

# Summer Sunset

## National Curriculum Objectives:

Reading: English Year 5 & Year 6: Understand what they read by predicting what might happen from details stated and implied. [More resources with this objective.](#)

SPAG: English Year 5 & Year 6: Indicate degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]. [More resources with this objective.](#)

## Level of this Pack:

Age: 9-10

England: Year 5

Scotland: Primary 6

Wales: Year 5

Australia: Year 5/Grade 5

Did you like this resource? Don't forget to review it on our website.

## Summer



**classroomsecrets.com**

Summer Sunset – Year 5 – Image

Like this? Find more  
differentiated Summer  
resources [here](#).

## Summer Sunset – Follow-Up Work

1. Where in the world could this be? What clues are there to suggest this? (P2/2e)

2. Think of three words to describe the landscape and environment of this scene? (C1/2a)

3. Why do you think the houses are mainly painted white? (P2/2e)

4. What time of day do you think this is? What clues are there to suggest this? (P2/2e)

5. How many people live here? Why do you think this? (P2/2e)

6. How old do you think this village is? What makes you think this? (C6/2b)

7. Are there any clues of modern life in this image? What are they and why do they tell you this? (P5/2d)

8. What sort of person might live in a place like this? Explain your answer with reference to the environment and living conditions. (P5/2d)

9. Identify some ways in which the sea could be useful to the inhabitants of this village? (P2/2e)

10. Identify ONE question you would like to ask about this scene. (P4)

11. Describe the village in your own words. Would you like to live there? Why/why not? (S2/2c)

Write the definitions for each of these words.

<b>Mediterranean</b>	
<b>coastal</b>	
<b>dusk</b>	
<b>environment</b>	
<b>twilight</b>	
<b>antiquated</b>	
<b>temperate</b>	
<b>sparsity</b>	
<b>climate</b>	
<b>luminescence</b>	
<b>inhabitants</b>	
<b>traditional</b>	

Tick the most appropriate modal verb to complete the sentence.

- Sam \_\_\_\_\_ go to school.

Tick one.

must

☐

might

☐

would

☐

may

☐

- He \_\_\_\_\_ swim when he was younger.

Tick one.

might

☐

could

☐

may

☐

must

☐

- \_\_\_\_\_ I stay at your house tonight?

Tick one.

would

☐

might

☐

may

☐

must

☐

- You \_\_\_\_\_ stop smoking because it's terrible for your health.

Tick one.

should

☐

might

☐

would

☐

may

☐

- If I were you, I \_\_\_\_\_ say sorry.

Tick one.

could

☐

may

☐

would

☐

will

☐

- She \_\_\_\_\_ be over 90 years old.

Tick one.

might

☐

must

☐

would

☐

can

☐

Task A

Look at the words in the brackets. Highlight an appropriate synonym to match the underlined word.

- The football match was thrilling to watch. (fantastic / good / exhilarating / fun).
- The bullies were cruel to Sam. (nasty / malicious / evil / devastating).
- The class found the lesson fascinating. (interesting / captivating / enjoyable / great)
- The soldier fought bravely in battle. (desperately / diligently / courageously / unwittingly)

Task B

Insert inverted commas in the correct places in the sentences below.

- Tom thought , how am I going to get out of this one ?
- Mr Evans yelled , get out ! to the naughty pupil .
- I'm sorry , Sajid said to his father .
- I need to escape , flashed through Adam's mind as he hid underneath his blanket .
- Where is everyone ? cried Laaibah desperately .

Challenge

Look at the underlined words below and identify the type of noun it is.

- The battle was fought long and hard throughout the night. \_\_\_\_\_
- A swarm of sharks surrounded the shipwrecked sailors. \_\_\_\_\_
- My hope is that England will win the World Cup in 2018. \_\_\_\_\_
- Big Ben is one of the most famous landmarks in London. \_\_\_\_\_
- The goalkeeper showed his desperation to save the penalty. \_\_\_\_\_
- An army of ants were swarming round the nest. \_\_\_\_\_



