

English Floodland W.b. 22.02.2021

Year 5 Home Learning
Wibsey Primary School

LO – I can make plausible predictions and make notes about a text.

BLP – Noticing 4

What can you see?
What can you infer?
What do you wonder?



This is the opening image for our new novel, Floodland.

- Why do you think the novel opens with this image?
 - Where might this be?
- What does this suggest to us about the story that will unfold?
- What *impression* does this image give you?
- From whose viewpoint may this image be taken?



This chapter is called 'before'.

- Does it surprise you that the chapter is called this?
- Using your Listening and Empathy BLP muscle, what do you feel or think of when you see this?
- What is the ***impact*** of the author choosing to combine both the text and illustration in this way?



before

This is the first paragraph.

Answer the following questions, setting out your responses like the grid below.

- Was there anything you liked about this?
 - Was there anything you particularly disliked?
 - Was there anything that puzzled you?
- Were there any patterns or connections that you noticed?

Zoe ran. Harder than she had ever run in her life. Her feet pounded through the deserted streets of derelict buildings. Somewhere, not far behind, she could hear the gang coming after her. It felt as if her heart would burst, but she didn't slow down. She'd been planning to leave the island for a long time, but had been putting it off. It was a big decision to set out to sea in a tiny rowing boat. Now she had no choice.

Likes	Dislikes
Puzzles	Patterns

Using this text to help you, answer the following questions.

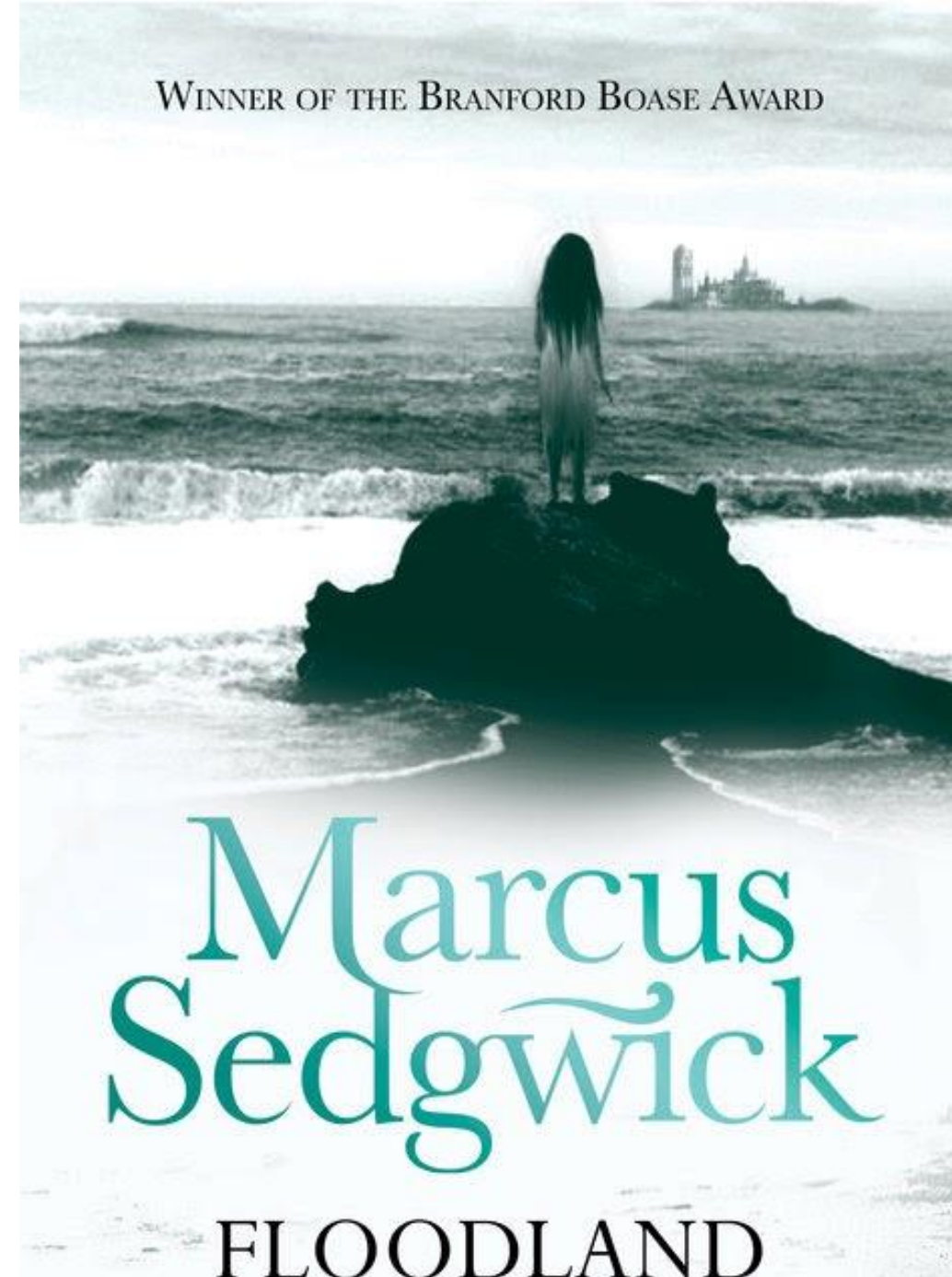
- Was it what you expected given the illustration at the start?
- How has the author created a sense of drama and intrigue?
- How does the way that the paragraph is structured help add to this?
- What is the impact of the varied sentence length?
- What did you imagine as you read the text?
- Does this link to anything you have read/watched before?
 - What do you think will happen next?

Zoe ran. Harder than she had ever run in her life. Her feet pounded through the deserted streets of derelict buildings. Somewhere, not far behind, she could hear the gang coming after her. It felt as if her heart would burst, but she didn't slow down. She'd been planning to leave the island for a long time, but had been putting it off. It was a big decision to set out to sea in a tiny rowing boat. Now she had no choice.

