



Your target for the week:

Write character fact files for  
your chosen crew members.

# Daily words - Week 1

Monday

community

Tuesday

available

Wednesday

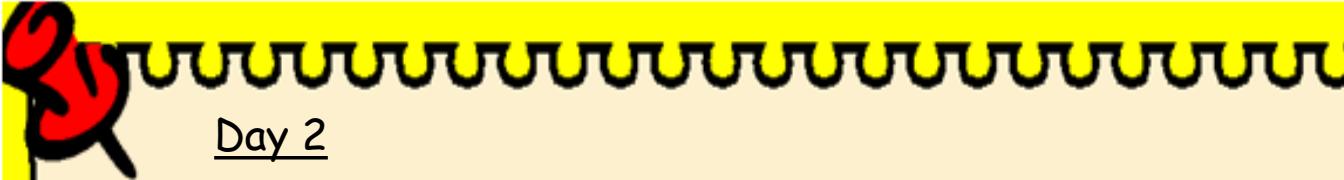
determined

Thursday

variety

Friday

accompany



Day 2

## Learning Question:

LQ: How can I research Ernest Shackleton and crew members from the expedition?

## Success Criteria:

- Use various sources to research a selected topic.
- Empathise with various characters.

## Vocabulary

Verb  
Adverb  
Noun  
Pronoun  
Proper Noun  
Preposition  
Clause  
Fiction  
Genre  
Prefix  
Suffix



# SPaG Shape-Up

## Spelling

### Prefix

The prefixes **in-** can also mean 'not'.

Add this prefix to the root words below:

root word	in-
accurate	
correct	
complete	
active	
edible	

Now write a sentence for each word.

### Character Speech

Write a line of dialogue for a character who is using this word.

# available

Able to be used or obtained.

### Dictionary Neighbours

Which words come before and after this word in the dictionary?

# Which crew member have you selected to research first?

- Ernest Shackleton – Expedition Leader
- Frank Worsley – Ship's Captain
- Frank Wild – Second-in-command
- Tom Crean - Second Officer
- Lionel Greenstreet – First Officer
- Huberht Hudson – Navigating Officer
- Charles Green – Ship's Cook

See page 5 of PDF file for the full crew list

Don't forget to include all features from the success criteria.

Working towards expected standard success criteria:

	<b>Working towards the expected standard</b>	S/P	T
<b>1</b>	I can write for a range of purposes		
<b>2</b>	I can use paragraphs to organise ideas		
<b>3</b>	In narratives, I can describe settings		
<b>4</b>	In narratives, I can describe characters		
<b>5</b>	In non-narratives, I can use simple devices to structure the writing (e.g. heading, sub-headings, bullet points)		
<b>6</b>	I can use capital letters		
<b>7</b>	I can use full stops		
<b>8</b>	I can use question marks		
<b>9</b>	I can use exclamation marks		
<b>10</b>	I can use commas for lists		
<b>11</b>	I can use apostrophes contraction <u>mostly</u> correctly		
<b>12</b>	I can spell <u>most</u> words correctly (Including those on Year 3 and 4 list)		
<b>13</b>	I can spell <u>some</u> words correctly (Including those on Year 5 and 6 list)		
<b>14</b>	I can write legibly using my best handwriting		

Don't forget to include all features from the success criteria.

