

# Year 4 English Remote learning Week beginning Monday 1<sup>st</sup> March 2021

This pack contains

- 5 lessons and 5 tasks

This week, we continuing with our Springwatch  
Poetry unit



Your teachers need to see the poems that you write on  
Friday. Once you have finished your poem, please email to  
[year4@elson-jun.hants.sch.uk](mailto:year4@elson-jun.hants.sch.uk)

## English: Lesson 1

### Can I identify features of an acrostic poem and explain their effect?

**Task:** Today, we are going to look at the features of some acrostic poems to help us write our own tomorrow about a heron.

Your task today is to first read the acrostic poem on the kingfisher and then collect the figurative language in the table on the next slide. You then need to think about the effect of the language on the reader and note some ideas down on your sheet. For example,

Example of figurative language or kenning.	What is the effect on the reader?
Slings its <u>arrow</u> super swift	The use of a metaphor helps the reader to visualise how sharp the beak is and tells the reader that it is used as a weapon.

Once, you have collected all the examples from the Kingfisher poem, have a look at the Otter poem as well.

<b>Example of figurative language or kenning.</b>	<b>What is the effect on the reader?</b>

Kingfisher: the colour-giver, fire-bringer, flame-flicker,  
river's quiver

Ink-black bill, orange throat, and a quick blue back-gleaming  
feather stream

Neat and still it sits on the snag of a stick, until with

Gold-flare, wing-fan, whip rack the kingfisher -

zing-fisher, zing-fisher

Flashes down to fast to follow, quick and quicker carves  
its hallow

In the water, clings its arrow to super swift to swallow

Stickleback or shrimp or minnow

Halcyon is its other name - also ripple-calmer, water-nester

Evening angler, weather-teller, rain-bringer and

Rainbow bird - that sets the stream alight with burn and glitter



# otter

*otter*

**O**tter enters river without falter - what a  
supple slider out of holt and into water!

**T**his shape-shifter's a sheer breath-taker, a  
sure heart-stopper - but you'll only ever spot  
a shadow-flutter, bubble-skein, and never  
(almost never) actual otter.

**T**his swift swimmer's a silver-miner - with  
trout its ore it bores each black pool deep  
and deeper, delves up-current steep and  
steeper, turns the water inside-out, then  
inside-outer.

**E**ver dreamed of being otter? That  
utter underwater thunderbolter, that  
shimmering twister?

**R**un to the riverbank, otter-dreamer, slip  
your skin and change your matter, pour  
your outer being into otter - and enter  
now as otter without falter into water.



Kingfisher: the colour-giver, fire-bringer, flame-flicker  
Ink-black bill, orange throat, and a quick blue back-gleaming feather stream  
Neat and still it stills on the snag of a stick, until with  
Gold-flare, wing-fan, whip rack the kingfisher - zing-fisher  
Flashes down as fast as a cheetah, to quickly carve its hallow  
In the water, clings its arrow to super swift to swallow  
Stickleback or shrimp or minnow  
Halcyon is its other name - also  
Evening-angler, weather-teller and  
Rainbow-bird - that sets the stream alight with burn and glitter



Support Task:

Your task today is to read the Kingfisher poem above and collect the kennings, adjectives and similes that have been used in the table below.

<b>Kennings</b> <i>e.g. colour-giver</i>	
<b>Adjectives</b> <i>e.g. orange</i>	
<b>Similes</b> <i>e.g. as quick as a dart</i>	

## English: Lesson 2

Can I take notes effectively using the internet?

**Starter:** Today, we are going to begin researching for your final poem which will be based on the heron! Read the short paragraph below about the heron.

*Heron*s have long legs with particularly long toes, useful when wading on soft mud. Their wings are board and rounded, often markedly bowed in flight, and they all have long sinuous necks and dagger-shaped bills. Many species nest in trees in mixed colonies.

Highlight the adjectives in yellow, the nouns in green and verbs and adverbs in blue.

### Task:

Your task today is to use the links below to find out as much information about herons as you can. We would like you to use the table on the next slide to record your notes. Remember, when you take notes, you copy down key words and phrases. Not whole sentences! You may want to use bullet points to help you organise your ideas.