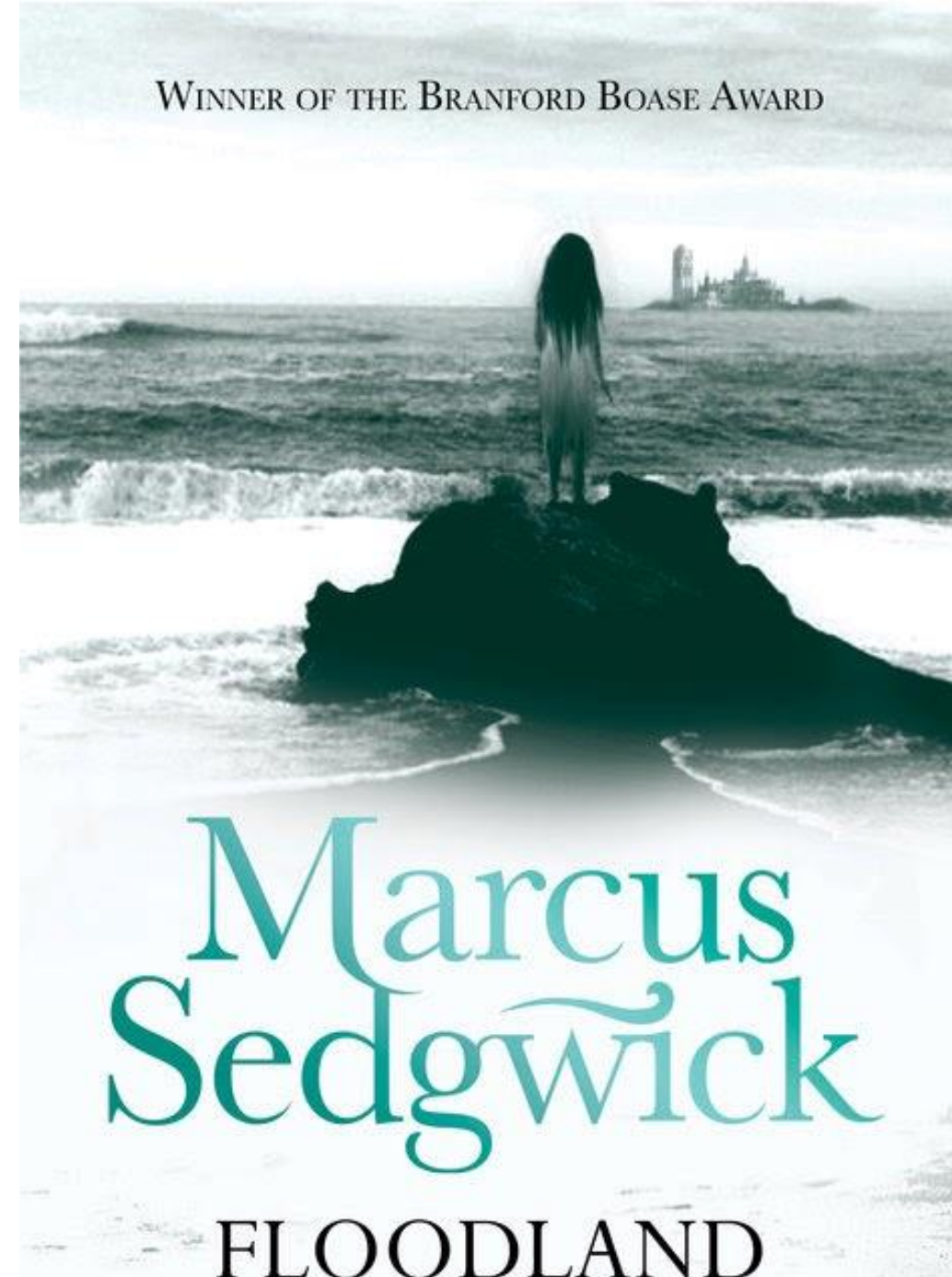
Floodland

Lesson 2 – Chapter One

LO – I can quote clues from action and description to justify inferences.



Begin reading
Chapter One until
'without even
looking where she
was going'.



Let's revisit the grid we looked at yesterday.

