



Year 4

Remote Learning

English Week 11

Message

Hi, Year 4, and welcome to your English remote learning page for Week 11. We hope you managed to have a rest during half term week and that you're raring to go again with your learning!

This week's English learning is all about **recounts**. Recounts are a way of retelling an important event or describing an experience you've had to others.

Recount texts can come in the form of diary entries, newspaper articles, statements, and letters, and usually have the following features:

- Written in chronological order (time order)
- Written in the first person (diaries and letters using 'I')
- Written in the past tense
- Use time connectives (Next, Later, After that).

This week, the focus is on diary entries and recounting an event as a statement. Next week, you will be focusing more on newspaper reports.

We hope you enjoy it. Just do as much as you can!

Please keep emailing us your work at:

year4@coleridgeprimary.net

Love Ms Davies, Mr Shiel, Mr Goddard, and Ms Schmidt

Daily Reading – Year 4 recommended reads!

Here are some books that we recommend for Year 4 reading. Google them to find out more about each one!



Have you run out of books to read at home? Fear not, you can listen to Mr Skrein read the brilliant 'George's Marvellous Medicine' here:

<https://www.youtube.com/playlist?list=PLfMIFHa5HhXVZtUrWtWh0UvjdJTyXieiJ>

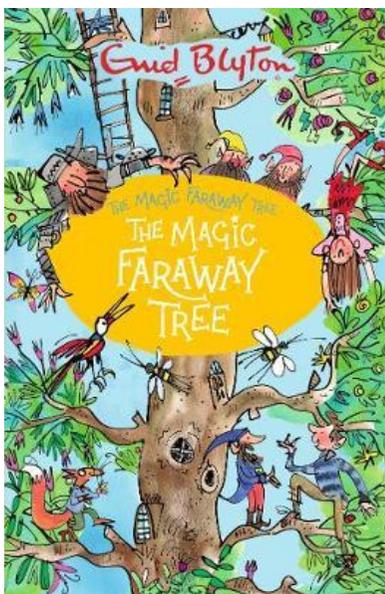
Reading Comprehension

This week, we'd like you to read a section from *The Magic Faraway Tree*. It's quite an old-fashioned book, first published in 1943! It's still great though, and full of magic and adventure!

You'll find the opening chapter in an attachment called '**The Magic Faraway Tree text.**' Open this first and read it, either quietly to yourself or aloud if there is an adult available to listen.

Now open the '**The Magic Faraway Tree questions**' attachment and work through them. Remember to answer as fully as you can.

You can mark your own work afterwards using the answer sheet.

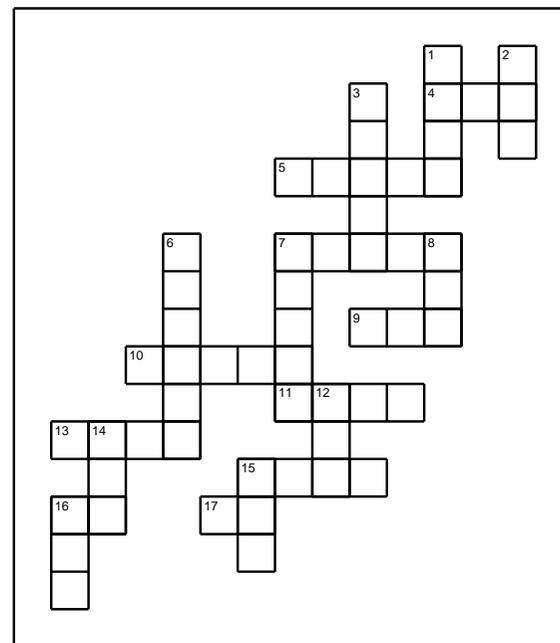


Spelling

This week's spellings are below. There's only one set of words this week, so we'd like you all to have a go at learning what **all** of the words mean and how to spell them. Then try doing the crossword. Please ask an adult to test you later in the week. Write each of these words in a sentence in your spelling book and copy them out in your neatest **joined up** handwriting.

Homophones

four/for
heard/herd
inn/in
grate/great
place/plaice
ewe/you/yew
two/too/to
ice/eyes
mite/might



Across

4. female sheep
5. listened
7. very good; important
9. as well or more than enough
= __ much
10. could or strength
11. what you see with
13. a small creature with 8 legs.
some are found in dust and
some on cheese!
15. half of eight
16. opposite of out
17. I am going __ London

Down

1. a group of cows
2. a tree often found in
graveyards, the wood was
used to make bows
3. a location or to put
6. a flat fish
7. to scrape cheese or a fire __
lets the ashes through
8. 4-2
12. not me
14. a place to stay - you pay for a
room
15. on behalf of
16. frozen water

Daily Grammar Workout!

however despite but yet because

Pick the best connective from above for each sentence below:

1. Ben went to the doctor _____ he was feeling ill.
2. Sam was happy, _____ he felt tears fill his eyes.
3. Jimmy entered the room _____ feeling nervous.
4. His face turned red _____ he was embarrassed.

