

Year 4 English
Remote learning
Week beginning
Monday 11th January 2021

This pack contains

- 5 lessons and 5 tasks

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 start sentences using an ED word?

Starter: Read chapter 2 of 'Cuda of the Celts.' This will refresh your memory from last week (*Saved on the Elson Junior School website*). As you read the chapter note down any emotions that Cuda or Marcus may be feeling, e.g. *terrified*.

Task: Using the images below, can you write sentences that begin with an emotion? For example,

Scared that he might get caught, Marcus ran away as Cuda chased after him.

Surprised to see him hiding behind the tree, Cuda approached him with caution and smiled gently.



English: Lesson 2

Can I plan a letter?

Top Tip: You may need to refer back to Chapters 1 and 2 of the book to help you today.

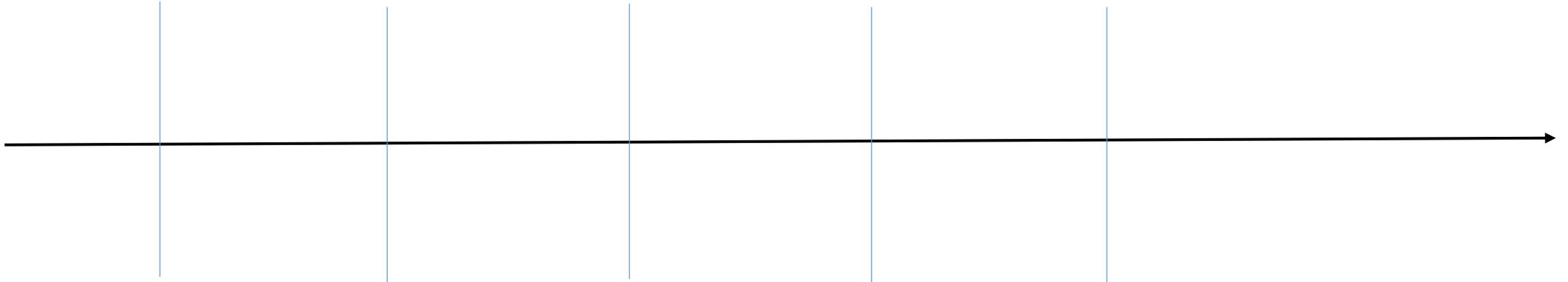


Task:

Tomorrow, we are going to ask you to write a letter as Marcus to his Father. Today, you need to use the timeline found on the next slide to sequence the events that have happened to Marcus so far in the story. Remember to include as much information as you can as it will help you tomorrow.

The events must be **sequenced accurately** (The earliest event being at the start of the timeline) and you need to write in **note format**, so key words, phrases and small images to trigger your memory. You can also magpie fantastic language from the book.

- Marcus was chased out his village by the Celts
- Family all killed
- Father alive



English: Lesson 3

Can I write a letter?

Starter: Read your timeline aloud to someone at home. If everyone is a bit busy, then read it aloud to your favourite teddy!

Task: Your task today is to write a letter from Marcus to his surviving Father. You will need to write as if you are Marcus so you will be writing in the 1st person. You will need to tell him about everything that has happened to you so far and let him know that you are safe. We have written a **WAGOLL (What A Good One Looks Like)** to help you. You also have a prove it grid on the next page so you can check you are showing off all your skills.

WAGOLL

Dearest Father,

You won't believe what has happened to me today. I have never felt fear like it! As I was cleaning away the breakfast things, I heard a loud bang followed by men stampeding past our window. I knew from the way they were chanting that the Celts had finally arrived. Worrying about how I would escape, I initially hid under the banquet table but knew I would be captured if I stayed there. The warriors started gathering at the doors. Crouched low to the ground, I managed to make my way to the kitchen door and slip out undetected.

Have I...	Prove it...
written in first person?	
used EDINGLY to start my sentences?	
described feelings	
sequenced events in order?	

English: Lesson 4

Can I create sentences using if and when as conjunctions?