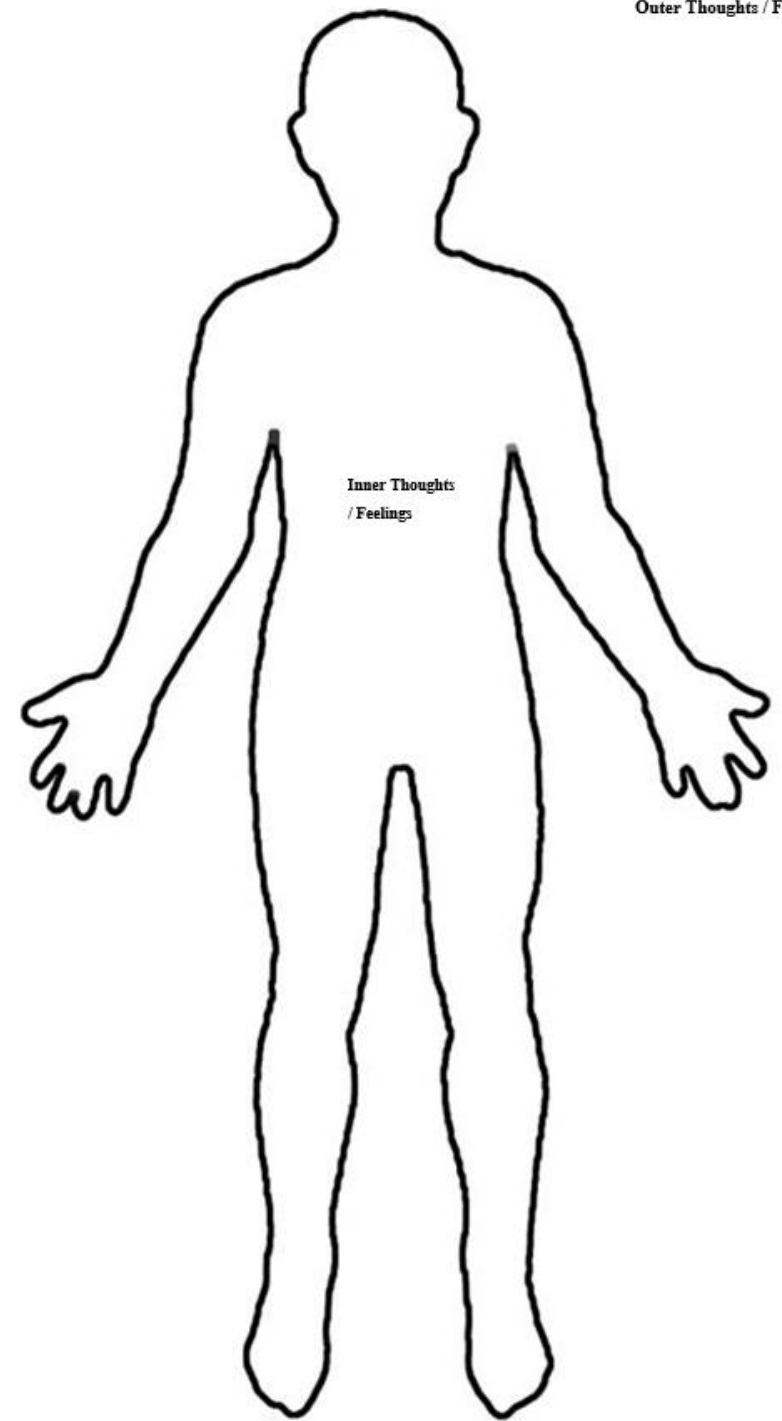
Answer in your books the following questions.

- Do you still have the same likes and dislikes about the writing, or has your opinion changed?
- Has the text answered any questions you had, or have you now got more questions?
- Have you made any more connections between what you have read today and what you have read/watched before?

Likes	Dislikes
Puzzles	Patterns

Zoe

- How do you think she has lost her parents?
 - What could have happened?
- Why do you think she no longer trusts people?
- Who could Natasha be and why do you think this?
- Why did it 'hurt' Zoe to leave Natasha?
 - What can we infer about her father?
- How did Zoe's father prepare her for the situation she has found herself in?

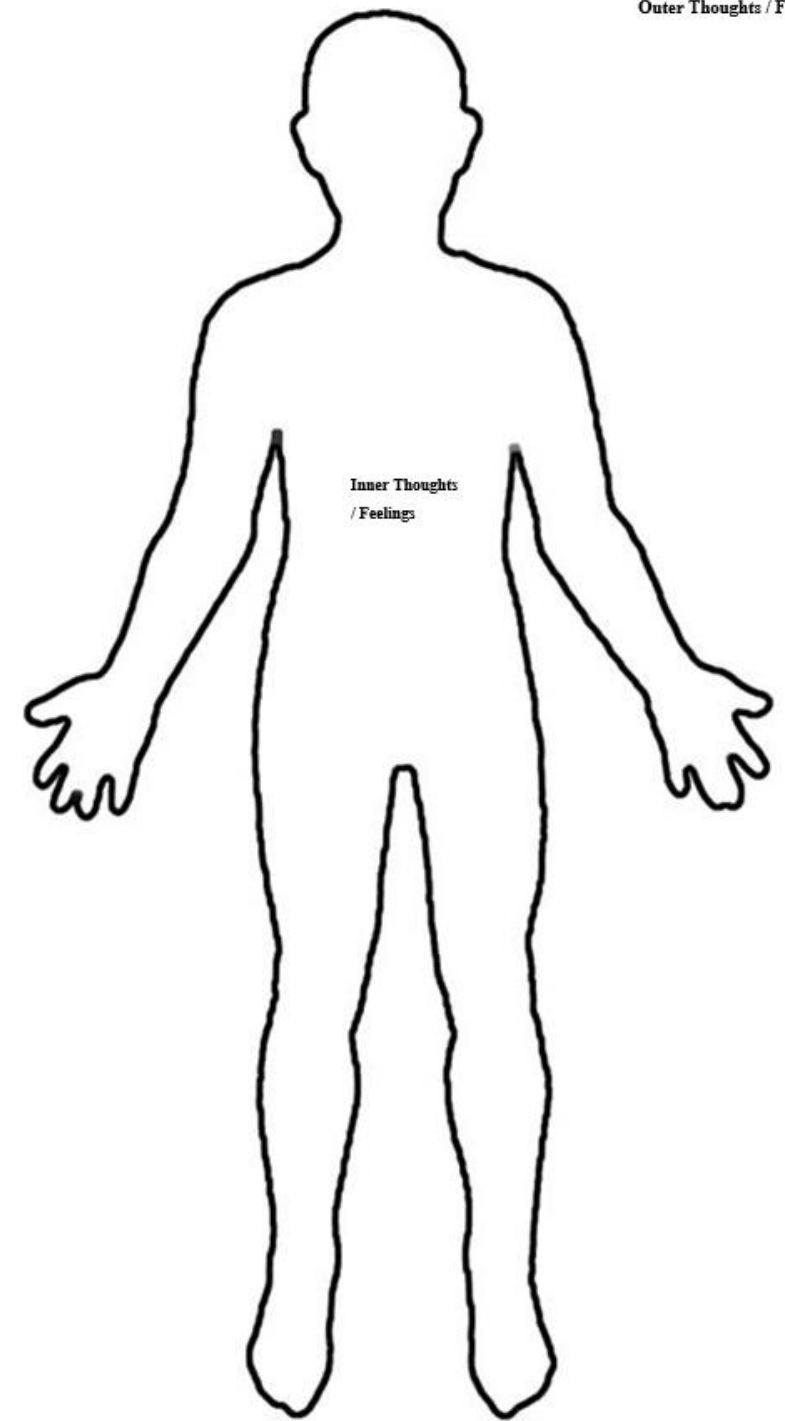


Read the rest of Chapter 1

Have your answers about Zoe changed?

