

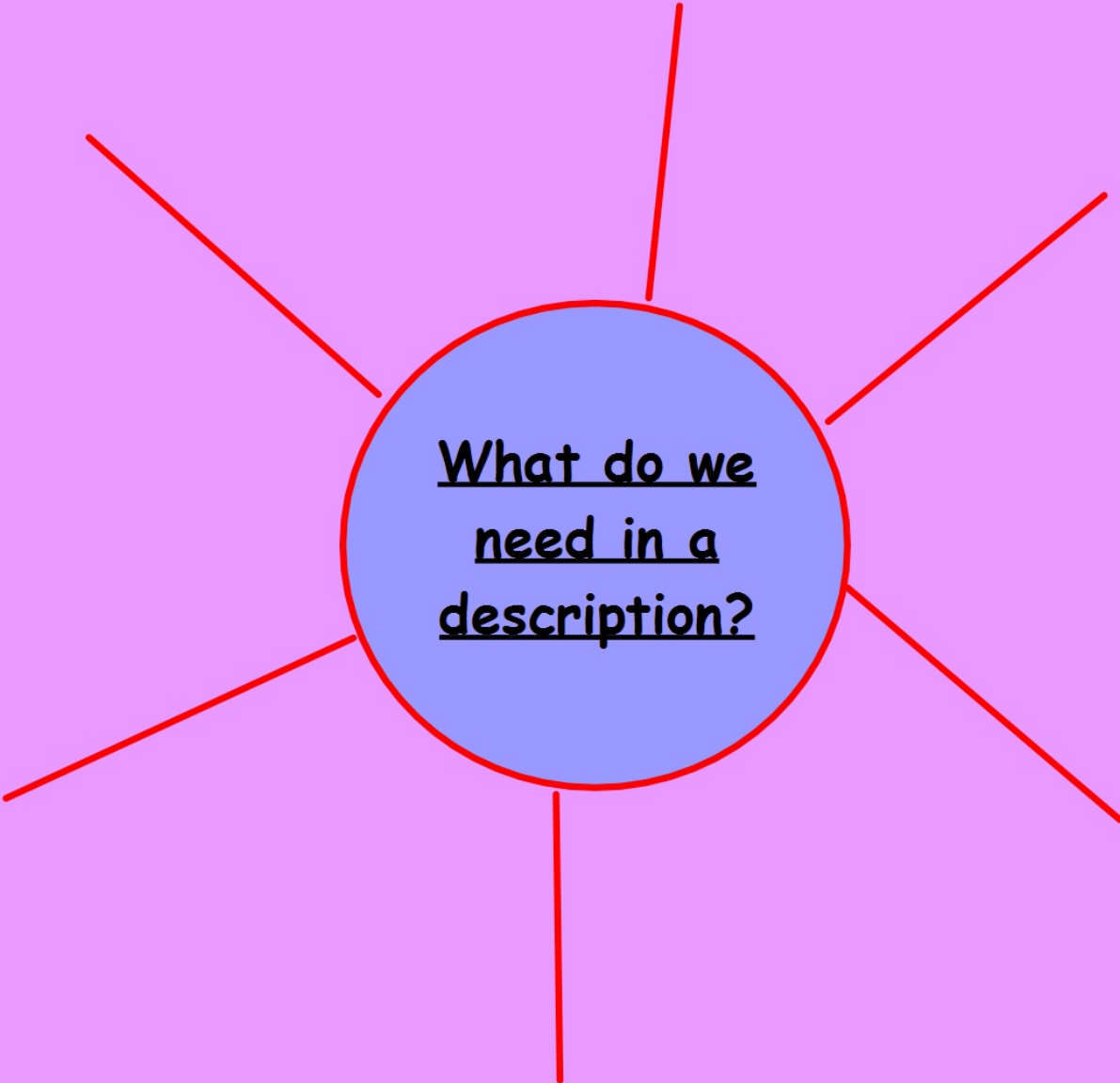
Week 4

Tuesday 16th March

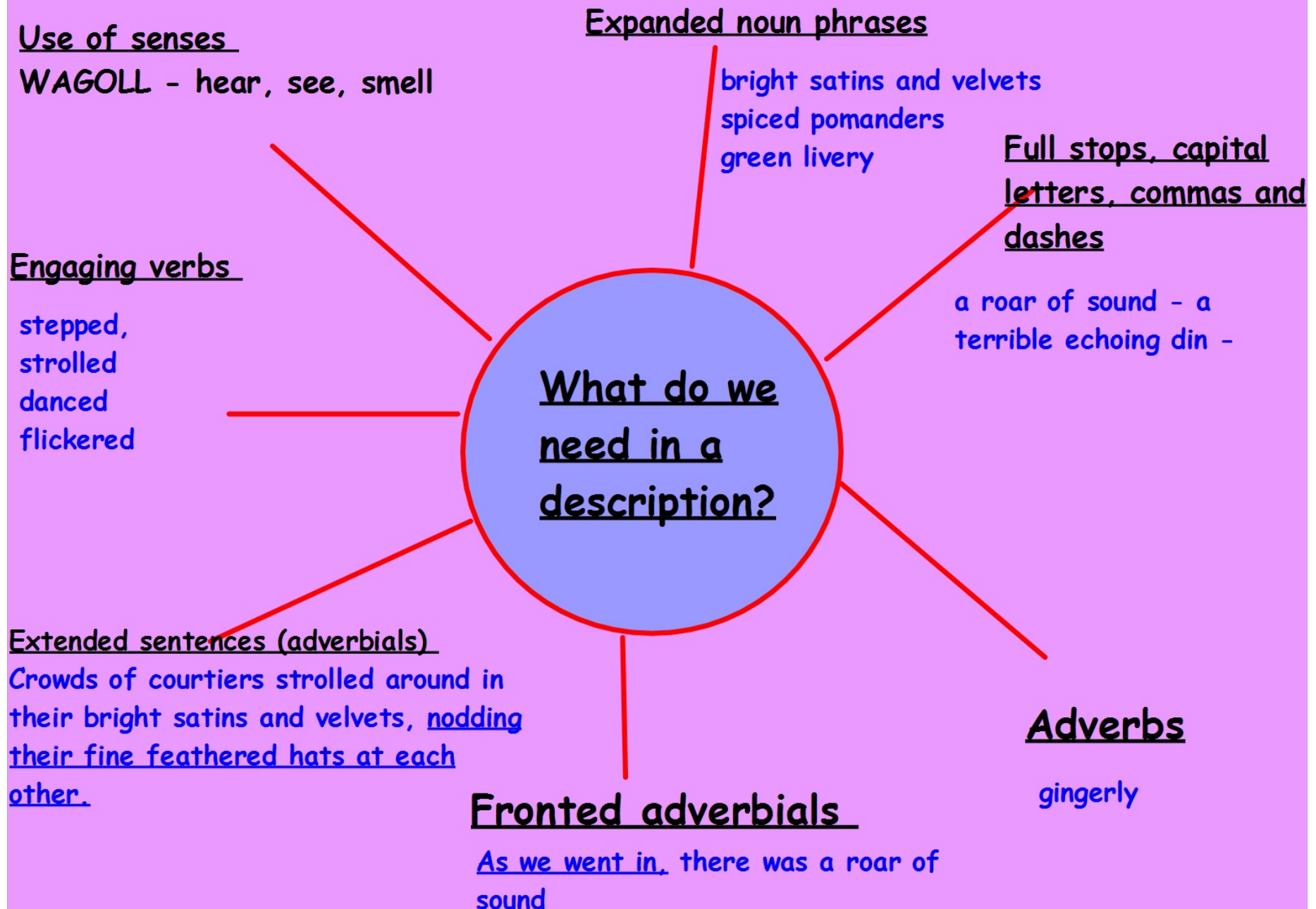
Starter activity

Write down all the things that Will saw, heard or smelled when he went into the Great Hall of Westminster Palace.