Starter: You need to read chapter 3 of 'Cuda of the Celts.' (*Saved on the Elson Junior School website*).

Task: Today, your teachers need your help! The Sentence Police have left us with a range of sentence parts and it's your job to put them together again (On the next slide)! The only clue they have given us is they have use 'if' and 'when' as conjunctions in the sentences!

The teachers have managed to do a couple to show you how to do it! They were given these parts:

when

if

I had hidden better

I would not have been captured so easily

I fled from the village

my heart pounded in my chest and panic gripped me

the villagers ran screaming from their homes

Mrs Brook solved one:

I would not have been captured so easily if I had hidden better.

Miss Lawrence solved another:

My heart pounded in my chest and panic gripped me when I fled from the village.

I would've been
captured much sooner

if our courageous men
had defeated the
Romans

we ran for our lives

we would have feasted
at the great festival at
the beginning of the
year

if I had camouflaged
myself more discretely
in the ground

when we heard the
news that our soldiers
had been defeated

my blood ran cold and
fear froze me to the
spot

I was praying that my
father was still alive

when the Roman soldier
planted his hand on my
shoulder

I may not have been
caught by the Roman
guards

when the Romans came
storming into our
village

if I didn't know the
woods the way I do

English: Lesson 5

Can I create sentences using if and when as conjunctions?

Task: Today, we are going to have a go at sentence imitation (next slide). We have done this in class so we know you will recognise it.

Let's have a look at the first one together.

When the Romans invaded my village, I headed for the foxhole where I had hidden my dear friend Marcus.

There are 3 options for the second part of the sentence below. Which one fits best?

I instantly ran towards the undergrowth.

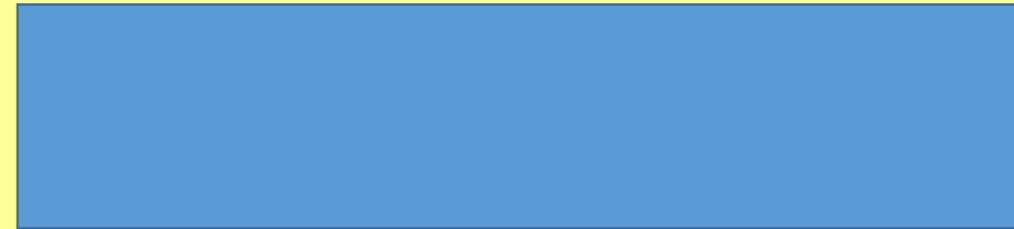
I prepared for Sammain.

Because I was scared.

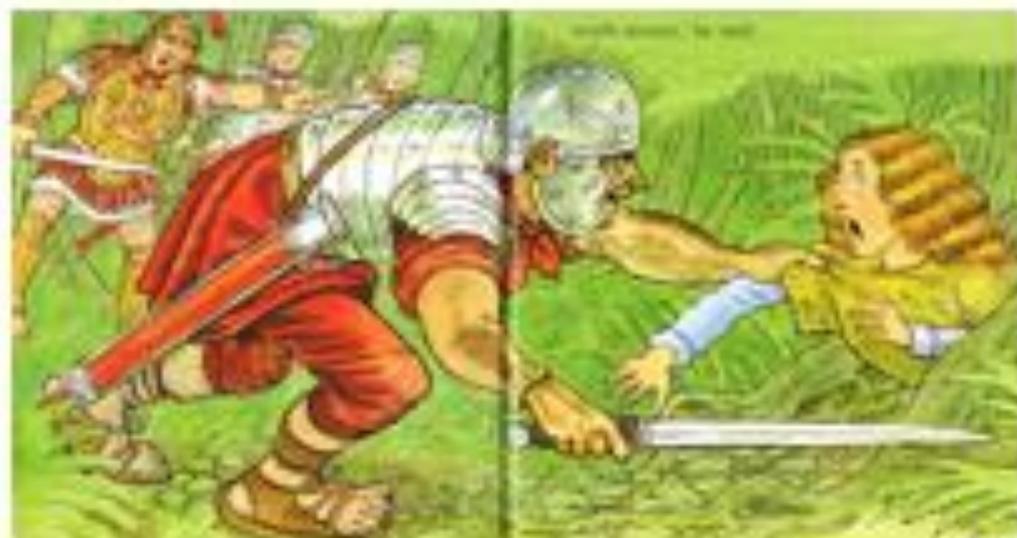
Remember, it has to be a main idea, it needs to be relevant and it needs to make sense!