Complete the template, writing about

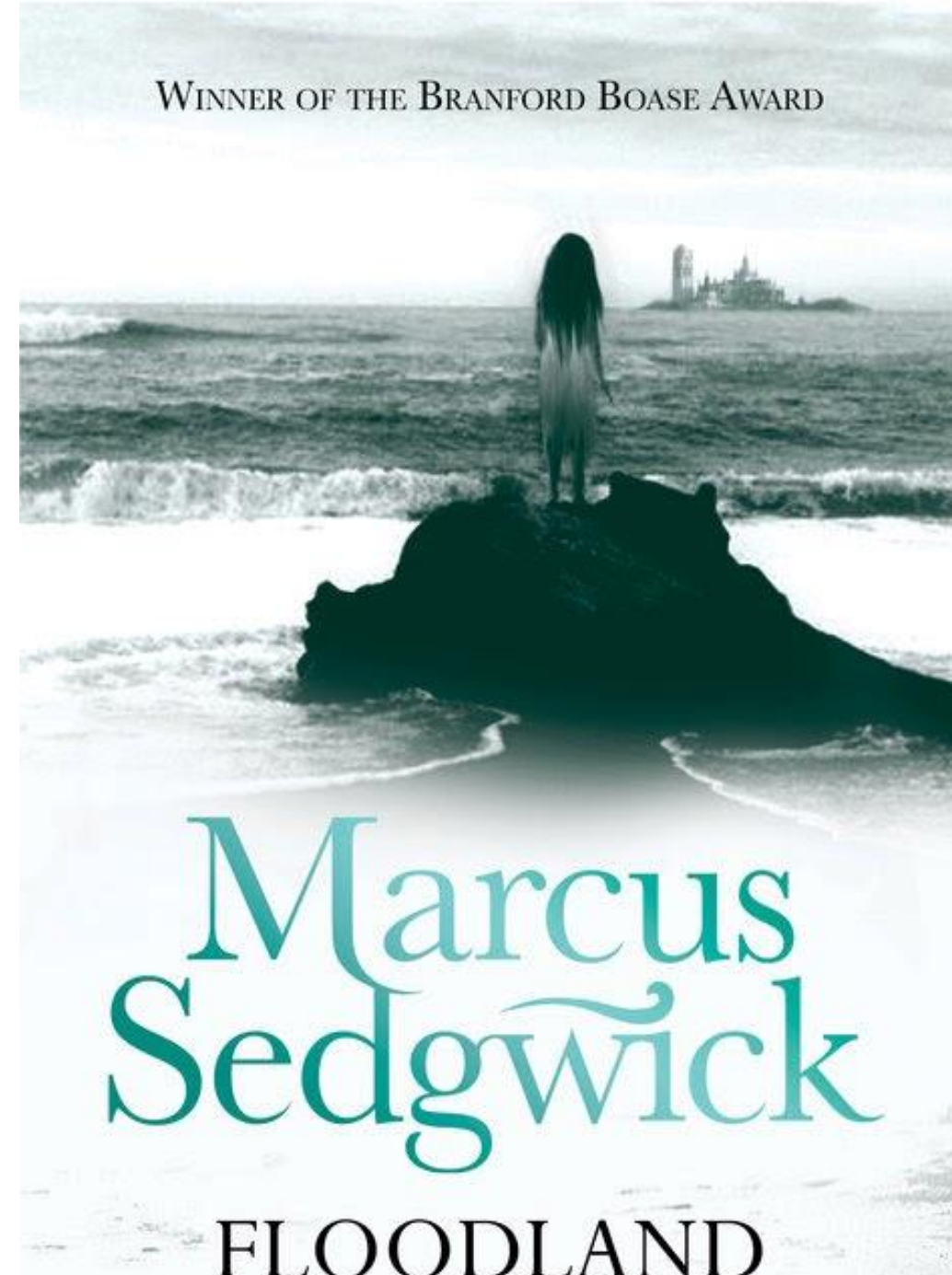
- Zoe's feelings and personality on the inside
- Her appearance and facts about her on the outside.



