Year 4 English Learning for week beginning: Monday 18th January

Information

English – 45 minutes for the main lesson and 15 minutes handwriting or spelling (alternating daily).

You can choose to do either both of these in one go or do at different times in the day, whatever works for you.

Mondays: SPAG (spelling, punctuation and grammar learning) and 15 minutes spelling.

<u>Tuesdays, Wednesdays and Thursdays:</u> These 3 lessons will follow a learning sequence, so please complete the tasks in the given order. These will be writing lessons (may include planning and research too). 15 minutes handwriting/spelling/handwriting.

Fridays: A reading activity or reading comprehension will be set and 15 minutes spelling.

<u>Handwriting and Spellings</u> will continue to be daily (these usually alternate). Spend 10-15 minutes on these please. If you want to do a little extra spelling practise: <u>spelling</u> - <u>Topmarks Search</u>

<u>**Reading</u>** - Please spend 30 minutes enjoying books and reading aloud to somebody at home. Please make sure that you are taking a quiz one each book you read - do both quiz types please, the comprehension and vocabulary quizzes.</u>

I have included all the resources and worksheets below the information. You do not have to print everything off as sometimes you will be able to work from the worksheet.

It is grouped in:

Spelling activities for the week

Handwriting activities for the week

English activities for the week. On the last pages are some screen shots of the BBC Bitesize pages we will be using on Friday, I have included these in case you have not got access to the internet.

Monday

The spelling may take longer today so spend 30 minutes on spelling and 30 minutes on the English. **Spelling:** Unit 13 – scanned below. Pages 54 & 55.

- Speed spell ask somebody at home to choose 6 words from unit 12. Can you spell these?
- Complete the Spelling zone activity.
- Complete the dots and dashes.
- Complete the word changers activity.

Orange words to learn this week: (in preparation for the jumping orange words activity on Friday). Experience equipment extreme famous favourite February

English: SPAG - To use inverted commas to show direct speech.

This is something we have worked on for the last couple of weeks, so hopefully you are beginning to feel more confident with these. I am sure you will want to include some speech in your stories this week, so let's see if we can follow the rules for this.

Today I would like you to make a poster explaining how to use inverted commas to show direct speech.

If you look back at last week's planning, you will see the cheat sheet and poster which could help you. You may also want to recap the super movers' song:

https://www.bbc.co.uk/teach/supermovers/ks2-english-inverted-commas-with-mrsmith/z62rhbk

<u>Tuesday</u>

Handwriting: Unit 13. Spend 10-15 minutes practising your handwriting using the given worksheets. There is an extension sheet if you would like to do any extra in the week. We are not expecting you to complete all of the sheet, just practise for 10 or so minutes and try your hardest to form and join those letters accurately.

English: To identify how a story is structured.

Watch the online video again of Flotsam - or read the book.

Flotsam by David Wiesner - YouTube

What can you remember about a story structure? This BBC bitesize video will help:

https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zk8qnr

Can you remember how we use a story mountain to help us remember how to structure a story? We have used this structure lots so it is familiar to you. Please see the poster below to remind you.

On the blank story mountain frame, fill in notes for what is happening in the structure for Flotsam. What happens in the opening, build up, problem/dilemma, resolution and ending? Answers to help you are in 'Wednesday's' box below.

What do you think the opening, build up, climax, resolution, ending would be? - use set of photos 1 between 2 to do this.

	<u>Wednesday</u> ou will need somebody to work with for the 1 st 2 activities. a are the sentences somebody will need:
Unit 13	Unit 13
Superheroes [,] have superhuman	I like going to the supermarket
powers.	with Dad.
Mark flew in a supersonic plane.	My mum is a superstar.

- Play the 4 in a row game.
- Practise your orange or red words from Monday in an interesting way see below for some ideas.

Ideas for learning spellings: There are many different ways to learn spellings and using the look-

- say-cover-write-check sheet is just one way. You could:
 - Try painting your words in different colours
- Sprinkle talcum powder/flour/rice/sand/shaving foam (or something similar) in a baking tray
 - and use your finger to spell out the words
 - Cut out letters from an old newspaper or magazine to make your spelling words
 - Draw a rainbow and write all your words in an arc in a different colour
 - Make a paper chain of your spelling words
- Play hang man with a partner using your words...or come up with another idea to help learn your spellings and share with the class.