What do we  
need in a  
description?







## Think

Look at the pictures.

Imagine you are  
working in the  
kitchen.

What could you you  
see?

What could you  
hear? What could you  
taste?

Can we make a list of vocabulary that we could use to describe this scene?



Wednesday 17th March

Can you spot the mistakes in the text?

as we whent in? there was a rour of sound – a terrible echoing din,  
that made me want to covered my ears hundreds of voices spiral  
around – Laughter and Gossip high chatering of childrens, music  
from trumpets and tabors and the Whining and Yapping of dogs



Can you place your ideas from yesterday lesson on to chart?

See	Smell
Hear	Adverbs

## In a Tudor Kitchen

Engaging verbs	Adjectives
Fronted adverbials	Other ideas

Now let's see if we can add some other ideas.



<https://www.bbc.co.uk/bitesize/clips/zjbg9j6>

Preparing a Tudor banquet - can we add more information to our sheet?



Can you write sentences to describe what you could see, hear and smell in a Tudor kitchen?



**Thursday 18th March.**

**You have 2 minutes to write down as many things as you can that you would see, smell or hear in a Tudor kitchen.**



Thursday 18th March

**Here is our text from the Great Hall. Let's have a look at how we can change it for the Tudor kitchen**

How did you get into the kitchen?

What noises could you hear in the kitchen?

What could you see in the kitchen?

What could you smell in the kitchen?

I stepped gingerly off the boat and walked into the Great Hall of the Westminster Palace. I had never been in such a huge, noisy, colourful place before. As we went in, there was a roar of sound – a terrible echoing din – that made me want to cover my ears. Hundreds of voices spiralled around – laughter and gossip, high chattering of children, music from trumpets and tabors, and the whining and yapping of dogs. Crowds of courtiers strolled around in their bright satins and velvets, nodding their fine feathered hats at each other. The ladies wore gowns the colours of apples and raspberries, lavender and mint, forget-me-nots and dog roses. Everyone smelled of the spiced pomanders that they carried. Servants in green livery held up branches of candles, and the golden light danced and flickered on the wood-panelled walls.

## Planning sheet for our paragraph about the kitchen - in notes

<u>The Great Hall</u>			<u>The Tudor Kitchen</u>
I stepped gingerly off the boat and walked into the Great Hall of the Westminster Palace. I had never been in such a huge, noisy, colourful place before.	How did you enter the kitchen? How did you feel going into the kitchen?	Adverb. Capital letters for proper nouns. Description of kitchen.	
As we went in, there was a roar of sound – a terrible echoing din – that made me want to cover my ears. Hundreds of voices spiralled around – laughter and gossip, high chattering of children, music from trumpets and tabors, and the whining and yapping of dogs.	What could you hear in the kitchen?	Fronted adverbial Dashes Powerful description. List of the things you could hear with commas to separate.	
Crowds of courtiers strolled around in their bright satins and velvets, nodding their fine feathered hats at each other. The ladies wore gowns the colours of apples and raspberries, lavender and mint, forget-me-nots and dog roses.	What did you see in the kitchen?	Descriptive language. Similes to describe. Expanded noun phrases.	
Everyone smelled of the spiced pomanders that they carried.	What could you smell in the kitchen?	Descriptive language. Similes to describe. Expanded noun phrases.	
Servants in green livery held up branches of candles, and the golden light danced and flickered on the wood-panelled walls.	How will you finish your paragraph? Link it back to what you can see.	Descriptive language. Similes to describe. Expanded noun phrases.	



**Friday 19th March.**

**Two minute activity.**

**Tell your partner what you have written on your plan.  
Can they help you to improve it?**

**Now swap over.**





**Your task today is to start to write up your description of the Tudor kitchen.**