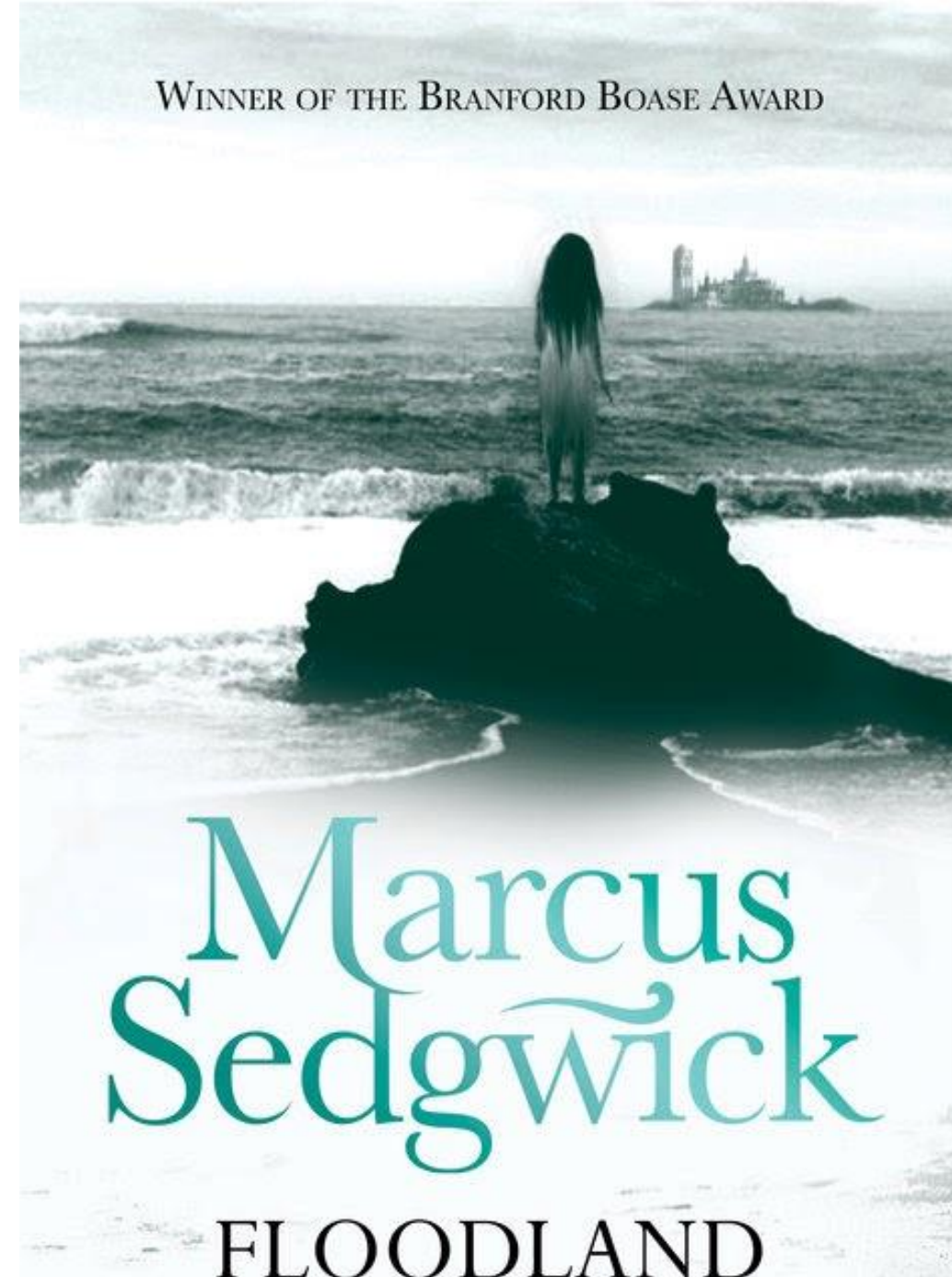
Floodland

Lesson 3 – Chapter Two

LO – I can begin to compare authors, themes and characters.



Read Chapter 2



Let's revisit the grid we looked at earlier.

Answer in your books the following questions.

- Do you still have the same likes and dislikes about the writing, or has your opinion changed?
- Has the text answered any questions you had, or have you now got more questions?
- Have you made any more connections between what you have read today and what you have read/watched before?

Likes	Dislikes
Puzzles	Patterns

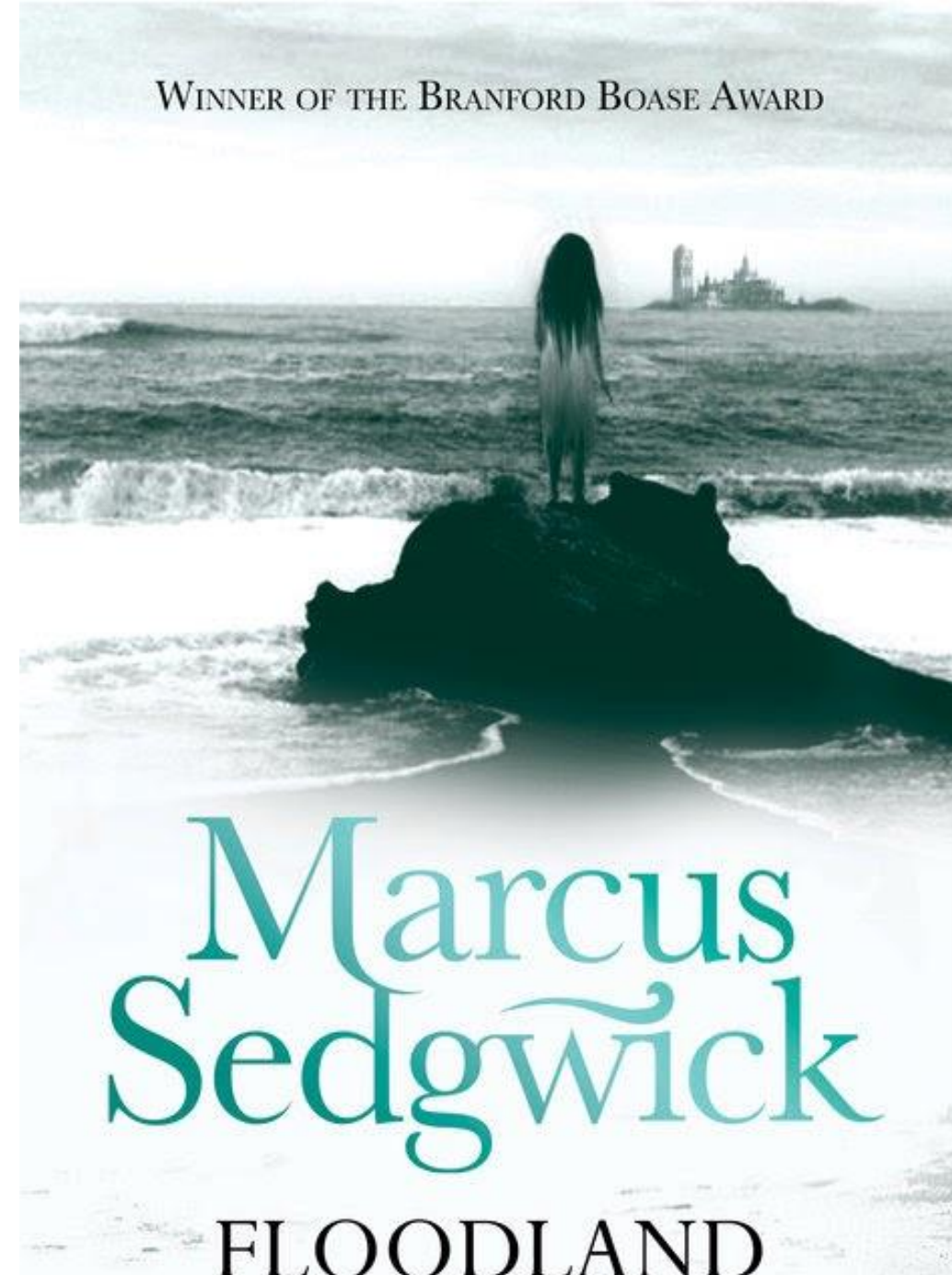


Floodland is set in the city of Norwich.

