



# English: Term 1 Week 4

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Starters: Writing Notes

Main Activities: Knights



# LESSON 1

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# Writing Notes Day 1

Circle the words you think are the most important in conveying meaning in the sentence below.

The old, black suitcase was the  
only bag big enough to fit all her  
clothes in for the trip next week.



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## Introduction

Circle the words you think are the most important in conveying meaning in the sentence below.

The old, black **suitcase** was the only bag  
**big enough** to fit **all her clothes** in for the  
trip next week.

## Varied Fluency 1

Underline the key information in the sentence below.



**There are many types of bridges such as:  
arch bridges, beam bridges, suspension  
bridges and cantilever bridges.**

## Varied Fluency 1

Underline the key information in the sentence below.

There are many types of bridges such as:  
arch bridges, beam bridges, suspension  
bridges and cantilever bridges.



## Varied Fluency 2

Rewrite the following sentence in notes, including the underlined words.

**Badgers have short, fat bodies with very short legs for digging; long heads but small ears.**

## Varied Fluency 2

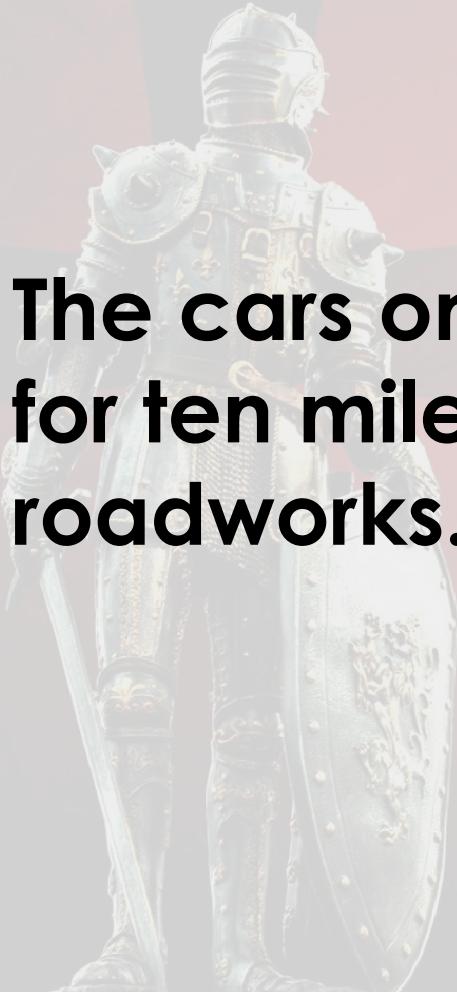
Rewrite the following sentence in notes, including the underlined words.

**Badgers have short, fat bodies with very short legs for digging; long heads but small ears.**

**Badgers: short bodies and legs, long heads, small ears**

### Varied Fluency 3

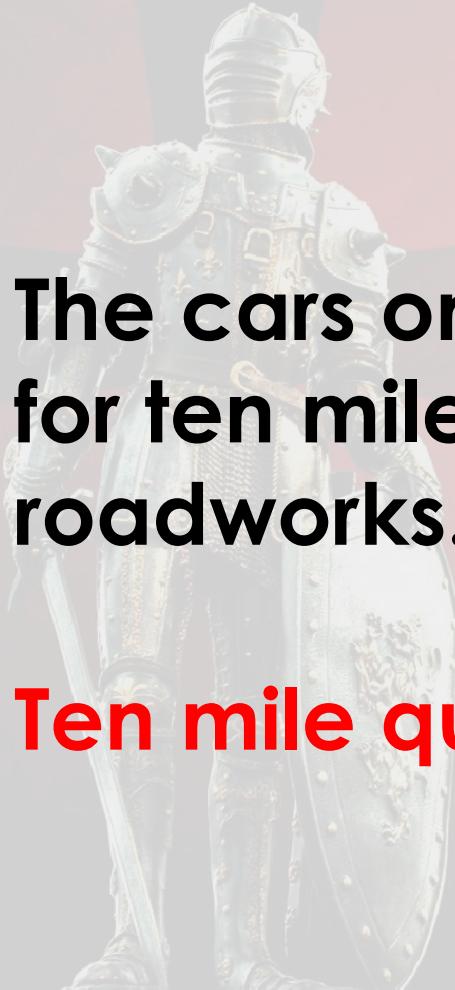
Write notes from this sentence without losing any key information.