<https://www.bbcwildlife.org.uk/wildlife-explorer/birds/herons-egrets-and-spoonbill/grey-heron>

<https://community.rspb.org.uk/wildlife/f/all-creatures/9449/21-facts-about-grey-herons>

[https://ypte.org.uk/factsheets/heron-grey/overview?hide\\_donation\\_prompt=1](https://ypte.org.uk/factsheets/heron-grey/overview?hide_donation_prompt=1)

Facts

Verbs and adverbs

Adjectives

Nouns

# Grey Heron

Feather colour: Black Cream/buff Grey White

Leg colour: Brown Pink Yellow

Beak: Black Red Yellow Long Powerful Medium thickness

Natural habitats: Woodland Farmland Grassland Marine and intertidal Urban and suburban Wetland



What they look like:

Grey herons are unmistakable tall with long legs, a long beak and grey, black and white feathering. They can stand with their neck stretched out, looking for food, or hunched down with their neck bent over their chest.

What they eat:

Lots of fish, but also small birds such as ducklings, small mammals like voles and amphibians. After harvesting, grey herons can sometimes be seen in fields, looking for rodents.

Measurements:

Length: 90-98cm

Wingspan: 175-195cm

Weight: 1.5-2kg

## Information

The heron slowly stalks through the water. It moves slowly and carefully, lifting its feet gently so that it does not disturb the water. It turns its head to the side and freezes as it spots its prey. Quickly it stabs its head forward to snap up the fish. It throws its head back to juggle the fish into its beak and swallows it in one piece.

Sometimes straying into gardens with ponds, the grey heron is a big bird that is easily recognised when stood still waiting for a fish. Look out for it in flight with its slow-flapping wings and its long legs held out behind it.

Heron are found throughout town and countryside, on canals, ponds, lakes and rivers across the UK. They nest in colonies called 'Heronries', often in the top of trees. Here, they make their large, ungainly nests out of twigs and lay 3-4 eggs. The young will fledge from the nest after about one and half months.

## Support task:

Today, you are going to collect information about the heron which will help you to write your Kenning poem tomorrow. Using the text above, can you highlight the adjectives in yellow, the nouns in green and verbs in blue.

Then, you need to write 4 interesting facts down. Use bullet points to help you. For example,

- Lay 3-4 eggs - young herons leave the nest after about one and a half months

## Lesson 3

### Can I complete a zone of relevance for figurative language?

Starter: Read your notes from yesterday to remind yourself of all the information you found out about herons.

Task:

[Mrs Brook's Teaching Video](#)

Today, you are going to create a zone of relevance (ZOR) using the language you collected yesterday. Therefore, you will need your notes in front of you. We have used zones of relevance lots in our reading and literacy lessons this year. On the next slide, there is a blank ZOR for you to complete. Remember, the language that you think is most relevant is placed in the centre circle. As you go towards the outside circles, the language becomes less relevant. If you place it outside the ZOR, it means its not relevant at all! I have included an example in each section to help you.