What do you notice about the geography of this location?

Have you ever read a book that has been set in a world that is familiar, but imagines a future where people have to fight for survival?

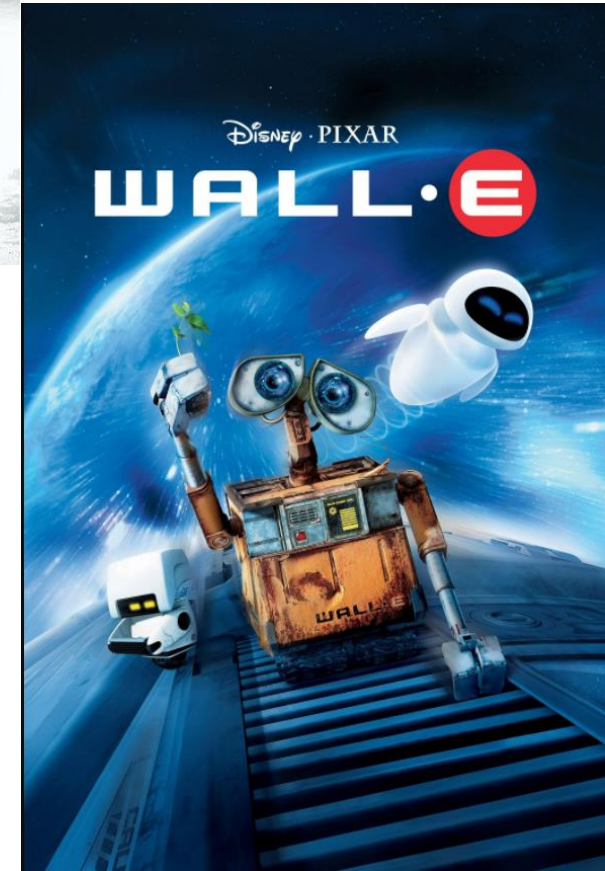
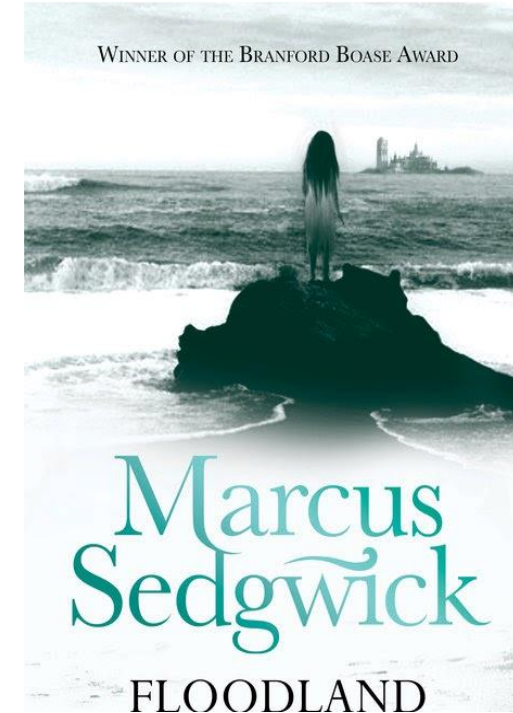
This is known as **dystopian fiction** or **dystopia**.