Which of the words below need a capital letter?

billy came to our school today from canada. he wants to learn french.

we enjoyed visiting prince rock primary school on wednesday.

all the english supporters waved their flags when england scored a goal.

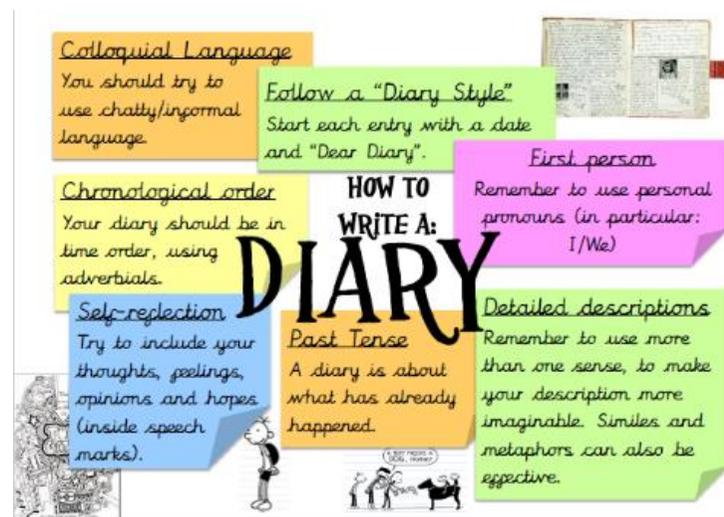
Lesson One – Recounts: what a good one looks like!

We'd like you to start today with some reading. Open the attachment called 'Diary Example 1' and read it carefully. On the second page, have a look at the different features that were included in the diary entry. These included:

- An introductory paragraph
- Time conjunctions – Next, After etc.
- Description of things, feelings, and emotions
- Using the first person ('I')
- Writing in the past tense (because the event has already happened)
- Including extra details about things that happened.

Some diary entries also use quite informal, chatty language too. This is called **colloquial language**. They sound different to stories because of this tone of voice.

Now, create an information poster showing all the different features of diary entries. An information poster should be bright, colourful, and attractive, but should still give the viewer lots of information. Here's one example but try to come up with your own design. You could use a computer for this activity if you have access to one.



Feel like doing some extra learning? This BBC Bitesize lesson gives you even more information about recount writing: <https://www.bbc.co.uk/bitesize/articles/zrga2sg>

Daily Grammar Workout!

are is

has have

Use the correct verb in each sentence below:

1. Benny and Amira _____ gone outside.
2. The dogs _____ sitting by the fire.
3. Sammy _____ remembered his homework.
4. My football coach _____ teaching me how to dribble.
5. Elephants _____ wonderful animals.
6. I love my bags. They _____ beautiful.
7. Ice cream _____ tastier than sprouts.
8. He _____ gone away on holiday.

For each piece of text below, pick which box should have the ? or !

Sam asked, "Can I go to the toilet?" after he had sat down in the car.

"Wow!" exclaimed Benny, "I can't believe I got full marks."

My mum whispered, "Would you like to eat the last bit of ice-cream?"

Lesson Two – Planning a diary entry

Start by reading the attachment called 'Diary Examples 2.' There are 3 different examples, and each one gets more detailed. Which did you find the most interesting to read?

Today you are going to plan your own diary entry based on one day of your life that you remember. This could be a recent day during lockdown, a day that you went on a school trip, a day from a holiday that you remember, your first day at school, your birthday, or any other day that meant something to you. If you want to make up an imaginary day where only wonderful (or terrible) things happened to you, then go ahead!

When you write a diary, it's very easy to focus on only the events. However, this can make your diary a bit dull and more like a list; it doesn't allow the reader to truly understand what that day was like for you. What makes a diary entry really effective is allowing the reader to understand your thoughts and feelings.

Print out the attachment called 'Diary Entry Planning sheet' or just copy this onto paper. Fill it in for your own diary entry – this can just be in note-form for now.

Name: _____ Date: _____

Think about:

- First person
- Past tense
- Time connectives
- Chronological order
- 5 senses
- Thoughts and feelings

Objective: Can I plan a diary entry?

Introduction: _____

Feelings

Thoughts

Feelings

Thoughts

Feelings

Thoughts

Main: _____

Thoughts

Feelings

Thoughts

Ending: _____

Daily Grammar Workout!

For each sentence below, state whether they are a **question**, **command** or **statement**.

1. He liked the sandwich I made for him
2. Can I go to the toilet
3. Wow
4. Please wait over there
5. Do you know the way to Florida
6. Go outside and wash your shoes
7. Eat that cake now
8. I may like to come with you tomorrow

Now pick **!** **?** or **.** to end each sentence.

Look at the underlined words. Which are **nouns** and which are **adjectives**? Make two lists.

I thought the play was boring but Shae said he was excited when he listened to the songs.

Carefully I opened the box. Inside I found a red hat and a blue coat.

