



Reading
30 minutes

Treasure Island

Robert Louis Stevenson

Chapter II, pages 11-12

Jim Hawkins lives and works at his parents' inn. A curious old sailor, known as "the captain", comes to stay. One day, he asks Jim to keep a look out for "a seafaring man with one leg" and let him know the moment he appears.

It was not very long after this that there occurred the first of the mysterious events that rid us at last of the captain, though not, as you will see, of his affairs. It was a bitter cold winter, with long, hard frosts and heavy gales; and it was plain from the first that my poor father was little likely to see the spring. He sank daily, and my mother and I had all the inn upon our hands; and were kept busy enough, without paying regard to our unpleasant guest. It was one January morning, very early – a pinching, frosty morning – the cove all grey with hoar-frost, the ripple lapping softly on the stones, the sun still low and only touching the hilltops and shining far to seaward. The captain had risen earlier than usual, and set out down the beach, his cutlass swinging under the broad skirts of the old blue coat, his brass telescope under his arm, his hat tilted back upon his head. I remember his breath hanging like smoke in his wake as he strode off, and the last sound I heard of him, as he turned the big rock, was a loud snort of indignation, as though his mind was still running upon Dr. Livesey.

Well, mother was up-stairs with father; and I was laying the breakfast-table against the captain's return, when the parlour door opened, and a man stepped in on whom I had never set my eyes before. He was a pale, tallowy creature, wanting two fingers of the left hand; and, though he wore a cutlass, he did not look much like a fighter. I had always my eye open for seafaring men, with one leg or two, and I remember this one puzzled me. He was not sailorly, and yet he had a smack of the sea about him too.

I asked him what was for his service, and he said he would take rum; but as I was going out of the room to fetch it he sat down upon a table, and motioned me to draw near. I paused where I was with my napkin in my hand.

"Come here, sonny," says he. "Come nearer here."

I took a step nearer.

"Is this here table for my mate, Bill?" he asked, with a kind of leer.

I told him I did not know his mate Bill; and this was for a person who stayed in our house, whom we called the captain.

"Well," said he, "my mate Bill would be called the captain, as like as not. He has a cut on one cheek, and a mighty pleasant way with him, particularly in drink, has my mate, Bill. We'll put it, for argument like, that your captain has a cut on one cheek – and we'll put it, if you like, that that cheek's the right one. Ah, well! I told you. Now, is my mate Bill in this here house?"



Vocabulary:

1. Look at the paragraph beginning: 'It was one January...'

'... the cove all grey ...'

What is a cove? Circle **one**.

bay a river a beard a mountain a

2. Look at the second paragraph.

'... his cutlass swinging ...'

What does the word *cutlass* mean in this sentence?

3. *'Is this table here for my mate, Bill?'* he asked, with a kind of leer ...'

What does the word *leer* mean in this sentence?

Retrieval:

4. In which month does this part of the story take place?

5. What was the captain carrying under his arm?

6. What did the stranger say was the captain's name?

Inference:

7. Why did Jim and his mother have more work to do than usual?

8. How do you know the weather was cold that morning? Use evidence from the text to support your answer.

9. At first, why did Jim not know that the stranger was looking for the captain?

Summarise:

10. Here are some summaries of different events from the text. Number them from 1 to 4 to show the order in which they appear in the text.

- The captain goes out.
- Jim's father becomes ill.
- The stranger describes a cut on his mate Bill's face.
- The stranger sits on a table.

Meaning as a whole:

11. Find and copy a group of words which show Jim thinks twice about approaching the stranger.

Compare:

12. How do Jim and the stranger feel differently about the captain? Use evidence from the text to explain your answer.

GPS warm-up
10 minutes

The challenge activities provide opportunities for children to practise some of the more difficult objectives and question types. Where questions require a written answer, children should be reminded to take particular care with spelling and punctuation (e.g. use of capital letters and full stops). Children can write answers in an exercise books.

If you are unsure what the question is asking, use your homework book to find out what it means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.

1. Which sentence uses **capital letters** correctly?

Tick **one**

The School Trip to Grenham museum was fun. **1**

The School trip to Grenham museum was fun. **2**

The school trip to Grenham Museum was fun. **3**

The School Trip to Grenham museum was fun. **4**

1 mark

CHALLENGE: Explain which words must have a capital and why.

2. Match each sentence to the correct sentence type.

1) Is the rubbish in the bin

Question (Q)

2) Ben can put the rubbish outside

Command (C)

3) Put all the rubbish in the bin

Statement (S)

4) What a lot of rubbish there is

Exclamation (E)

1 mark

CHALLENGE: Change the statement sentence into a question.

Do not use any additional words.

3. Complete the passage with **adjectives** derived from the nouns in brackets.

The fluffy [fluff] rabbit hopped towards

a pile of _____ [juice] looking carrots and

gave a _____ [victory] grin as he avoided

a trap that the _____ [self] farmer had left

nearby.

1 mark

CHALLENGE: Find all the nouns in the sentence.

Writing
30 minutes

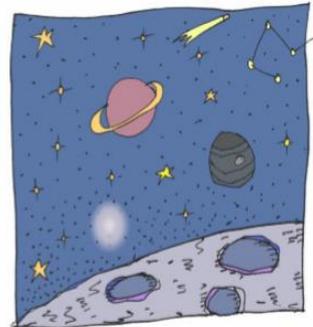
Continuing from Yesterday.