**The cars on the motorway were queuing for ten miles due to the ongoing roadworks.**

### Varied Fluency 3

Write notes from this sentence without losing any key information.



The cars on the motorway were queuing for ten miles due to the ongoing roadworks.

Ten mile queuing cars due to roadworks.

# Who or What Were Knights?

We are going to read a simplified version of a very famous text by an author named Geoffrey Chaucer. He wrote a very famous book called The Canterbury Tales.  
First let's try the original!





A Knyght ther was, and that a worthy man,  
That fro the tyme that he first bigan  
To riden out, he loved chivalrie,  
Trouthe and honóur, fredom and curteisie.  
Ful worthy was he in his lordes werre,  
And thereto hadde he riden, no man ferre,  
As wel in cristendom as in hethenesse,  
And evere honoured for his worthynesse.  
At Alisaundre he was whan it was wonne;  
Ful ofte tyme he hadde the bord bigonne  
Aboven alle nacions in Pruce.  
In Lettow hadde he reysed and in Ruce,—  
No cristen man so ofte of his degree.



A knight there was, and he a worthy man,  
Who, from the moment that he first began  
To ride about the world, loved chivalry,  
Truth, honour, freedom and all courtesy.  
Full worthy was he in his liege-lord's war,  
And therein had he ridden (none more far)  
As well in Christendom as heathenesse,  
And honoured everywhere for worthiness.  
At Alexandria, he, when it was won;  
Full oft the table's roster he'd begun  
Above all nations' knights in Prussia.  
In Latvia raided he, and Russia,  
No christened man so oft of his degree.



In far Granada at the siege was he  
Of Algeciras, and in Belmarie.  
At Ayas was he and at Satalye  
When they were won; and on the Middle Sea  
At many a noble meeting chanced to be.  
Of mortal battles he had fought fifteen,  
And he'd fought for our faith at Tramissene  
Three times in lists, and each time slain his  
foe.

This self-same worthy knight had been also  
At one time with the lord of Palatye  
Against another heathen in Turkey:  
And always won he sovereign fame for prize.  
Though so illustrious, he was very wise



And bore himself as meekly as a maid.  
He never yet had any vileness said,  
In all his life, to whatsoever wight.  
He was a truly perfect, gentle knight.  
But now, to tell you all of his array,  
His steeds were good, but yet he was not gay.  
Of simple fustian wore he a jupon  
Sadly discoloured by his habergeon;  
For he had lately come from his voyage  
And now was going on this pilgrimage.

# Independent Work

A detailed illustration of a medieval knight in full plate armor. He is standing in a three-quarter view, facing right. He wears a helmet with a visor, a breastplate with fleur-de-lis insignia, and gauntlets. A large, ornate shield with a floral emblem is held in his left arm. He holds a long-sword in his right hand. The background is a dark red gradient.

Highlight the words and phrases you do not know to describe the qualities of a knight.

Find the meaning of word they don't know in a dictionary.

Answer the following questions:

What is a knight?

Who did knights work for?

Who could be a knight?



# LESSON 2

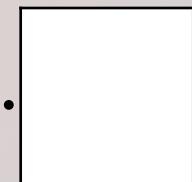
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## Varied Fluency 4

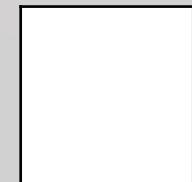
Which notes best match the sentence below and include only key information?

The dirty windows in the classroom made it hard to see exactly what the weather was doing, and it was forecast to snow later.

Dirty windows; hard to see weather; forecast snow.



Dirty windows in classroom; hard to see weather; snow forecast later.



## Varied Fluency 4

Which notes best match the sentence below and include only key information?

The dirty windows in the classroom made it hard to see exactly what the weather was doing, and it was forecast to snow later.

Dirty windows; hard to see weather; forecast snow.



Dirty windows in classroom; hard to see weather; snow forecast later.



## Application 1

Change the notes below into a complete detailed sentence.

NOTES	Road closed; bridge collapse in bad weather.

## Application 1

Change the notes below into a complete detailed sentence.