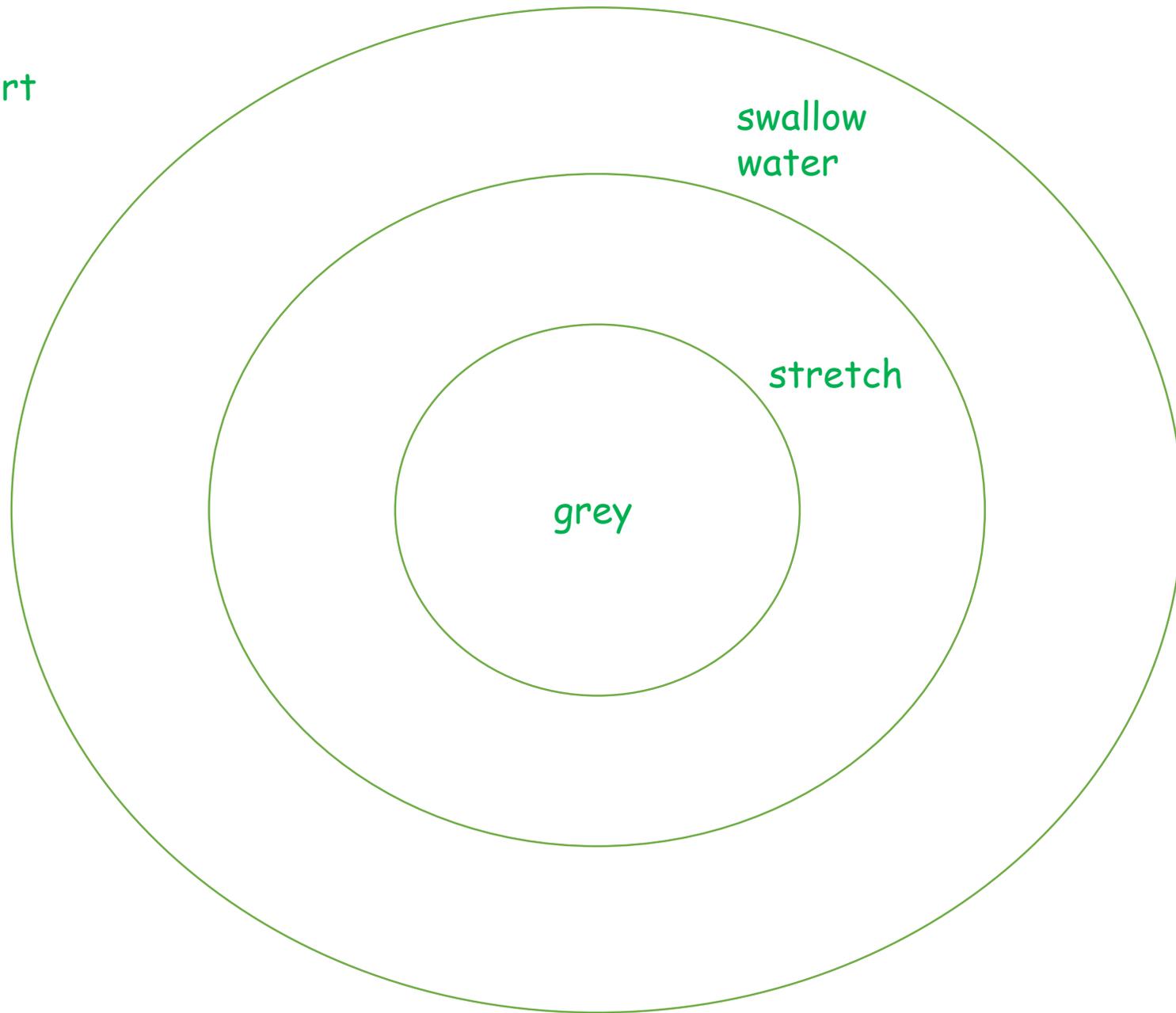
Support Task: Complete the ZOR found on slide 11 using the words given in the table.