Answer under the box!

Now, have a go at completing the sentence imitation found on the next slide.



LO- Can I create sentences using if and when as conjunctions?



When the Romans invaded my village, _____ I headed for the foxhole where I had hidden my dear friend Marcus. If I hadn't of met him, _____ Battling through the brambles, I eventually found the clearing and burrowed myself into the safety of the hole. Fear engulfed my whole body when _____ They were searching the undergrowth. Slash! Swipe! If they got any closer _____ Suddenly, the bushes sheltering me parted and a Roman centurion's face appear. They told me not to scream if _____ . I was dragged through the undergrowth and lined up with the other captives.

If you are struggling today, try having another go at a similar activity to yesterday. You need to match up the parts to create 5 complete sentences.

when the Romans invaded my village	I would of most certainly been captured and killed that day
if I hadn't had met him	I instantly ran towards the undergrowth
fear engulfed my whole body	if I wanted to be taken unharmed
if they got any closer	when I began to hear the familiar sound of the Roman's chanting
they told me not to scream	I knew they would spot my bright hair within seconds

Year 4 Spelling
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Lesson 1

Can I add suffixes to words?

Neville says: A suffix is groups of letters added to a word to change the meaning. Can you help him complete these examples?

rapid + ly = rapidly

friend + less = friendless



Add ly to these root words to make a new real word.

1. The car was quick. She drove _____
2. The play was superb. The actors acted _____
3. The horse was slow. It plodded along _____
4. The boy was stupid. He waved his arms round _____
5. The music was beautiful. She played the piano _____

Add less to these root words to make a new real word.

6. There is no hope. It is a _____ situation.
7. It's no use running away. It would be _____ to try.
8. She hasn't a clue. She is _____!
9. They have no fear at all. They are _____.
10. The food was bland and had no taste. It was _____.

wonder + ful = wonderful

happy + ness = happiness

Lesson 2

wonder + ful = wonderful
happy + ness = happiness

Add *-ness* or *-ful* to the following root words to make a new real word.

1. hope _____ + _____ = _____

2. care _____ + _____ = _____

3. hard _____ + _____ = _____

4. help _____ + _____ = _____

5. bright _____ + _____ = _____

6. great _____ + _____ = _____

7. ill _____ + _____ = _____

8. power _____ + _____ = _____

Can you help Loona correct her paragraph?

The three little pigs ran happiful into the country full of happily. The first pig quickness gathered armfuls of straw and built his house. The second pig built a beautily house of twigs woven together. The third pig said they were useness and built his house of strong bricks. Unfortunateful, the first two pigs had their houses blown down by the big bad wolf and had to rush rapidful to the safety of their brothers' house. Would his kindless be enough to save them?



Lesson 3

Today we are looking at the 'ar' sound.

Click on this link to learn about the sound.

<https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zh9q92p>

Read Phoneme spotter story - The Park.

Highlight all words with the 'ar' sound.

What alternative spellings have been found?

The Park

Harvey was a smart boy. His father said he was sharp. His mum called him the last bright spark. He worked hard at school and his teacher often made him star of the day and gave him marks on her chart.

One day Harvey's mum said they could go to the park that afternoon. The park was not far away so they did not go in the car. They walked along the path, past the house with a palm tree in the front garden.

At last they were at the park and Harvey could run about on the grass and under the branches. He ran and ran until he was rather tired and it was half past four - time to leave.

When they got home mum said Harvey had to have a bath and to calm him down and remember to put on his lip balm before bed. Harvey had had a great time.

How many 'ar' spellings did you spot?