## Summer Sunset – Oral Teacher Questions

1. Where in the world could this be? What clues are there to suggest this? (P2/2e) This is the Village of Oia in Greece. It could be anywhere coastal. The white cladded houses suggest a hot climate. The relative sparsity of houses suggests somewhere remote and possibly exclusive. The quality and beauty of the houses suggests an affluence. The bustling restaurant in the top right hand corner of the image would suggest this is somewhere tourists might visit.
2. Think of three words to describe the landscape and environment of this scene? (C1/2a) Various responses, e.g. rocky, outcrop, coastal, resort, hilly, remote, village, island, bay, Mediterranean.
3. Why do you think the houses are mainly painted white? (P2/2e) In hot climates, houses are painted white to reflect the sunshine to keep the house cool in the warm weather. It could also be because the local authorities want to maintain a uniformity in the appearance of the houses because it is an area of beauty – they want all the houses to look the same.
4. What time of day do you think this is? What clues are there to suggest this? (P2/2e) This is dusk: a period of twilight towards the end of the day but before total darkness and night time. We know this because the sun has set but there is a luminescence of the sun glowing behind the houses. There is also a bar where people appear to be eating/drinking suggesting it is evening time.
5. How many people live here? Why do you think this? (P2/2e) Between 50 – 100. I know this because of the number of visible houses, the lack of any shops and pedestrians wandering around.
6. How old do you think this village is? What makes you think this? (C6/2b) This is not a modern complex of houses and the buildings look like they're at least 100 years old. The houses have all been created in a similar, traditional style and look like they have had to adhere to a specific antiquated appearance.
7. Are there any clues of modern life in this image? What are they and why do they tell you this? (P5/2d) There is a bar/restaurant in the top right hand corner of the image which suggests people like to eat out. The village is speckled with electrical lights which are lit up at night. Some of the houses have air conditioning units on the side of the buildings. There is also a swimming pool which is a clue that the image is a reflection of modern life.
8. What sort of person might live in a place like this? Explain your answer with reference to the environment and living conditions. (P5/2d) Various answers which should provide evidence from the image, e.g. due to its remote coastal setting, the people who live here could be fishermen; because of the idyllic, beautiful environment, these houses could be holiday homes or tourist locations.
9. Identify some ways in which the sea could be useful to the inhabitants of this village? (P2/2e) The sea could be a source of food to the inhabitants, somewhere where they can swim and enjoy themselves, relax and have fun. The sea could also provide a much needed breeze and temperance to the weather in what looks like a hot climate. It could be a source of income to the inhabitants, such as fish caught and sold or tourist water-based activities.
10. Identify ONE question you would like to ask about this scene. (P4) Various responses.
11. Describe the village in your own words. Would you like to live there? Why/why not? (S2/2c) Various responses that make reference to clues in the picture.



Write the definitions for each of these words.

Mediterranean	the sea that divides southern Europe and northern Africa
coastal	land that is adjacent to a stretch of ocean or sea
dusk	the period of day at the end of twilight and just before total darkness
environment	the surroundings or conditions in which a person, animal or plant lives
twilight	the diffused light from the sky during the early evening or morning
antiquated	old or old-fashioned
temperate	conditions that are neither too hot nor too cold
sparsity	a small amount of, lack of something
climate	the local environment, weather conditions of a particular area
luminescence	lit up from natural or artificial light, glowing in that light
inhabitants	a person or animal that lives in or occupies a place
traditional	long-established, customary, existing or part of a tradition

Tick the most appropriate modal verb to complete the sentence.

- Sam \_\_\_\_\_ go to school.

Tick one.

must	<input checked="" type="checkbox"/>
might	<input type="checkbox"/>
would	<input type="checkbox"/>
may	<input type="checkbox"/>

- He \_\_\_\_\_ swim when he was younger.

Tick one.

might	<input type="checkbox"/>
could	<input checked="" type="checkbox"/>
may	<input type="checkbox"/>
must	<input type="checkbox"/>

- \_\_\_\_\_ I stay at your house tonight?

Tick one.

would	<input type="checkbox"/>
might	<input type="checkbox"/>
may	<input checked="" type="checkbox"/>
must	<input type="checkbox"/>

- You \_\_\_\_\_ stop smoking because it's terrible for your health.

Tick one.

should	<input checked="" type="checkbox"/>
might	<input type="checkbox"/>
would	<input type="checkbox"/>
may	<input type="checkbox"/>

- If I were you, I \_\_\_\_\_ say sorry.

Tick one.

could	<input type="checkbox"/>
may	<input type="checkbox"/>
would	<input checked="" type="checkbox"/>
will	<input type="checkbox"/>

- She \_\_\_\_\_ be over 90 years old.

Tick one.

might	<input type="checkbox"/>
must	<input checked="" type="checkbox"/>
would	<input type="checkbox"/>
can	<input type="checkbox"/>

Task A

Look at the words in the brackets. Highlight an appropriate synonym to match the underlined word.

- The football match was thrilling to watch. (fantastic / good / **exhilarating** / fun).
- The bullies were cruel to Sam. (**nasty** / malicious / evil / devastating).
- The class found the lesson fascinating. (interesting / **captivating** / enjoyable / great)
- The soldier fought bravely in battle. (desperately / diligently / **courageously** / unwittingly)

Task B

Insert inverted commas in the correct places in the sentences below.

- Tom thought , “how am I going to get out of this one ?”
- Mr Evans yelled , “get out !” to the naughty pupil .
- “I’m sorry” , Sajid said to his father .
- “I need to escape” , flashed through Adam’s mind as he hid underneath his blanket .
- “Where is everyone ?” cried Laaibah desperately .

Challenge

Look at the underlined words below and identify the type of noun it is.

- The battle was fought long and hard throughout the night. **common**
- A swarm of sharks surrounded the shipwrecked sailors. **collective**
- My hope is that England will win the World Cup in 2018. **abstract**
- Big Ben is one of the most famous landmarks in London. **proper**
- The goalkeeper showed his desperation to save the penalty. **abstract**
- An army of ants were swarming round the nest. **collective**

### Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

### Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

\*not currently a curriculum objective

## Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

## Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

## Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices