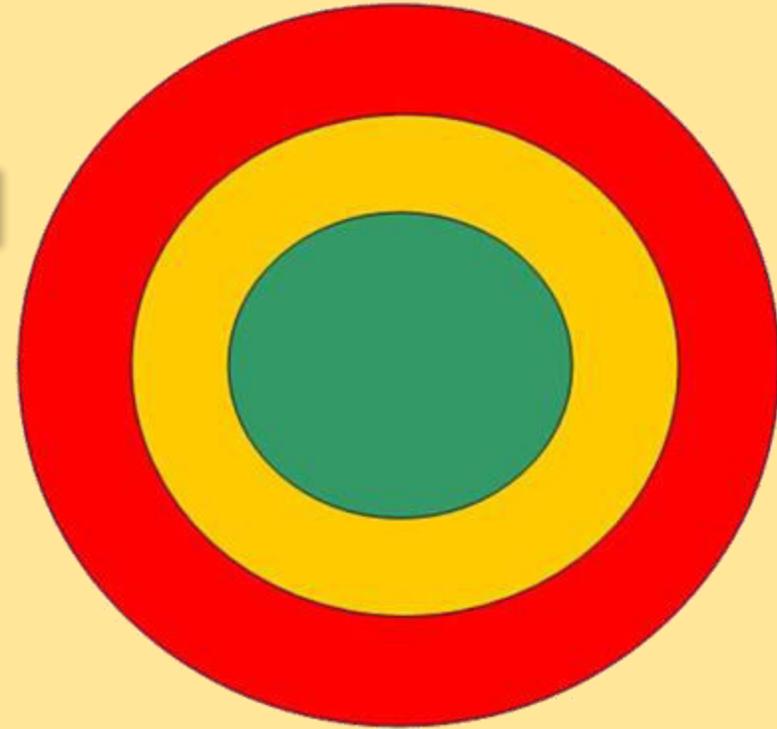
I will not be a good leader.

I am looking forward to playing with my friends.

I am tired.

