



# Year 4

## Remote Learning

### English Week 2

#### Message

Hi Year 4 and welcome to your English remote learning page for this week. How did you get on with your writing last week? We're looking forward to reading lots of your 'Something Fishy' stories and hope to have a way of sharing these soon!

We're going to do things a little differently this week and give you tasks for each day of the school week so we can keep those brains busy!

These activities are only a suggestion of what you could complete in one day. You might want to do all the fun starter activities in one go or just focus on the writing or reading tasks at first. Some of the activities might take you more than one day to complete.

Each task can be done without a printer but there are extra activities for you to print out if you can. You can write the questions and tasks out from the computer onto paper; this will help other family members have access to the technology you are currently using to view this.

Good luck, stay strong and keep well!

Mr Shiel, Miss Davies, Ms Schmidt, Mr Goddard

#### Daily Reading

We would like to encourage you to read every day for at least 20 minutes. You can read quietly to yourself or out loud to a member of your family.

You could create your own reading log to keep track of the reading you're doing. Your reading-log could be set out like this:

Book Title and Author:	
Date:	Pages read:

You could make a simple one using A4 paper folded in half and stapled down the spine to form a book. Decorate the front cover of your log with a picture of your favourite book cover.

#### Website Links

<https://spellingframe.co.uk/> - A free spelling game using words from the KS2 National Curriculum for spelling.

<http://www.ictgames.com/mobilePage/spookySpellings/index.html> - this spelling game uses words listed in the National Curriculum as being 'Common Exception Words' or tricky words.

<http://www.scottle.edu.au/ec/viewing/L6186/L6186/index.html> - A game to help you to practise using nouns and adjectives

<http://www.ictgames.com/mobilePage/lcwc/index.html> - A spelling site where you can test yourself on high frequency words, spelling patterns, tricky words or enter your own spelling words.

You can print additional worksheets for free from this website. Make sure you look for Year 4 resources:

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

Enter the code UKTWINKLHELPS

## Reading Comprehension

Please click on the attachments to find your reading comprehension activity to complete. This week's activity includes a reading booklet containing three texts, a question booklet with questions to answer and an answer booklet to check work.

The three texts are:

### **Cats It Couldn't Be Done Snowball and Ebony**

If you don't have a printer, write out the questions on a piece of paper. Then take your time reading each text on the screen.

You may have to do this activity in short bursts if another family member needs to use the computer. Try completing all the questions for each text on different days if you need to!

Remember to answer as fully as you can and find the answers in the text. Don't try and guess the answers, they're all there!

## Spelling

This week's spellings are below. There are two sets and you can choose the list of words that you would like to learn. We don't expect you to learn both sets! Please ask an adult to test you later in the week. Write each of these words in a sentence in your spelling book.

### Interesting adjectives:

breath-taking  
magnificent  
loathsome  
pleasant  
frightened  
delighted  
despondent  
glorious  
swarming  
tranquil

### High frequency words:

found  
narrator  
head  
every  
laughed  
another  
room  
leaves  
key  
boat

### Top tips for learning your spellings:

- Use each word in a silly sentence. The sillier the sentence, the more memorable.
- Underline the spelling word in each sentence. Write a sentence or short paragraph that contains every single one of your words.
- Write each word and incorporate it into a silly picture. For example, if one of the words is 'thumb' draw a hand with the word itself instead of the thumb.
- Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one.
- Paint your words onto paper, write them in water with a big brush onto the outside wall of the house, or write them on the ground with coloured chalks.
- Ask someone to write your words as anagrams (mixing up the letters). Can you work out which one is which?

## Lesson One

We hope you enjoy our daily starter activities. They are fun activities to help warm up your English-brains!

### Starter Activity:

#### Bad to the Bone and as big as a house;

Write down 6 words which mean 'bad'.  
Use an online thesaurus to help, and copy them down in alphabetical order.

Once you've got them on paper, try to put them in a different order depending on how bad they sound.

For example, is something **terrible** worse than something that's **awful**? Why?

Now try the same with the word 'big'. Write down six synonyms in alphabetical order, then try putting them in order of how **big** they sound.

Is something that's **vast** smaller or bigger than something that's **enormous**?

## Writing/Grammar Focus

Our writing focus will continue to be about **explanation texts**.

**Explanation texts are usually written in the present tense because they are explaining how or why something happens.**

**To do this, they explain it as if it is happening now.**

A feature of explanation texts is the use of causal connectives such as:

because	so
in order to	otherwise
due to	so that
as a result	which makes
causing the	therefore

Here are some examples of explanation texts:

<https://www.literacywagoll.com/explanation.html>

### Task:

Write a short explanation about something you know about. You might choose to write about the water cycle or why it's especially important now to stay active and eat healthily.

Underline the causal connectives in a different colour.

Remember to write in the present tense.

