

Year 4 English
Remote learning
Week beginning
Monday 1st February 2021

This weeks end goal:

This week, you will be writing a speech from Boudicca to the Celts. You will be inspiring them to drive the Romans out of Britain!



You will then need to bring in your homework book when you return to school. The teacher will then be able to give you feedback on the work.

English: Lesson 1

Can I identify what makes an effective speech?

Starter:

To begin with today, we would like you to watch the link below. In this clip, you will see *Greta Thunberg's speech on climate change!* She is inspirational! As you watch it, note down any powerful language you think she voices, *e.g. failing us.*

<https://www.youtube.com/watch?v=KAJsdgTPJpU>

Task:

Your task is now to write an inspirational, motivational short speech to encourage your teacher to try out something you really enjoy e.g. playing basketball. No electronics please! You need to think of 2 main reasons why your teacher should try your activity and then write a short paragraph. Your teachers have written you a **WAGOLL (What A Good One Looks Like)** on the next slide and given you a success criteria to help structure your work.

Skimming stones on a pond is fantastic fun for many reasons. Surely you have tried it before? Firstly, it is extremely tricky to achieve because you have to use just the right shaped, smooth pebbles. If you select stones that aren't flat, then they simply sink! Secondly, when you do make the little, flat stone skim (jump) across the water, you feel really excited inside because you've succeeded at something really challenging. Give it a go!

Success Criteria

- You need a clear purpose to your speech
- Have you included a rhetorical question?
- Have you used powerful language?
- Have you used a range of conjunctions to form your sentences?
- Have you commanded your audience?

English: Lesson 2

Can I identify what makes an effective speech?

Starter: Using a dictionary, look up the meaning of the words in the chart below.

Challenge: Can you write a sentence that Boudicca might say that includes one of the words?

Word	Definition
tyrant	
immoral	
unite	



Task:

[Click here for Mrs Brook reading the Boudicca speech!](#)

Your task today is to look at the WAGOLL Boudicca speech your teachers have written for you (this is saved on the website as Boudicca's Speech WAGOLL). You need to read it out loud either on your own or with an adult. You then need to find an example from the speech for each part of the success criteria found on the next slide.

For example,

Repeated words for effect → We will fight back! We will destroy them! We will reclaim our country!

Does Boudicca's speech...	Evidence
have a clear purpose?	
have a rhetorical question?	
include powerful language?	
have paragraphs?	
use a range of conjunctions to make complex sentences?	
use a range of sentence types?	
use repeated words for effect?	
include persuasive language?	
use commands?	

English: Lesson 3

Can I plan an effective speech?

Complete the starter with Mrs Brook!

Starter: Can you complete the cloze by putting the blue topic words in the correct places?

Standing _____ in front of the _____ Celts, the Roman soldiers observed their wild _____ and dramatised movements in a bid to _____ them. The Roman soldiers adopted their turtle _____ and forcefully charged forwards.

formation *powerfully* *intimidate* *barbaric* *chanting*

Task:

Today, we are going to plan our speech. Remember, that you are writing as Boudicca for the next two days. To plan our speech, we have broken it up into 4 parts, purpose, what has happened so far, why we must fight back and come with me and fight! For each of the boxes, you need to write some bullet points for things you will include in each paragraph. We have included a **WAGOLL** below to help you.

Purpose	<ul style="list-style-type: none">• I needs to encourage my Celtic people to join the army and fight the Romans
What has happened?	<ul style="list-style-type: none">• The Romans have not followed the deal set out by my husband• The Romans are invading our lands and stealing it for themselves• I am furious, it is criminal! These lands are ours!• The Roman are immortal tyrants

Paragraph	<p>Events, thoughts, feelings</p> <p><i>What has happened so far? How are you feeling? What are you thinking?</i></p> <p><i>Remember, you are writing in first person as Boudicca so you should be using I and we.</i></p>	Vocabulary and conjunctions
Purpose		V
What has happened?		C
Why we must fight back...		V
		C
		V
		C

Come with me and fight		V
		C

English: Lesson 4

Can I write an effective speech?