Yesterday I bought: a new pencil; 15 handmade cookies; a selection of pens and a large grapefruit.

Lesson Three – Writing your diary entry

Using your plan from yesterday and the examples that you've read, now it's time to write up your own diary entry. Think about all of the features that you mentioned in your information poster and remember to talk about your thoughts and feelings. You could use the time of the day as a sub-heading for each paragraph too.

Here are a few ideas of sentence starters to get you going if you're stuck:

- **8.50am** – I woke up late, feeling sleepy and confused.
- **6pm** – My dad called for me to come down for dinner. I knew I was going to have to own up!
- **11am** – We still hadn't left the house. My little sister was taking forever to find her shoes and I could barely contain my excitement.

Use this checklist as you write to make sure that you've included the key features. You can give yourself a tick where it says 'child' when you've included that features.

Did I...

Child

include the date and/or time?

use the words 'I', 'my', 'we' and 'our'?

write as if I were there?

talk about where events happened?

write about the most important events in order?

describe my feelings?

use time linking words, e.g. next, first, then?

Daily Grammar Workout!

Write down the number of verbs in each sentence.

1. Jay enjoyed watching TV.
2. Maya enjoyed watching TV and eating cake.
3. I like playing football with Raj on the field.
4. He is tall!
5. Eating cake is one of my favourite hobbies!
6. Quietly, she wandered into the hall while it was dark.
7. I am very tired today.
8. My dog and I are enjoying our walk.

Select the correct plural for each sentence.

1. The **child / children / childs** are playing on the field.
2. **Women / woman / womens / womans** are welcome to use the upstairs toilet.
3. **Sheeps / sheep** look nice and warm with their thick coats.
4. I like to watch the **fishes / fish / fishs** at the aquarium.
5. My **foots / feets / feet** ache today.
6. The **mouses / mice / mices** enjoyed the cheese.

Which of these sentences use the correct plural?

- a. The childs are eating lots of cake.
- b. Gentleman usually wear trousers or shorts.
- c. The children enjoyed watching the play.

Lesson Four – Recounting an event

Watch the video Stop! Thief!

<https://www.youtube.com/watch?v=9wA-uTdbEPE>

How well did you observe the events? You will be writing a recount as a witness to the events in the video and so you need to make sure that you take careful note of all the details.

Put the following events from the film in the order in which they happened:

Brightly dressed lady walking through the park holding a bunch of yellow flowers.	Train approaches at speed and passes through the station.	Suspicious man with a mask walks down the stairs to platform 2.	Person on a red bike cycles by.
Suspicious man sits on bench waiting for the train.	Businessman enters the train station ticket office.	Suspicious man has gone, and the lady notices her flowers are missing, along with the man's hat and red bike.	Man sneaks behind the lady and impatient businessman.

Imagine that you were a witness to the entire day as it unfolded. You saw everything! As a witness, you had to visit the police station to give a statement. They asked you to fill in a form. Use the attachment called '**Stop! Thief! Planning Sheet**' to give details about each event as it happened. You can make up the details that we didn't see in the film! Here's an example of how you could complete the first two boxes:

Why you were at the station?	I was at Tilehurst station on platform 1 because I was going to visit my friend who lived in Wales.
What did you see on the other platform?	Just before my train arrived at about 2:15pm, I saw a brightly dressed lady with a bunch of flowers and a businessman with a black, bowler hat.



Daily Grammar Workout!

Look at the underlined words in the sentences below. Replace them with words that have a similar meaning.

1. He liked eating cake.
2. Casey had a nice coat to wear.
3. "Ouch!" said Mrs Fox.
4. Which of these is the biggest?
5. In the dark she felt anxious.
6. My favourite book is the one with the red cover.

Now make a list of alternative words for said.

Brackets can be used in each sentence below. Write down the words that should be included in brackets.

1. James, my brother, likes eating cake.
2. Hillary, the woman who lives down the road, enjoys playing rugby.
3. The bus, the one with the yellow bumpers, crashed yesterday.
4. His mother, who enjoys snooker, knitted me a waistcoat last week.
5. Elephants, especially the big ones, leave large footprints.

Lesson Five – Writing a recount.

Watch the film, Stop! Thief! again to remind yourself about the events. Check over your police statement that you wrote yesterday. Are you happy that you wrote down all of the details?

Use your 'Stop, Thief! planning sheet' from yesterday to help you to write up the full version of what happened. You can use the attachment called '**Police statement writing frame**' if you'd like to. Think about the following when you are writing:

- Use time conjunctions, like Next, After That, Some time later.
- Make sure you write it in the order that it happened.
- Write in the past tense (because it has already happened).
- Use paragraphs to organise your writing.
- Keep your writing formal sounding – it should be more serious-sounding than a diary-entry.

You could start your recount with this opening sentence, or write your own:

On Friday 14th January 2020, I was walking through Finsbury Park at approximately 4.15pm. I was on my way to the train station to catch a train to Brighton when I saw...

Don't forget to send us your work when you're done!

Have a great weekend!