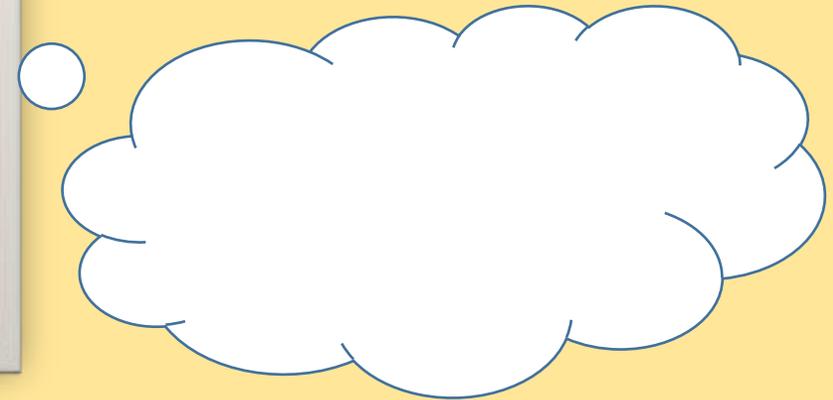
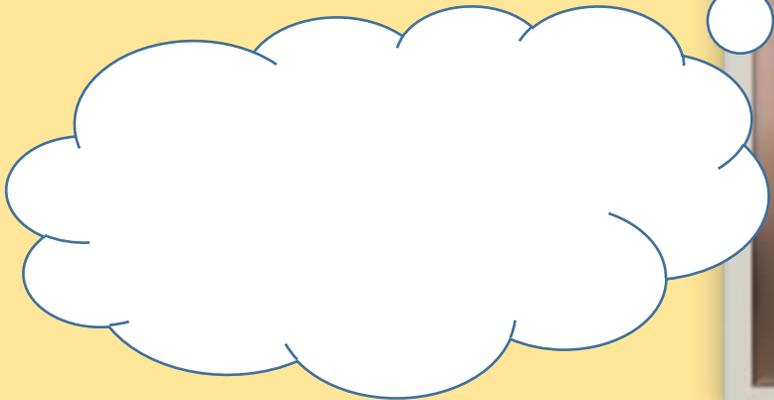
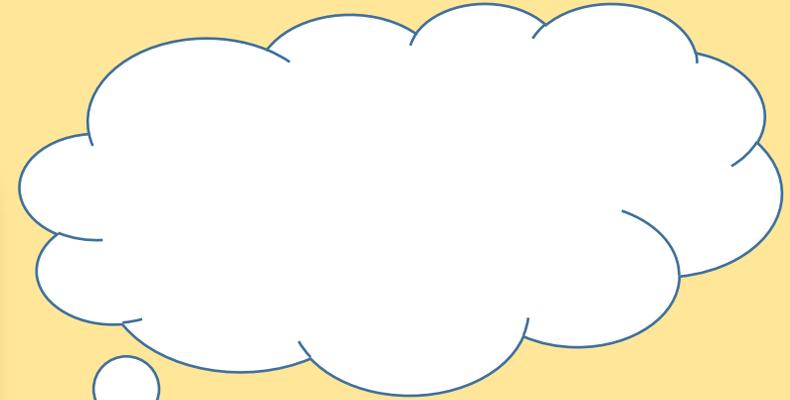
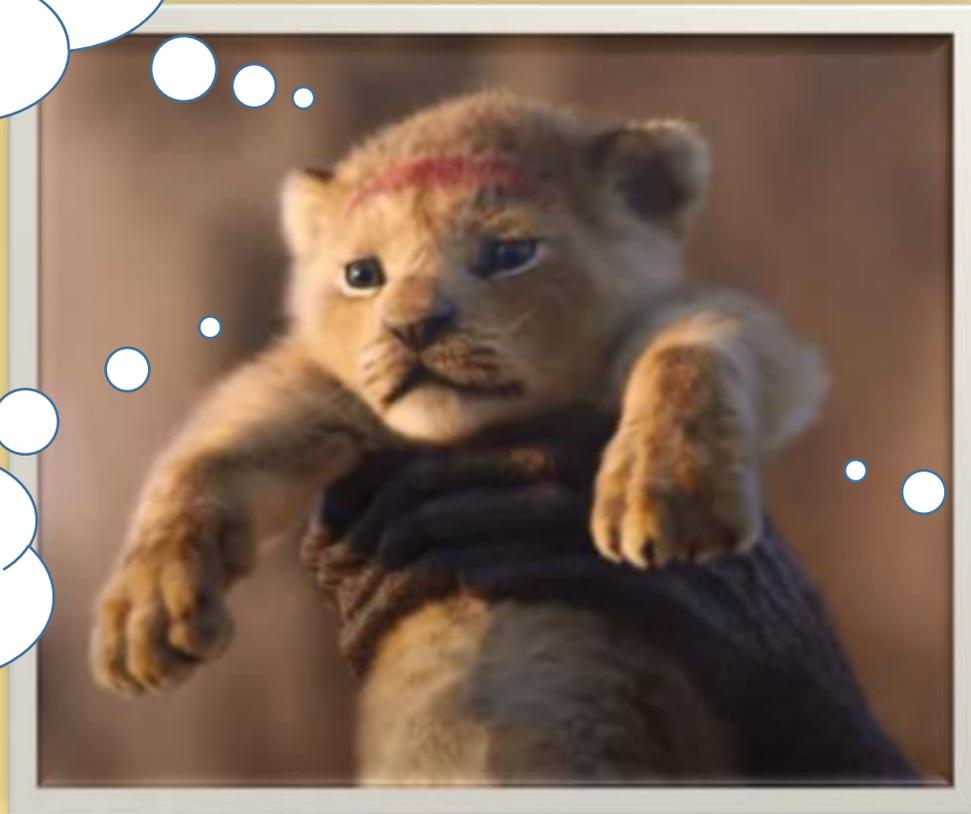
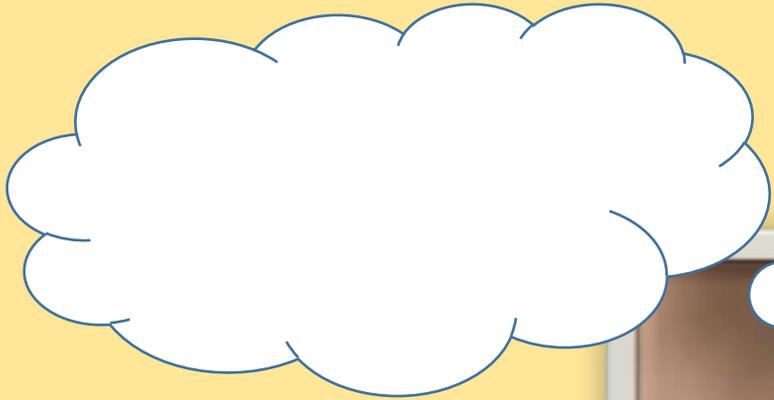
I will be a good leader.