Watch the introduction to the film Wall-E

https://youtu.be/nLx_7wEmwms

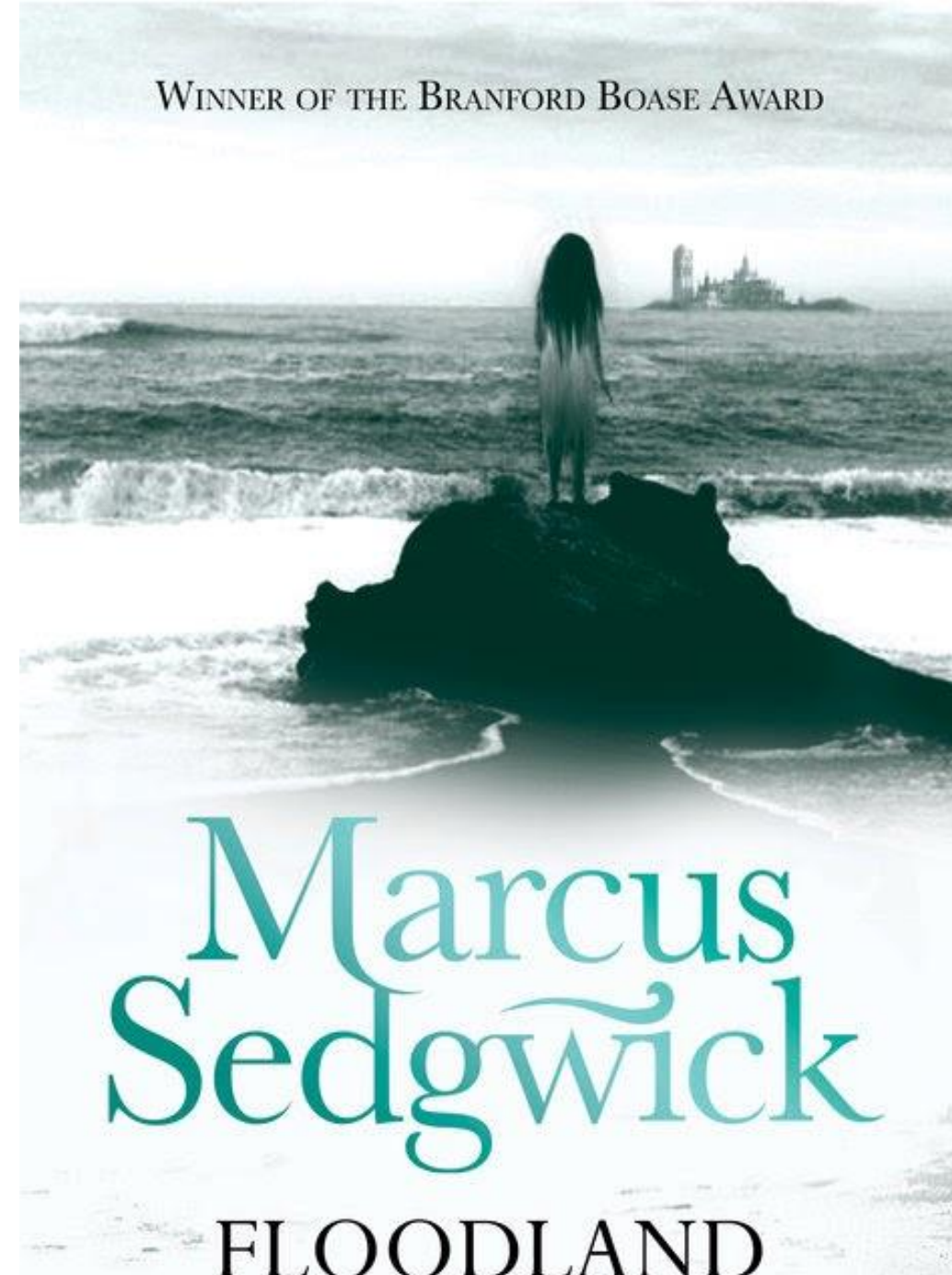
- How is this similar to Floodland?
- How is it different to Floodland?
- Why do authors and scriptwriters decide to write in this way?
 - What is the impact on the reader/audience?
- Do you think that Floodland is set in the distant future or the near future? What clues tell you this?



Floodland

Lesson 4

LO – I can identify how language and punctuation is used to convey character.



Far away on the horizon was a massive, ancient, stone building. It had two tall towers that stuck into the sky, one at the end and another shorter one in the middle. She couldn't see that there was any land underneath it, and it looked as if it was floating on the sea.

Sketch what you imagine when you read this section of the text.

Explain why you imagined this setting and why.

These are the illustrations from the next chapter of Floodland.

Look back at the sketches you have done.

In what ways are they similar and different to these illustrations?

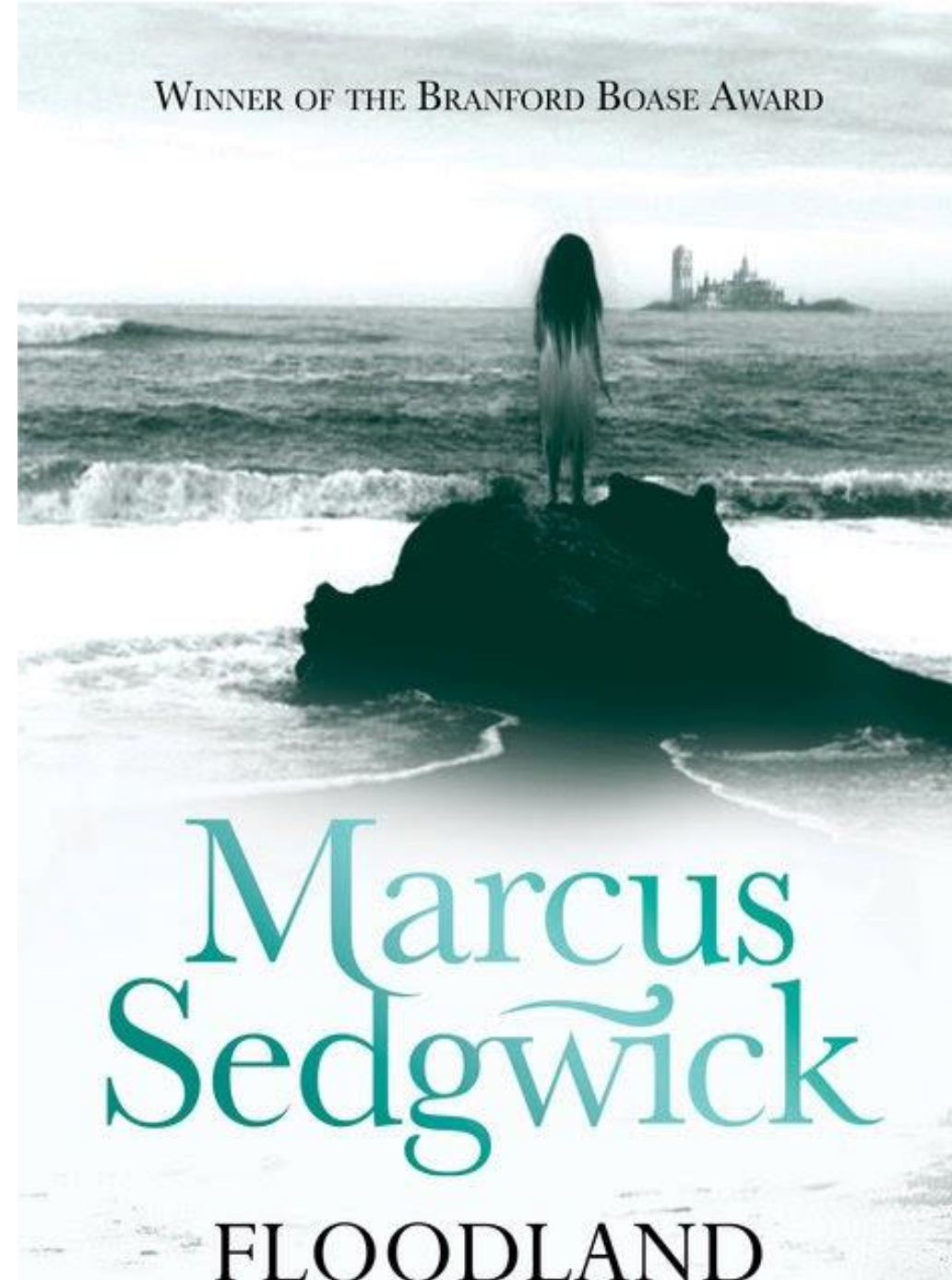
What kind of place do you imagine Zoe has arrived to?