## Working at the expected standard success criteria:

Week Beginning: 20 <sup>th</sup> April 2020			
LQ: How can I create fact files for Ernest Shackleton's crew members?		The Learning Pit	
Success Criteria:			
		Presentation: P- P P+ <small>www</small>	I FG WS -
	<b>Working at the expected standard</b>	S/P	T
1	I can write effectively for a range of purposes and audiences, selecting appropriate language		
2	In narratives, I can describe settings		
3	In narratives, I can describe characters		
4	In narratives, I can convey atmosphere		
5	In narratives, I can integrate dialogue to convey character and advance the action		
	I can select vocabulary and grammatical structures that reflect what the writing requires:		
6	I can use contracted forms appropriately		
7	I can use passive verbs to affect how information is presented		
8	I can use modal verbs to suggest degrees of possibility		
	I can use a range of devices to build cohesion within and across paragraphs:		
9	I can build cohesion using conjunctions		
10	I can build cohesion using adverbials of time and place		
11	I can build cohesion using pronouns		
12	I can build cohesion using synonyms		
13	I can use verb tenses consistently and correctly throughout my writing		
	I can use the range of punctuation taught at KS2 mostly correctly:		
14	I can use inverted commas		
15	I can use commas for clarity		
16	I can use punctuation for parenthesis		
17	I can sometimes use dashes, semi-colons, colons and hyphens		
18	I can spell correctly most words from the year 5 / year 6 spelling list		
19	I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary		
20	I can maintain legibility in handwriting when writing at speed		

Don't forget to include all features from the success criteria.

Working at greater depth success criteria:

	<b>Working at the greater depth</b>	S/P	T
<b>1</b>	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)		
<b>2</b>	I can distinguish between the language of speech and writing and choose the appropriate register		
<b>3</b>	I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this I can use the range of punctuation taught at key stage 2 accurately		
<b>4</b>	I can use semi-colons		
<b>5</b>	I can use dashes		
<b>6</b>	I can use colons		
<b>7</b>	I can use hyphens		
<b>8</b>	I can use punctuation precisely to enhance meaning and avoid ambiguity		



# Example Fact File



## Frank Wild (1873-1939)

Frank Wild was born in 1873 in a town called Skelton which is located in Yorkshire. He was the eldest child in what became a very large family. His parents, Mary and Benjamin Wild, had a total of 11 children – 8 boys and 3 girls. Benjamin Wild, Frank's father, was a school teacher while his mother was a seamstress. His mother was also a direct descendent of Captain James Cook and Frank therefore believed exploration was in his blood. At the age of 16 (in 1889) he joined the merchant navy, transferring to the Royal Navy in 1900. Frank Wild became an incredibly able sailor and explorer and it is believed that no other explorer spent so long in Antarctica. During Frank's lifetime, he participated in five expeditions to Antarctica.

In 1901, Frank Wild met Ernest Shackleton on a ship called Discovery where they both worked. They soon became great friends and Frank Wild would be frequently referred to as Shackleton's 'right hand man' or the 'loyal lieutenant' though he was much more than this.

In 1914, Shackleton selected Frank to assist him with the 'Imperial Trans-Antarctic Expedition'. Frank wild was second-in-command to Shackleton himself and the expedition lasted three years (1914-17). The expedition was conceived by Ernest Shackleton and was an attempt to make the first land crossing of the Antarctic continent. Frank's sure handling and steady support proved invaluable when the expedition ship (named the Endurance) sank in mid-ocean and the party had to make it across increasingly broken-up sea-ice to Elephant Island. Wild remained on Elephant Island for nearly 4 months with the majority of the crew; appointed leader by Shackleton who set off with a small party to fetch help.

He returned to England in early 1917 and volunteered for service in World War 1. After the war, he went to South Africa where he took up farming although had very little success. After five years of drought followed by a sever flood, Frank gave up. In 1931, Frank married Beatrice and remained happily married until he died of pneumonia in 1939. He was the recipient of a number of awards for his contributions to exploration and advancing geography: his CBE and four-bar Polar Medal sold for £132,000 in September 2009, more than double the estimate. Frank Wild is remembered to this day and there are a number of areas in Antarctica named after him such as: Cape Wild, Point Wild and Mount Wild on Elephant Island in the Antarctic.

# Your task for today:

- Select a crew member and research their role on the expedition.

Write a character fact file of your chosen crew member.

- Birth and upbringing
- Jobs and skills
- Marriage/children
- Awards/recognition