NOTES	Road closed; bridge collapse in bad weather.

The road had to be closed when the bridge collapsed due to the bad weather.

# Researching Knights

A detailed photograph of a knight in full, ornate armor. The armor is primarily blue-grey with gold-colored accents, including a large shoulder guard with a fleur-de-lis emblem, gold rivets, and a decorative pattern on the gauntlets. The knight is holding a long-sabre in their left hand and a large, round shield with a similar decorative pattern in their right hand. They are standing against a dark, textured background.

Your task today is to find out as much as you can about knights and make notes using bullet points.

You must find out about the following things:

- How to become a knight;
- Jousting;
- Clothing;
- Armour;
- Chivalry;
- Love.

Use subheadings and make lists.



# LESSON 3

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## Reasoning 1

Read the notes and compare them to the detailed sentence below. Is the meaning affected? Explain what information has been lost and how it affects the meaning.

NOTES	
	<b>Children play out in any weather.</b>

The children often played out with the neighbours no matter what the weather was doing.

## Reasoning 1

Read the notes and compare them to the detailed sentence below. Is the meaning affected? Explain what information has been lost and how it affects the meaning.

NOTES	
	<b>Children play out in any weather.</b>

The children often played out with the neighbours no matter what the weather was doing.

The meaning is unaffected because...

## Reasoning 1

Read the notes and compare them to the detailed sentence below. Is the meaning affected? Explain what information has been lost and how it affects the meaning.

NOTES	
	<b>Children play out in any weather.</b>

**The children often played out with the neighbours no matter what the weather was doing.**

**The meaning is unaffected because although how often and who they played with is lost, the key meaning is still clear.**

## Reasoning 2

Patsy left a note for her friend. Is the meaning of her note as clear as the detailed sentence below? Explain your answer.

NOTES	lock gate hide key shed
-------	-------------------------------

If you go out when I am not at home, please hide a key behind the shed then lock the gate.

## Reasoning 2

Patsy left a note for her friend. Is the meaning of her note as clear as the detailed sentence below? Explain your answer.

NOTES	lock gate hide key shed
-------	-------------------------------

If you go out when I am not at home, please hide a key behind the shed then lock the gate.

The meaning of her note is not as clear because...

## Reasoning 2

Patsy left a note for her friend. Is the meaning of her note as clear as the detailed sentence below? Explain your answer.

NOTES	lock gate
	hide key
	shed

If you go out when I am not at home, please hide a key behind the shed then lock the gate.

The meaning of her note is not as clear because the information is in the wrong order.

# Non-fiction Texts

Today we are going to analyse the features of non-fiction texts.

You will have 1 examples to look at.

Can you find the features listed on the next slide?



# Report writing

## Purpose

- to provide **factual** information
- to **organise** the facts so they are easy to access and understand

The **genre** of text can also affect the purpose.

## needs

- a **title** that draws the reader in
- **introductory paragraph** defining the subject matter
- a clear **layout** (e.g. sections, paragraphs) showing how information is organised
- perhaps 'structural signposts' (e.g. subheadings, boxes)
- **paragraphs** that open with a **topic sentence**

A topic sentence sums up what the paragraph is about.
- maybe labelled **picture(s)** or **diagram(s)**
- a satisfactory **conclusion** (e.g. a neatly-composed final sentence).

# Text to Analyse using features on previous slide

## Attack of the bugs

Everywhere you go, you are surrounded by nasty germs, and many of them want to live inside your body. After all, it makes a comfy home. The problem is, they can make you ill.

### What are germs?

Germs fall into two main groups: bacteria and viruses. Your body is good at keeping them out, but they are clever at finding ways in.

Bacteria can double their numbers in 20 minutes!

### Beasty bacteria

Bacteria come in lots of funny shapes. Some even have tails! If a cut becomes infected (it will look red and swollen), that's because bacteria have got in.

### Vile viruses

Have you had chicken pox? It's caused by a virus. So is the common cold. Viruses are tiny – far smaller than bacteria.

Millions of bacteria live on your skin.

### Fighting back

The good news is that your body makes things called white blood cells that can kill germs. The white blood cell pictured above is gobbling up a germ.