Do you feel hopeful or worried about what might happen next?



then

Read 'then'
Chapter One



Think about the characters we have been introduced to and answer the following questions.

- **Are you surprised that the characters are mostly children and not adults? Explain why this is unusual.**
 - **Can you understand any of the language used by the children so far?**
- **What do you think the new characters mean by 'cats', 'pigs' and 'eels'? What do you think 'scrag' means?**
 - **Why do you think the characters are using language like this?**
 - **Why can't Zoe understand them?**

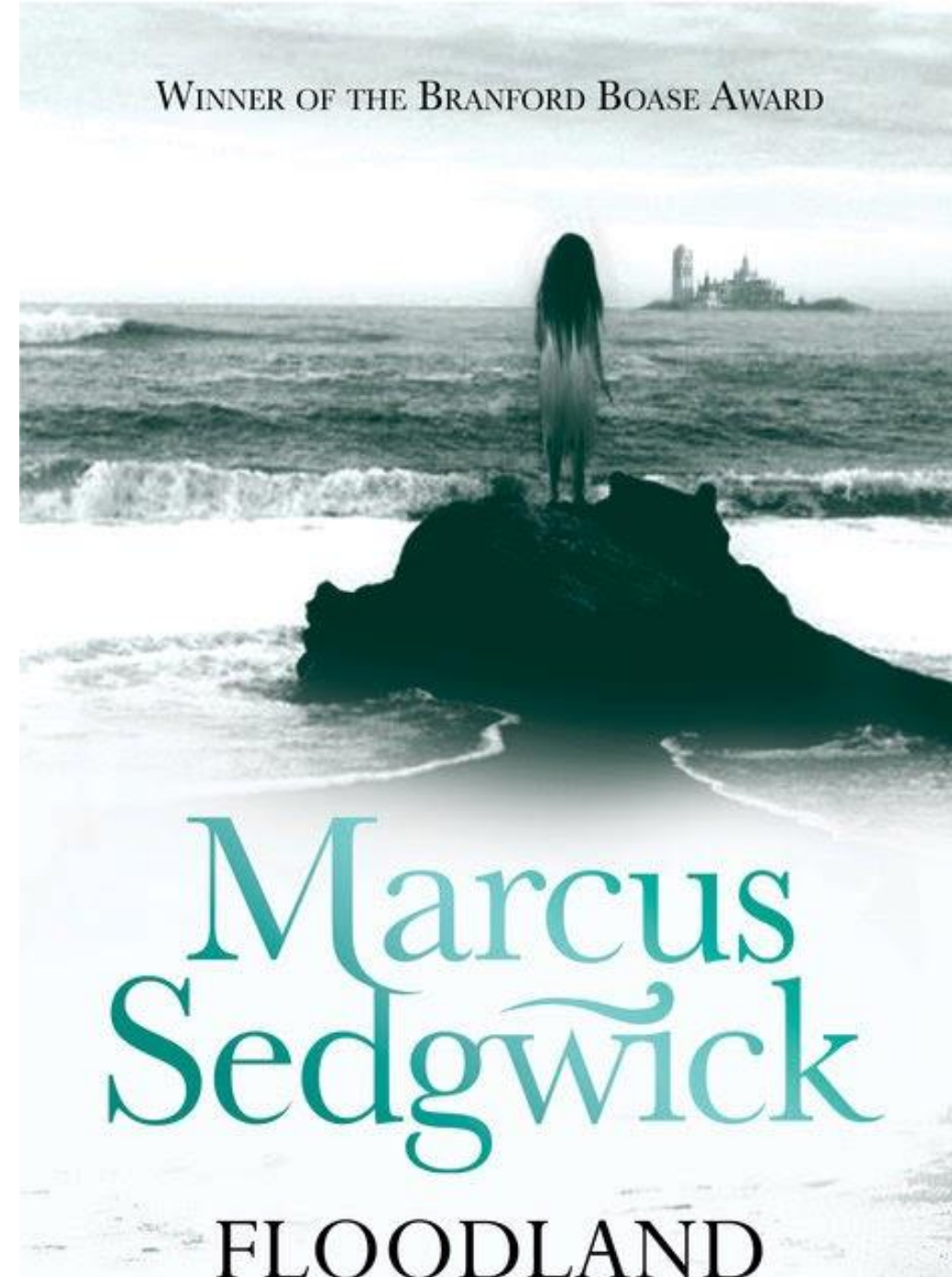
Take notes from the text, focussing on how the following characters are introduced.

- Spat
- Dooby
- Munchkin
- William

Floodland

Lesson 5

LO - I can select relevant points to compare and contrast characters.



Using the language you noted down yesterday, pick one of the character we look at yesterday.

Complete the template, writing about

- Their feelings and personality on the inside
- Their appearance and facts about them on the outside.

After this, answer in your books:

- How are the characters similar and different?
- What descriptions helped you to imagine each character?
- Which character did you find the most difficult to imagine and why?
- How has the author helped you to 'get to know' each character?
- Which devices and techniques has the author used to help you paint a picture of the character?
 - Which characters do you prefer? Why?
- Is Dooby the leader of the 'eels'? Tell me how you know.