English: LO: To use imaginative language in writing.

How did you get on yesterday with filling in a story mountain for Flotsam?

Today your task is to choose and then write one section of the story -either the opening, build up, problem, resolution or ending. If you choose to do the resolution, you can add in some made up bits about the camera's journey as he leaves the boy. If you choose to write the ending, you can make up what happens next yourself.

Refer back to the YouTube link for Flotsam above if you need to watch it again.

The story structure is here in case you found it tricky yesterday.

Opening:

Young boy is on the beach with his family. He has various bits with him to show that he is an inquisitive child – such as binocular, microscope etc. He goes to the shore to look at an animal in more detail, when a wave washes over him. Also washed up is an old-fashioned camera.

Build up.

He takes the camera to his parents and then to the lifeguard. He then gets film developed (challenge of having to work out how to do this) Buys a new film.

dilemma

Looking at the photos...the boy then realises the camera is on a journey to time and place. The photos show different times gone by and many different places – it has made a long journey. He needs to continue to the camera's journey. How is he going to do this?

Resolution

Takes a photo of himself & launches the camera back to into the sea to continue his journey.

The camera is taken by the sea / animals to its new destination. We do not know what adventures the camera has this time.

Ending

Links back to the beginning as next child is on the beach finding the flotsam camera.

As you write today, focus on using rich and imaginative language to bring your scene alive...just like you did when we wrote our Howard Carter diaries. Do you remember how you really used amazing language to describe what you saw? See if you can use amazing language today.

Focus on linking sentences together using fronted adverbials.

*** You will have time tomorrow to complete this activity too. ***

*** Remember, you are not writing the whole story, just one section of this. ***

<u>Thursday</u>

Handwriting: Unit 13. Spend 10-15 minutes practising your handwriting using the given worksheets. Focus on completing the first sheet from Tuesday. If you have completed this, the second sheet is for extra if you would like to do it too.

English: To edit and improve our written work, suggesting improvements which could be made.

Complete the story you were writing yesterday.

When you have finished your story, use your remaining time to edit and improve this. Can you remember how we do this with our purple pens in class?

- I can edit my own writing to make sure it makes sense and I can make improvements to this.
- I can proof-read my work for spelling and punctuation errors.
- I can proof-read for consistent and correct use of tense and make sure my verb tenses agree (It was...they were...he was)
- I can check and where appropriate change, my use of vocabulary, grammar and punctuation to create greater impact this means to look at your sentences can you make them better, perhaps by extending them or adding in a fronted adverbial?

Friday Reading Challenge

Spelling: Unit 13 - scanned below. Page 57. You will need somebody to work with for last activity.
Complete the 'Choose the right word' activity on p.57.

Ask somebody to read the 6 orange words from Monday to you and write these in the 'Jumping orange words' on page 57.

Experience equipment extreme famous favourite February

English – Reading comprehension – This is online this week, but I have included a transcript of the story and screen shots of the internet pages in case you have not got access to the internet.

This is the spelling unit you will need for Monday, Wednesday and Thursday:

Tip: We can just add the prefix supe letters to swap, double or drop.				3 Write two sentences using any words with the prefix super-		market	superhero	2 Add the prefix super- to these	is ont of the oralloring greater of more powering that others	Adding the prefix super- to work	1 Read the information with your partner.	Spelling zone 🛈	Circle any errors. Write the corrected spellings in your Log Book	de	a b	Write the Speed spell words.	Speed spell	
We can just add the prefix super - to root woods. There are no letters to swap, double or drop.				words with the prefix super /		human	star	Add the prefix super- to these words. Take turns to read them.		Adding the prefix super- to words shows that someone or something	ır partner.		ted spellings in your Log Book.	f	°			-
A:	Superson	Vocabul	super-	super-		3	super-	super-	prefix	Complete the table	Word cl		Tip: Rer Doi	- The second sec	star	market	Dot and d	Dots a
16/10/	ic means 'flyir	lary check	sonic	tanker	-		woman	hero	root word	the table.	Word changers (nember that t n't confuse su		human	5 woman	ash the graph	Dots and dashes W
and the second	Supersonic means 'flying faster than the speed of sound'				superstar	superglue		superhero	prefix + root word		C	:	Remember that the u in super makes the oo sound. Don't confuse su p er with su pp er, which is something you eat!			glue	Dot and dash the graphemes in the words. Write the number of sounds.	