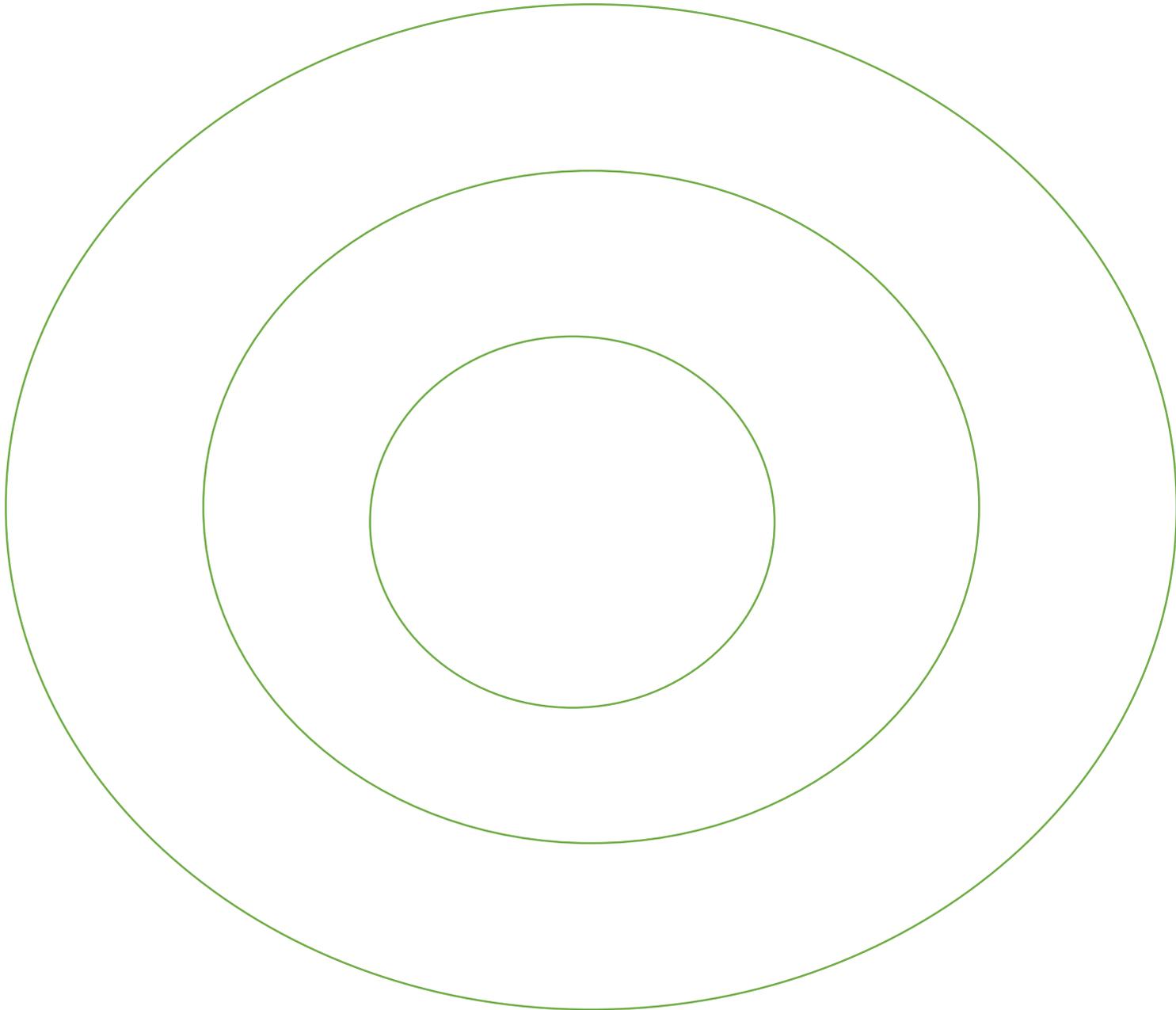
short

swallow  
water

stretch

grey





tall	short
Slow-flapping wings	loud
Long legs	Dagger-like beak
Bright, yellow bill	Streams, rivers
Drooping feathers	oceans
heronries	Brightly-coloured
heavy	stretch
patient	hunter

## English: Lesson 4

Can I use a rich and varied vocabulary to write an acrostic poem?



### Starter:

Look at the picture of the herons. Give yourself 5 minutes, note down ideas for what it looks like, how it travels, how it acts and how it catches its prey. Pick 2 of your words and use <https://www.thesaurus.com/> to up level them.

**Task:** Today, you are going to write your acrostic poem on the heron using your notes from Wednesday. To help you, your teachers have written one about a Magpie! What parts of the success criteria, found on the next slide, have they used?

*Magpies: an eagerly- watching, prey- stalker, gold- snatcher, bird- fighter*

*Agile wings stretch out, reaching for the morning sun*

*Gossip- following, bicker- starter*

*Pick a fight in an empty room*

*Its piercing beak is a dart accelerating towards the target*

*Enchanting- luck- bringer, superstition - carrier, counter- decider*

### Challenge:

Can you write an acrostic poem using 'GREY HERON' rather than 'HERON'?

This will give you more chances to show off your skills.

# Success Criteria:

Have you...	Prove it!
- described the appearance of the heron?	
- described the heron moves? (flight, walking)	
- described how it catches its prey?	
- included rich vocabulary? (adjectives, verbs and adverbs)	
- used figurative language? A simile A metaphor Personification	

H

E

R

O

N

**Challenge:**  
Can you write an acrostic poem using 'GREY HERON' rather than 'HERON'? This will give you more chances to show off your skills.

Support Task: You need to write your heron acrostic poem in the plan below. We have given you a word bank to help you. Remember to check your success criteria as you write.

H	
E	
R	
O	
N	



Success Criteria  
Have you included:

- adjectives to describe the heron *e.g. grey*
- Verbs to describe how the heron moves *e.g. stretched*
- Kennings *e.g. fish-hunter*
- A simile to engage your reader *e.g. stands as still as a statue*

Word Bank

Black	neck	stretch	swallow	rivers	chase
Grey	legs	hunch	stands	nest	
Tall	beak	dive	fish	eggs	
Long	chest	stalk	lake	leap	

## Lesson 5

LO: Can I publish a poem?



Starter: Read your poem aloud to someone at home. If everyone is busy, read it to your favourite teddy! Remember to use a nice clear voice and expression. You could record yourself on a mobile phone and then listen back to your poem!

Task: Your task today is to write up your poem in your best handwriting. Before you begin, remember to check your spellings! If you have a dictionary at home, you can use this. Alternatively, you can use <https://kids.wordsmyth.net/we/> to help you.

You need to present your poem in a creative way! You may choose to create a page border. We have saved on the website for you or you could create your own.

You could use the tutorial below to learn how to draw a heron step by step so that you can add an illustration - <https://www.youtube.com/watch?v=6eIEtp-26dU>

Your teacher need to see your completed poems. Please email them into [year4@elson-jun.hants.sch.uk](mailto:year4@elson-jun.hants.sch.uk)