Starter: On your planning sheet from yesterday, you will notice vocabulary and a conjunctions boxes. To start, can you jot down the topic language and the conjunctions you are going to try to use in each part. For example,

What has happened?

V invading criminal	tyrants immortal
C <u>If</u> they had kept their side of the deal, <u>When</u> my husband died,	

Task:

Your task today is to write the first 2 paragraphs of your speech so 'the purpose' and 'what has happened' paragraphs. Remember, you are writing in the first person as Boudicca so should be using **I** and **we** in your writing. Your teachers have started a WAGOLL below for you. Your success criteria is on the next slide.

I am Boudicca. Queen of the Icenii people. I stand in front of you today to unite us in our battle against the corrupt, vicious Roman invaders who are determined to steal our lands.

On his deathbed, my husband declared how his Celtic kingdom should be shared. When the time came, his precious lands were divided equally between the Celts and the Romans. Peace and harmony was reinstated. Why wasn't this enough for the Romans?

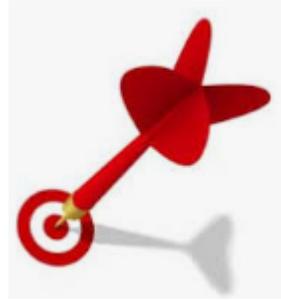
Success Criteria

- You need a clear purpose to your speech
- Have you included a rhetorical question?
- Have you used powerful language?
- Have you used a range of conjunctions to form your sentences?
- Have you repeated words for effect?
- Have you commanded your audience?

English: Lesson 5

Can I write an effective speech?

Starter: Using the success criteria from yesterday, can you spot some examples so far in your writing? Jot them down e.g. have you included a rhetorical question? This should help you identify your successes so far and see your targets for today.



Task:

Your task today is to write the last 2 paragraphs of your speech so 'why we must fight back' and 'come with me and fight' paragraphs. Remember, you are writing in the first person as Boudicca so should be using **I** and **we** in your writing. Your teachers have started a WAGOLL below for you. Your success criteria is on the next slide.

If we let these dirty, cruel beasts continue, we will be left with nothing! Are you ready to unite and fight for what is ours? Watching from the otherworld, my husband would be livid that they have broken their promise and he would want us to fight back, he would want us to take what is ours, he would want us to fight for freedom! Although they have more armour than us, they are cowards and we outnumber them every time.

Your teacher needs to see your end speech so please email it into us so we can see how you are doing.

Year 4 Spelling Remote learning

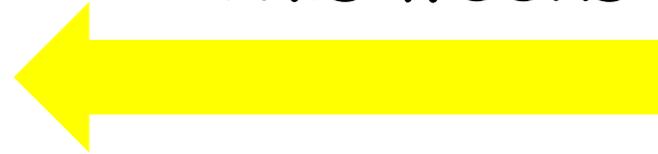
Week beginning - Monday 1st February

2021

Week 5 Green spellings
medicine
mention
naughty
notice
occasion
particular
position
possession

Week 5 Blue spellings
climb
could
piano
float
though
toe
woke
spoke

This weeks spellings!



Lesson 1 : -ture and -cher

Look at these words. If you take off the last two letters of each word, are you left with a real word?

mix ture	pic ture	teach er	advent ure
capt ure	vult ure	vouch er	moist ure
featur e	butch er	arch er	signatur e
natur e	rich er	stretch er	punct ure

All of these words end in **-ture** or **-cher**

Lesson 2 - Can I choose between -ture or -cher?

The red writing is the beginning of the word.

Can you complete the rest of the word? Make a list in your homework books.
Choose either -ture or -cher. I have done the first two for you!

I have added -cher to tea to make the word teacher.