сл СЛ

56		Circle any wrong letters. If the word is right, tick a shape in your partner's book. Can you both spell four in a row correctly?	Four-in-a-row	2	Take turns to read aloud one of the dictation sentences from Unit 13, p.62 (Partner 1) and p.63 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap. 1	Dictation	Choose five words from Dots and dashes and Word changers that you find hard to spell. Write them on p.20 of your Log Book. Circle the part of the word that you find the hardest to remember. Explain to your partner why and discuss how you will learn it.	Words to log and learn
57	Write the words you have been revising with your teacher below.	Now work together to play Team teach. Jumping orange words	Team teach	 5 I would like to travel faster than the speed of sound in a aeroplane. 6 My big brother is my I 7 The hero in that film had strength. 	 2 He is the most famous singer in the world – a real	1 I like reading comics about different	Complete the sentences using the correct word. supertanker superhero superheroes supersonic supersize superhuman supermarket superstar	Choose the right word

These are the handwriting sheets you will need for Tuesday - write on the coloured lines or in a book.

-Copy these letters into your book. Copy this pattern into your book wri wri wri wri wri wra wra wra wra wra kni kni kni kni kni AMAM AMAM AMAM AMAM The knight wrote letters every night Seco. Practising writing silent letters Copy these words into your book Copy this tongue-twister into your book If he'd written 'write' right, Wright would not have Where he meant to write right In writing write always wrote rite Π Wrap A right-handed fellow named Wright wrapper wrapping writing wrought rot writing rite. 東京市の の可能能な問題 writer write knut knitting knutter 'Mr Wright' by Joseph Rosenble correct space betwee your writing slightly the letter w and the helps you leave the Remember, the join Remember to slope letter r; like this: wrap the right.



Handwriting for Thursday if you completed the above sheet (and other days if you would like to practise more):

Focus	Resource		Book 1	Nelso
Name _		Date		Handwrite
			4	
	he words to match eac the silent letter in the		e word in	
kineetk	nit knife	kineet k	nod	0
wreck	wren w	riting g	nan	te:
Pan				
Tes				4
				t.
CARA TO				5 b
The a	/			
NE	>		······	
EL CAN		· · · · · · · · · · · · · · · · · · ·		
THE	:			
1=11-	Y		•	
- C				
	>			
	L			

Ł

Nelson Handwriting Resources and Assessment Book 1 and Book 2 @ Anita Warwick, Nelson Thomas Ltd, 2003

Tuesday's learning: Poster to help you:



Tuesday's worksheet - putting the structure of Flotsam onto a story map.



Friday's comprehension - copies from website:

www.bbc.co.uk/schoolradio © BBC 20	BBC School Radio www.	www.bbc.co.uk/schoolradio © BBC 2017	B B C School Radio www
	2		
	'You know what? I think he might win,' said a Rabbit.		Some of the animals laughed at that so the Hare said, 'Alright then, Tortoise. Let's
	finishing tree. Still the Hare slept on and now the animals started to get excited.	expensive-looking trainers.	'What's the matter?' said the Tortoise. 'Scared I might beat you?'
But no-one was listening to the Hare.	The Hare lay down in the sun and fell asleep. The Tortoise kept going. Slowly, steadily he moved across the field and by evening time he was getting close to the	came to watch. The Tortoise slowly made his way to the starting line and then suddenlythe Hare arrived at top speed wearing a brand new track suit and four	The Hare laughed. 'You? The slowest creature in the whole world? I'm not wasting my time racing a Tortoise.'
'Not fair,' said the Hare. 'I was asleep. We have to run the race again. It's not fair.'	slowly I'm going to have a rest. Might even have a little sleep. I'll finish the race when I wake up and still beat you by miles.'	'Don't worry,' said the Tortoise. 'This is just day one. I'll speed up. You'll see.' On the day of the race growds of animals	'See,' said the Hare. 'You're all too scared to even try.' 'I'll have a go,' said the Tortoise.
'There you go,' said the Badger. 'Slow and steady's sometimes better than fast and fashy'	'I have started,' said the Tortoise.	the Crow. 'I mean the Hare IS very fast and youwell'	None of the animals spoke.
his nose. He'd done it. The Tortoise had beaten the Hare fair and square.	'Didn't you hear him say go? You can start, you know.'	'Is he?' said the Fox. 'Tortoise, are you sure about this?' said	'So who wants a race?' said the Hare. 'Anybody think they could beat me?'
up behind him but he kept goingand goingand suddenly he was there. Just in time the Tortoise touched the tree with	crossing the starting line. The Hare ran back to the Tortoise.	'Hard to tell with Tortoises,' said the Badger. 'He's definitely moving.'	'Yeah, that was fast,' said a Fox.
The Tortoise heard the Hare thundering		Fox.	The Hare ran back. 'See,' he shouted. 'I'm not even out of breath.'
But the noise of the cheering crowd woke up the Hare. He looked across the field, saw the Tortoise about to reach the tree and in a flash he was running.		some gentle stretching exercises to warm himself upand then he started to run. 'Has he started running yet?' asked the	The Hare ran across a field as fast as he could. All the animals agreed that yes the Hare was very fast.
Corrie ort fortoise, triey shouted. Nearly there. Keep going old friend. Keep going.	'I'm ready,' said the Tortoise.	Next morning the animals watched the Tortoise do his 'training'. First he did	'Look at me!' said the Hare to the other animals. 'Just look how fast I can run.'
they started to cheer.	t's get on with it,' said the Hare. ortoise? Ready to see some real	'Not today,' said the Tortoise. 'We'll race next week. Got to do a bit of training first.'	By Rob John
'I can't believe it,' said the Badger. 'The Tortoise might actually win.' The animals started to get excited and as the Tortoise got close to the finishing tree	'The race starts here.' said the Fox pointing to a line on the ground. 'And ends at that tree on the other side of the field. First one to touch the tree is the winner.'	have a raceright nowthen we'll see who's laughing.'	Aesop's Fables 1. THE HARE AND THE TORTOISE
	B B C School Radio		BBC School Radio



Watch this video to see how to do this.



Here is a simple example of a **comprehension** question that you might find in an English lesson.

Tommy is wearing a grey jumper, round glasses and a blue hat.

Question: What colour hat is Tommy wearing?

If you can give the answer 'Tommy is wearing a blue hat', you have used your comprehension skills and shown you have understood the sentence correctly.

Comprehension becomes more challenging when the text is longer because you need to link together more facts and clues to understand what's happening.

You have to be an **active reader.** This means you need to be thinking about what you are reading, as you are reading it.



Practise

You may need paper and a pen or pencil for some of these activities.

Activity 1

Listen to this well-known story called The Hare and the Tortoise.

This type of short story is called a fable. A fable teaches you something

important (this is sometimes called a **moral**). There isn't any video for this clip - it is just sound - so you need to use your

There isn't any video for this clip - it is just sound - so you need to use your imagination to see what is happening. It might be easier to do this if you find a quiet room and close your eyes. You could also follow the **transcript** below as you listen to help you stay focused.

Top tip!

You'll be answering questions about this story in activities 1 and 2 after you've listened to it. Have a look at the questions now, so you know what to listen out for.



Listen to the 'The Hare and the Tortoise'.

Answer the following questions in full sentences to show how well you have **comprehended** (understood) the story.

1. What did the Hare say he was very good at?

2. Which animal agreed to race the Hare? Why was this strange?

3. What did the Hare decide to do when he saw how slow the Tortoise was in the race?

4. What happened when the crowd started cheering?

5. Who won the race?

Activity 2

What lesson or moral did you learn from the story? Try and write down three sentences describing what the characters did right or wrong, and what you think the story is trying to tell us.