This is exciting



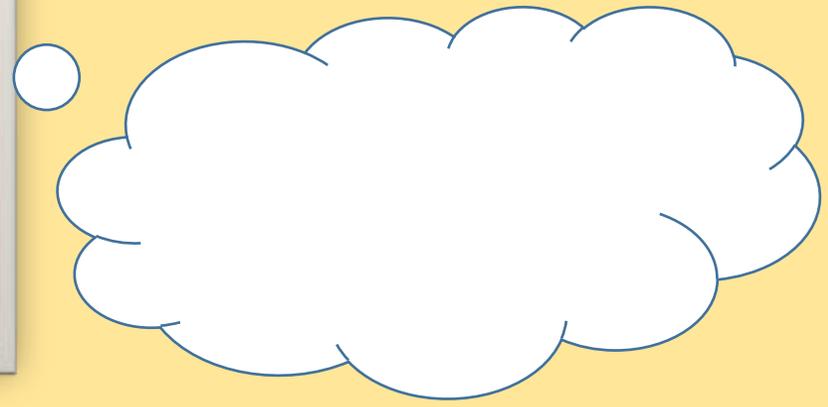
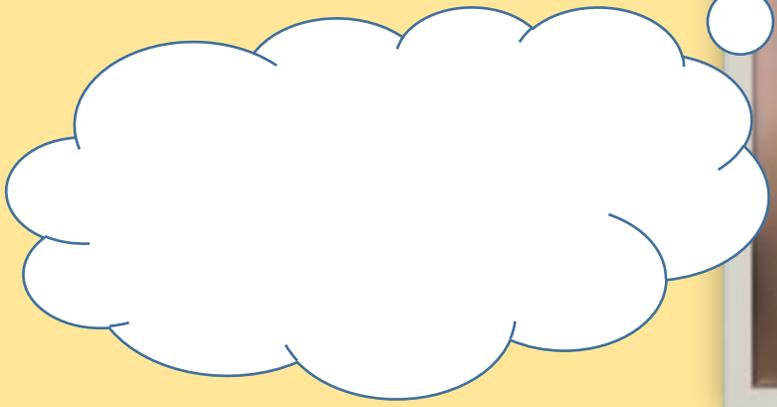
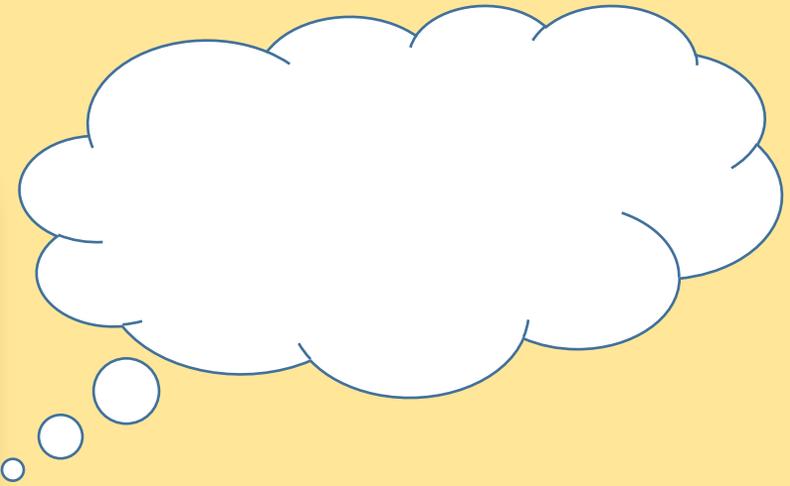
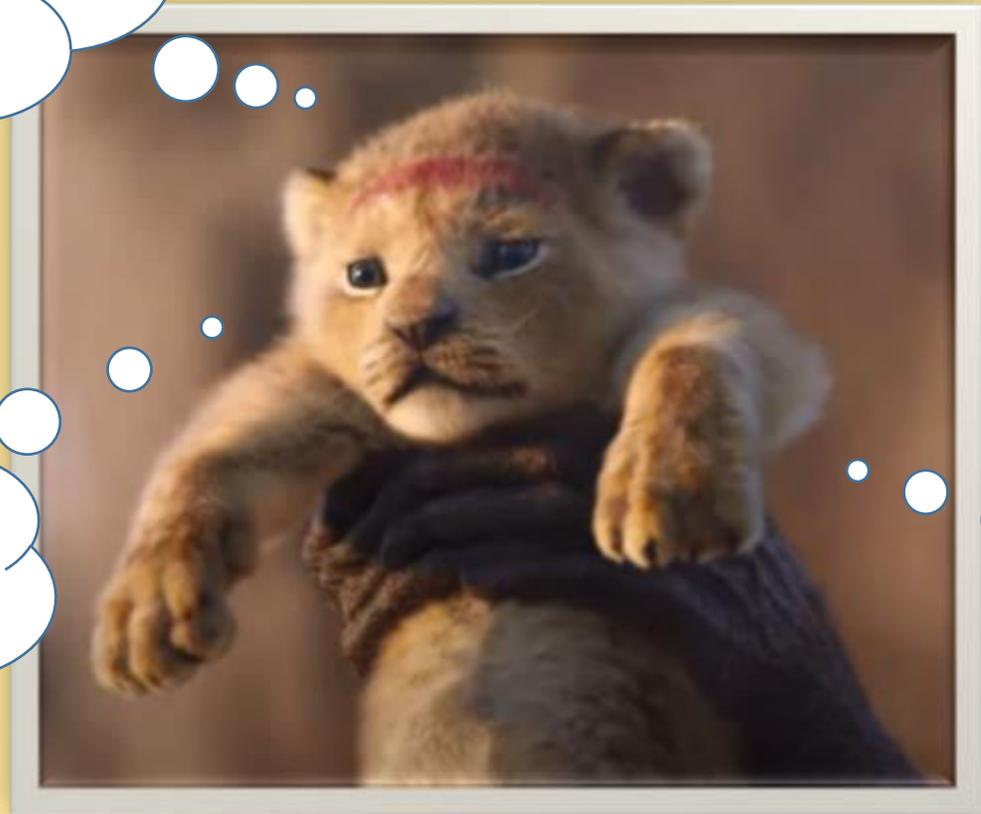
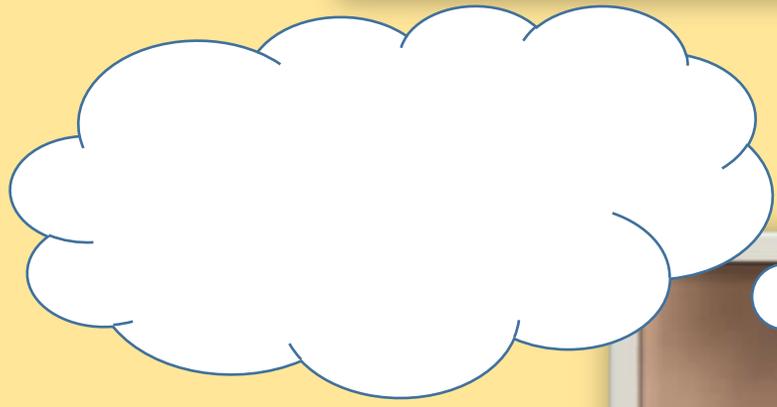
Thursday

Using the questions you answered on Monday and the zone of relevance statements discuss with someone at home what Simba is thinking and feeling at this moment.