Activity 7: Creating a simple list poem

Let's have a go at writing a simple poem now from your favourite 10 or so ideas. They could be around a theme (e.g. space, happiness, darkness) or just the combinations that really caught your eye. Why not add some illustrations around your list poem ideas on the previous page?

Space

The planet of doom
The star of freedom
The black hole of light
The moon of isolation
The galaxy of hope
The universe of infinity
The sun of nightmares
The solar system of confusion



★ Now have a go writing your own simple list poem



Activity 8: Let's look at a model poem

Below is a poem written by Pie Corbett using The City of Silence game called The Cave of Curiosity. It is a great example of a poem using a repetitive pattern; this time he starts each verse with the phrase: *In the cave of curiosity. We are going look closely at this poem and write some responses.*

★ Start by reading the poem out loud a few times. You can also listen to a reading of the poem here <https://soundcloud.com/talkforwriting/city>

The Cave of Curiosity

In the cave of curiosity, I created an angry ant ambling along, a terrified tarantula tickling a tornado and a curious computer calling cautiously to the King.

In the cave of curiosity, I created the sound of silence closing its lips, a hummingbird's wings flickering, as the sea silently scrapes the pebbles and ten tired lorries trundle by.

In the cave of curiosity, I created the touch of smooth stones from the summer beach, the stickiness of honey on a fingertip and the heat from a teaspoon as it stirs my morning tea.

In the cave of curiosity, I created the coldness of frost as it freckles the windowpane, the sharpness of a saw as it crunches through wood and the sadness of a tear as it trickles down a cheek.

In the cave of curiosity, I captured the moon's cold gleam imprisoned in a box, the joy of a merry-go-round as it spins like a feral ferris wheel and the force of a rainbow as it dazzles the sky with a smile that stuns.

★ Now let's look at the poem closely and try to respond to what we have read.

1) Which is your favourite word, line or verse? And why?

2) Which line would you like to change? What would you change it to?

3) Which part of the poem did you find scariest, saddest or most unusual?

4) Find a part of the poem that uses alliteration really effectively.

5) Write Pie a short piece of feedback about his poem. It could follow this structure:
1. Give some praise 2. Offer some advice 3. Ask a question

★ Now have a go at writing a letter to Pie's explaining what you liked about his poem, advice you would offer him and a question you would like to ask. Make sure you use the appropriate layout for a letter and use formal language since you have never met Pie. You will need to write in paragraphs. Remember new subject, new paragraph.



Maths
30 minutes

Problem solving.

Lesson starter

Freya receives some pocket money.

She spends

- $\frac{1}{5}$ of the money on a book
- $\frac{3}{4}$ of what she has left on a game.



Freya now has £3.80 left.

There is no problem to be solved, but there are many problems we can solve from the information that we have. You could work out what fraction Freya has left. You could work out how much money Freya had to start with. You could work out what fraction was spent on the book and game.

The question is: How much pocket money did she receive?

To solve the problem you might use the bar model to help you. The whole bar will represent how much money she had at the start.

Freya receives some pocket money.

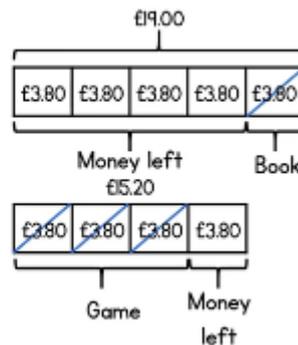
She spends

- $\frac{1}{5}$ of the money on a book
- $\frac{3}{4}$ of what she has left on a game.



Freya now has £3.80 left.

How much pocket money did she receive?



You will split the first bar into fifths and cross or shade one fifth which will represent the book. You will then see how much she has left. Take that bar and split into 4 because she spends $\frac{3}{4}$ on a game. The $\frac{1}{4}$ left unshaded is what she has left, which is £3.80- you are told this in the problem. Since you know $\frac{1}{4}$ is £3.80, you'll be able to work out what she has spent on the game by multiplying it by 3. This will give you the sum of £15.20. Go back to your initial bar model and you can note down what she has spent after the book- £15.20. Divide that by 4 to work out what each 5th is. You'll now know that the cost of the book is £3.80 because that is the value of $\frac{1}{5}$. Lastly you need to multiply 3.80 by 5 to find out the value of the whole bar- £19.00. You have then worked out how much pocket money Freya received.

Easy? Try having a go at the main activity. The bar model not always work for you but it's good to have a try.

Main activity

1)

A car park is full.

- $\frac{1}{3}$ of the cars leave
- 60% of the remaining cars are red.



There are 174 red cars.

How many cars left the car park?

2)

Mo has some red and green sweets.

- He eats $\frac{1}{3}$ of the sweets.
- $\frac{3}{4}$ of the sweets left over are green.



- Mo buys himself 30 more green sweets.

There are now 162 green sweets.

How many sweets did Mo start with?

3)

Eva has £6.05 in a moneybox.

She only has 20p, 10p and 5p coins.

For every two 10p coins in the box, Eva has one 20p coin and three 5p coins.

How many of each coin does Eva have in her moneybox?



5)