1. The tea cher wrote the title on the board for the children to copy.

I have added -ture to mix to make the word mixture.

2. There was a mix ture of boys and girls in each team.

3. I had a you for 10% off at Morrison's supermarket.

4. The vul swept down out of the sky.

5. To shoot arrows the ar needs a bow.

6. Newspaper stories are about the past not the fu.

6. Inside the peach, James set off on a wonderful adven.

7. I have more money so I am ri.

8. At Christmas we got our turkey from the but.

9. My tyre went flat because I had a punc.

10. After swimming, my hair is full of mois.

11. Mammals, reptiles and birds are different kinds of crea.

12. The paramedics carried the injured person on a stret.

13. The Queen wrote her signa on the royal proclamation.

14. I drew a detailed pic of my imaginary dragon.

15. The poa stole huge, silver trout from the river.

1. The teacher wrote the title on the board for the children to copy.
2. There was a mixture of boys and girls in each team.
3. I had a voucher for 10% off at Morrison's supermarket.
4. The vulture swept down out of the sky.
5. To shoot arrows the archer needs a bow.
6. Newspaper stories are about the past not the future.
6. Inside the peach, James set off on a wonderful adventure.
7. I have more money so I am richer.
8. At Christmas we got our turkey from the butcher.
9. My tyre went flat because I had a puncture.
10. After swimming, my hair is full of moisture.
11. Mammals, reptiles and birds are different kinds of creature.
12. The paramedics carried the injured person on a stretcher.
13. The Queen wrote her signature on the proclamation.
14. I drew a detailed picture of my imaginary dragon.
15. The poacher stole huge, silver trout from the river.

Lesson 2: Can I choose between - ture or -cher?

Answers

Lesson 3 - the 'air' sound

Today we are looking at the 'air' sound.

The 'air' sound can be spelt with these spellings -
air, are, ear, ere

[Task 1: Click here to watch the video about the 'air' sound.](#)

Task 2: Read the poem 'The Bear.'

Task 3: Make a list of any words with any of these spellings in your homework books. I have done the first one for you...

air	are	ear	ere
			somewhere

The Bear

One day I went for a walk somewhere

Because I wanted to find a bear.

It was when I got to the middle of nowhere

That I came upon my very first bear.

I was walking along, in the fresh air

Wondering if there was a bear anywhere.

When I stumbled into some woods and began to stare,

For there was the bear, just over there.

I did not feel at all scared,

For there was the bear and he looked kind and fair.

So I said to the bear, "Would you like to share

My lunch of sandwiches and a big juicy pear?"

The bear looked at me from under his hair

And said, "Yes please, I would like some pear."

So that was how I came to tear my lunch apart to share

My lunch with a big hairy bear! I didn't care!

The end.

Lesson 4 - This weeks spellings...

Week 5 Green spellings

medicine
mention
naughty notice
occasion
particular
position
possession

Week 5 Blue spellings

climb
could
piano
float
though
toe
woke
spoke

Choose a way from the challenge cards on the next slides to help you learn this weeks spellings.

Why don't you ask someone at home to test you on them?

Spelling Shapes

Count your spelling words. Draw one shape for each word. Now, write a spelling word in each of the shapes.

Example:

when

four

nice

Connect the Dots

Write your spelling words using dots. Connect the dots you've drawn by tracing over them with a coloured pencil.

Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.

Here are some ways you could learn your spellings!

Bubble Words

Write your spelling words in bubble letters. After you have written them, you can colour them in with crayons.

Headlines

Cut letters out of newspapers and magazines to spell out your words. Stick them down to a piece of paper.



Curly Words

Firstly, write your spelling words out in normal letters. Then, write them again in curly letters!



Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.



Three Times

Write each of your spelling words three times using a different coloured crayon or pen each time.



Acrostic Poem

Choose one of your spelling words. Write an acrostic poem using that word. Illustrate your poem.

Example: sun

Summer is here
Under the rays
New flowers grow