Thursday

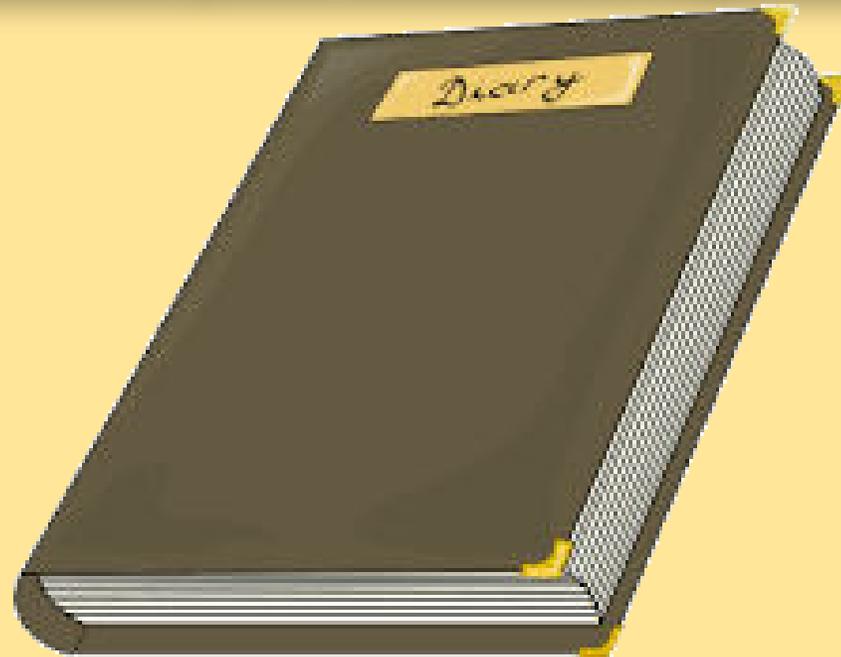
**Task:** Draw this picture into your workbooks. Fill in the thought bubbles around Simba's head. This will be your plan for your diary entry tomorrow!



Today you will be writing your diary entry from Simba's point of view. Rewatch the video if you need to!

[https://www.youtube.com/watch?v=pFBGvWit\\_04](https://www.youtube.com/watch?v=pFBGvWit_04)

Before we begin – what are the features of diary?  
Jot down everything that you think you should include.  
Once you've done, check your answers against the next slide!



# Features of a diary

- Written in the past tense.
- Uses first person (I, we, my)
- Describes the writer's point of view, thoughts and feelings.
- Includes opinions as well as facts.
- Uses lots of description to describe events.
- Written informally.
- Uses time conjunctions to link events (later, after that)
- Written in time order
- Starts with 'Dear Diary'

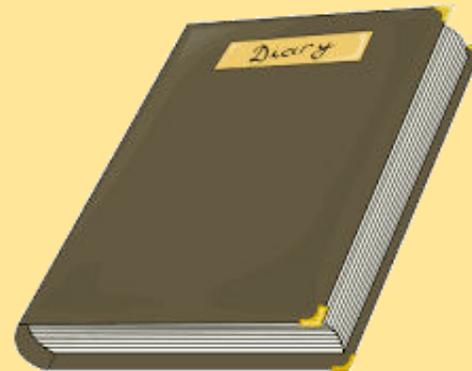


Don't forget to use expanded noun phrases and adverbs!

**Task:** The time has come to write your own diary entry! I have written some starting sentences for you (you can choose whether to use this or not)...

Dear Diary,

Wow! Today has been exhausting but I am so excited for what the future holds! It all started this morning when my father told me he was going to introduce me to the whole animal kingdom.



Friday

Once you have finished check the diary features checklist to ensure you have included everything. Have you included expanded noun phrases and adverbs?

Don't forget to share your brilliant writing with your class teacher on Class Dojo!