## Lesson Two

### Starter Activity:

#### Gruesome Goblins

Have a look at this piece of writing and draw the character we're describing.

*The goblin stepped out of the shadows and snarled menacingly. The creature had two sharp horns, mottled green skin and a crooked smile. He wore a tattered brown cloak and in his right hand he carried a dull blade that dripped with blood.*

Now have a go at drawing a hideous goblin or creature of your own next to it.

Then write a few sentences similar to the description above and try to include as many details as you can.

Try to think of what the monster's teeth, skin and eyes might be like. What might they be carrying? Some hideous weapon or something sweeter like a birthday card? How do they walk? What sounds do they make? What do they smell like?

## Writing Focus:

### Stimulus

Open the "Tidy Your Bedroom" document in the Remote Learning section of the school website.

### Activity

Read the explanation text for the 'Tidy Your Bedroom' Machine carefully. What would your 'Tidy Your Bedroom' Machine look like? What functions would it have? What materials would it be made from? How would it work?

### Task

Draw a detailed picture of your 'Tidy Your Bedroom' Machine. Label it carefully with all its key parts. Keep your drawing safe as you'll need it again for your next lesson!

You could also make a poster of causal connectives.

because	so
in order to	otherwise
due to	so that
as a result	which makes
causing the	therefore

## Lesson Three

### Starter Activity:

#### Fruity Anagrams

Today we want you to have a go at these 'fruity' anagrams.

Write them down and then try to work out what real fruits they actually are.

**Preags =**

**Anergo =**

**Pleap =**

**Gamon =**

**Annaba =**

**Hercries =**

**Parotic =**

**Earp =**

**Cheap =**

Now make up a few of your own! You can try with these ones:

***Satsumas. Plums. Pineapples. Melon. Grapefruit. Nectarine.***

## Writing/Speaking Focus:

Have another look at the drawing you made of your 'Tidy Your Bedroom' Machine and remind yourself how it works.

### Task

Practise explaining how your machine looks, how it works and what materials it is made from. When you feel ready, explain your machine to a family member. Use as many causal connectives as you can. Challenge your family member to keep count of the connectives.

because

so

in order to

otherwise

due to

so that

as a result

which makes

causing the

therefore

## Lesson Four

### Starter Activity:

#### Add a bit of detail and drama

Below are three sentences that need more interesting openers. For each sentence, choose one of the following words to start the sentence in a more interesting way.

Before

Twisting

Screaming

Despite

**Roy desperately lunged for the button, .....**

**Kate grabbed the gun, .....**

**Cara lifted up the golden goblet, .....**

## Writing Focus:

Here are the main features of a good explanation text:

- Title should explain what the explanation is for e.g. 'What causes a tsunami?'
- An opening statement about the subject e.g. 'A tsunami is a giant powerful wave.'
- Clear, simple key points about the subject and why or how it occurs.
- Use technical words where appropriate, like 'conveyor belt' or 'dispenser'.
- Use time connectives e.g. Firstly, then, finally
- End with a summary paragraph for the explanation. Tell the reader something interesting about the subject if possible.

### Task:

Write the first draft of an explanation text for your own 'Tidy Your Bedroom' machine. Remember to include all the features of an explanation text that have been outlined above.

Don't forget to edit your text carefully when you have finished writing it.

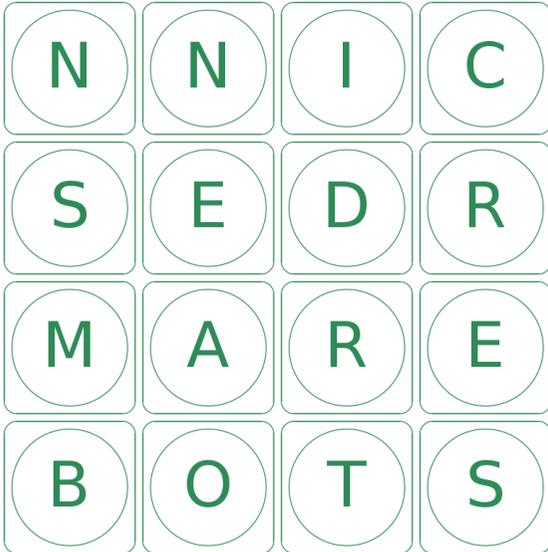
## Lesson Five

### Starter Activity:

#### Boggle

Below is a boggle board, spend a few minutes copying the letters down in this order.

Then look to see what words you can make. The letters have to be connected and you can not use one letter more than once in a word.



### Writing Focus:

Did you finish editing your 'Tidy Your Bedroom' Machine explanation text yesterday? Re-read it again to make sure you haven't missed any corrections you need to make. Pay particular attention to punctuation, capital letters and spellings.

#### Task

Now write your text out properly in your best handwriting. Try and use joined-up writing. Also remember to use a ruler to underline your title!

Well done! You've finished this week's learning! How did you do in your spelling test?