### Outside help

Can you remember having an injection called a vaccination? These are weak or dead germs, or the poisons produced by germs. They won't harm you, but help your body to fight an illness.

24

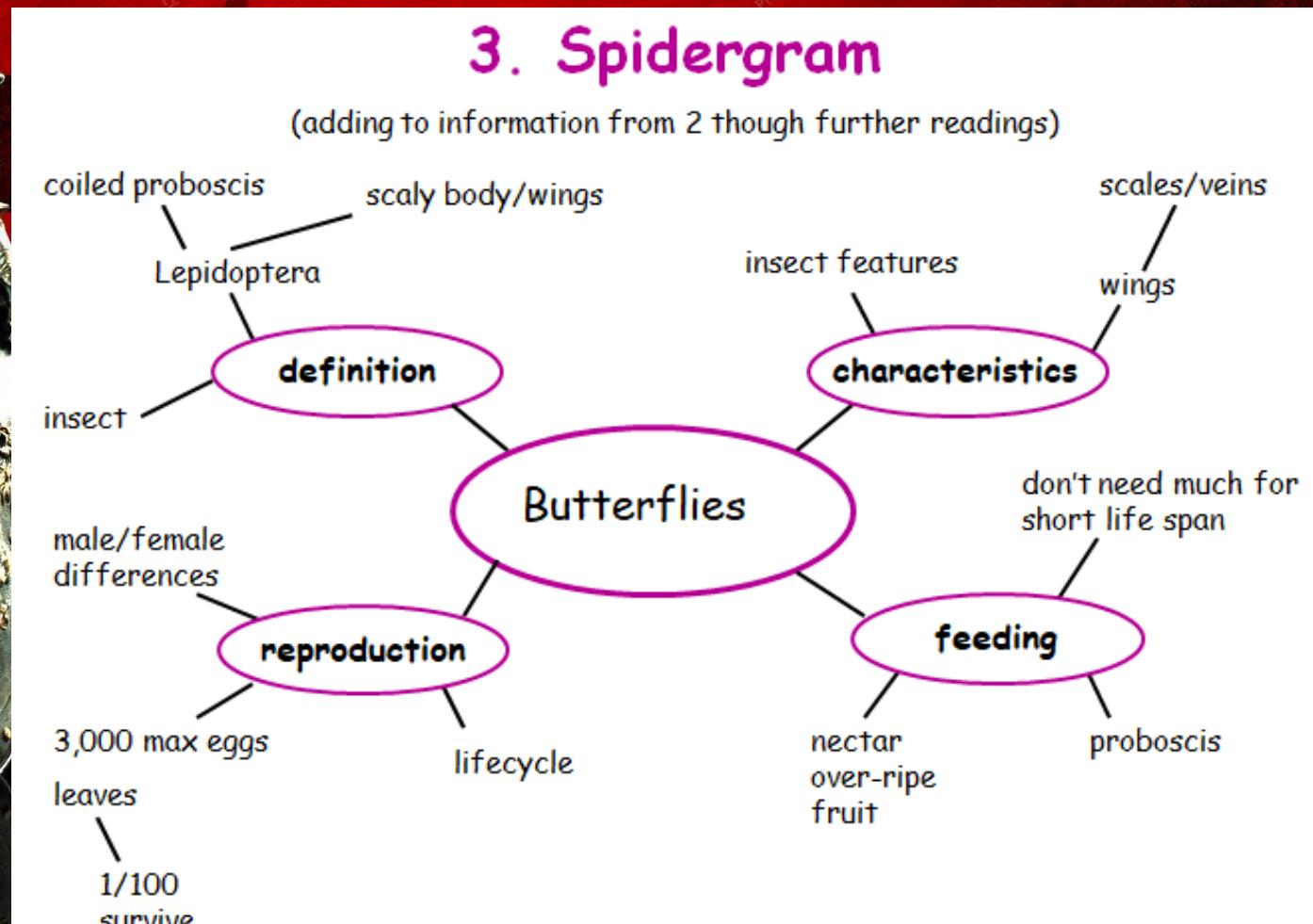
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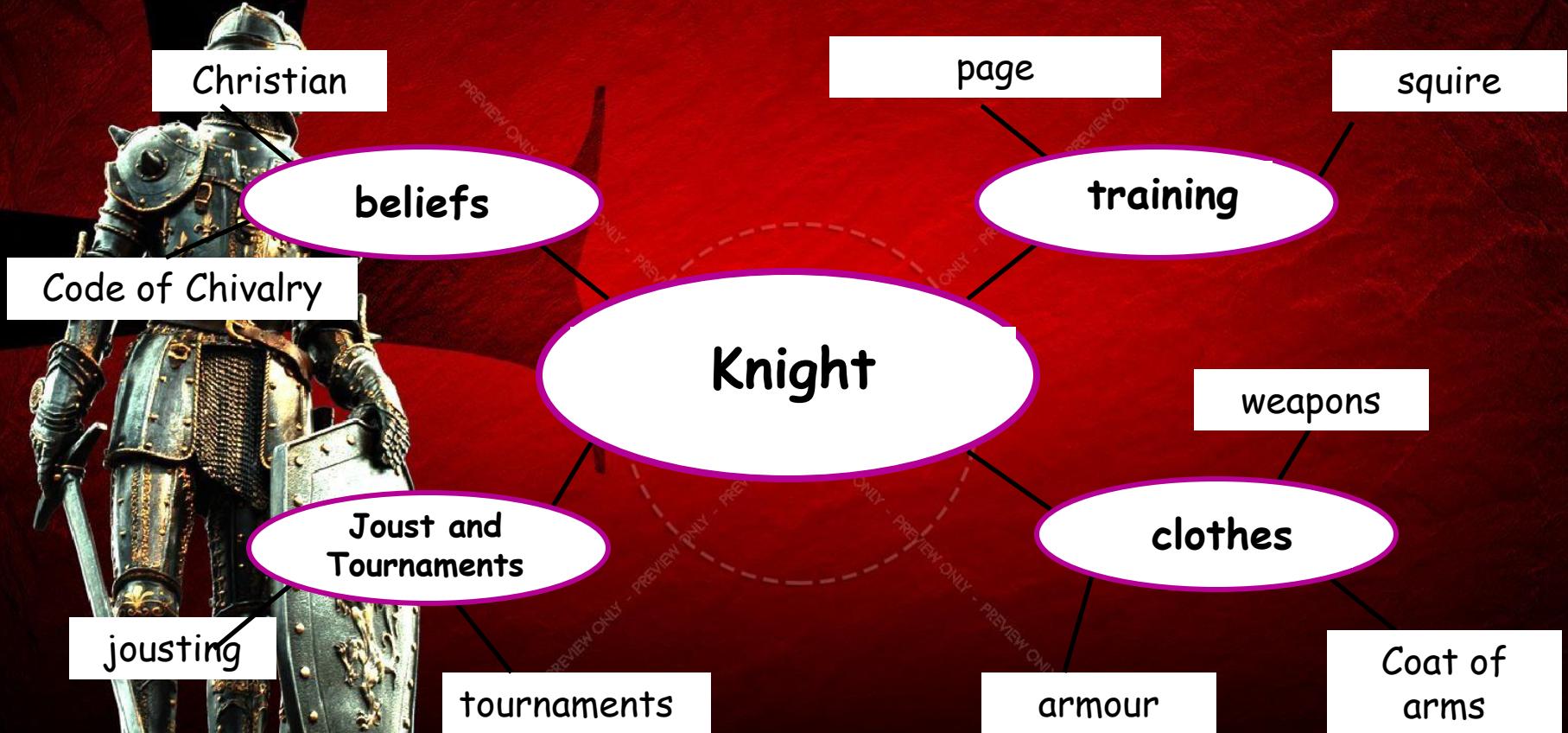
# LESSON 4

# Planning my Double page spread

# Use this format to plan a double page spread about knights. This is an example for a text about butterflies



# Yours might look like this:



# LESSON 5

## Writing and Producing my Double page spread



# Time to create a piece of writing fit for a text book!

You can either do this by hand or use a computer.

If you choose to use a computer, use a text box to enable you to move sections of text around the page more easily.

**REMEMBER:** it must be your own words, not those copied from a website.

When you have completed your work, email a copy to Mrs Rogers

[hrogers@st-giles-  
matlock.derbyshire.sch.uk](mailto:hrogers@st-giles-matlock.derbyshire.sch.uk)

