



Year 4

Remote Learning

English Week 16 – Legends

Message

Hi, Year 4,

We loved seeing your work inspired by some 'Fantastically Great Women Who Changed the World' last week! We hope you enjoyed learning about them.

This week, we'd like you to be inspired by some ancient legends. A **legend** is a very old and popular story, often passed down through generations by word of mouth. Some believe that they are true; others think they are exaggerated, but legends are based on facts, unlike myths which are much more symbolic.

You're going to be looking mainly at **Arthurian legends** this week. These are stories about the character of King Arthur. The Sword In The Stone is one of these stories.



Please keep emailing us your work at:

year4@coleridgeprimary.net

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

Pre-Reading Quiz!

How much do you already know about the legendary King Arthur? Take this quiz to find out before you start this week's lessons.

ARTHURIAN LEGENDS PRE-READING QUIZ

How much do you already know about King Arthur and Camelot? Circle the answer you think is correct.

1) King Arthur was...

- a) a figure from legend
- b) a figure from history
- c) a possible mixture of legend and history
- d) a character from a fairy tale
- e) a magician

2) King Arthur is said to have lived in...

- a) the 18th Century
- b) the 10th Century
- c) the 16th Century
- d) the 13th Century
- e) the 5th Century

3) Arthur became king by...

- a) running a race
- b) Wishing upon a star
- c) pulling a sword from a stone
- d) being the eldest son of a king

4) Arthur's queen was named...

- a) Wilma
- b) Elizabeth
- c) Guinevere

5) Arthur's famous sword was called...

- a) Camelot
- b) Champion
- c) Lancelot
- d) Excalibur
- e) Biter



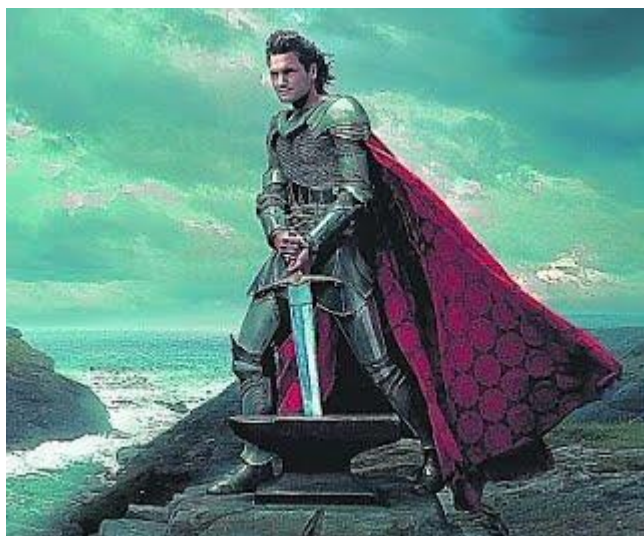
ANSWERS:
1) c
2) d
3) c
4) c
5) d

Reading Comprehension

As it's legends week, we'd like you to read the attached document called 'King Arthur reading comprehension.'

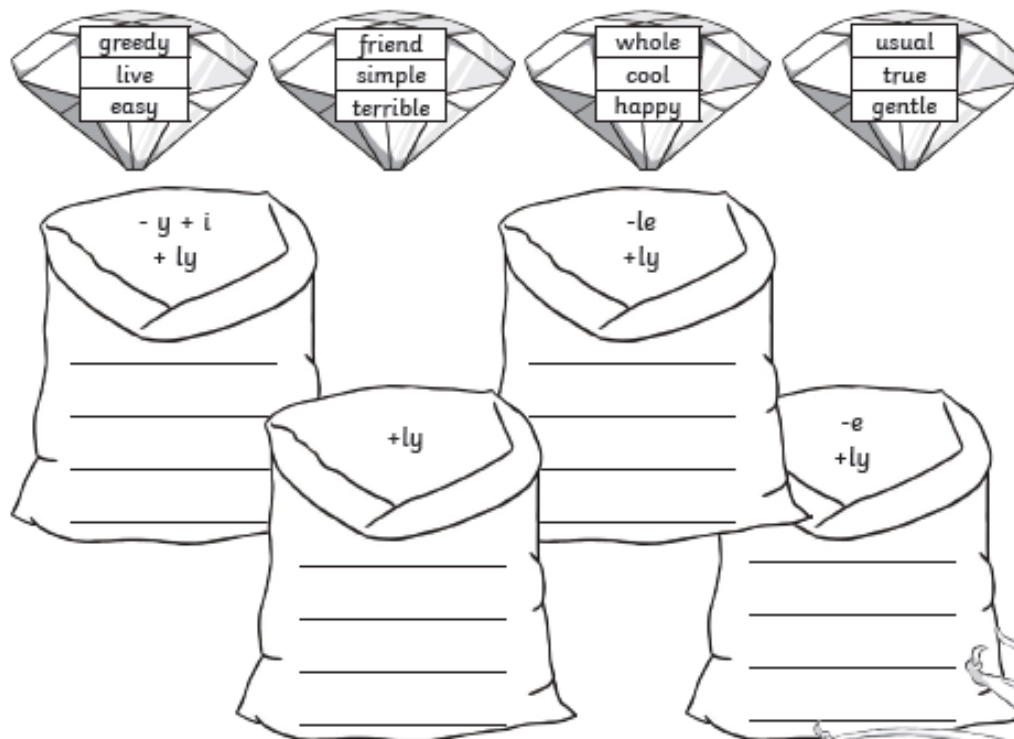
There are three levels to choose from – one star is the easiest, two stars is medium difficulty and three stars is the trickiest. Choose the reading level that feels right for you and answer the questions for that level. The answers are in the same document – just scroll down.

You don't need to print this attachment out – you can read it from the screen and answer the questions on paper if you prefer.



Spelling – Suffix -ly

Guster the dragon is supposed to be organising his treasure by adding suffixes, but he has got mixed up! For each root word in the diamonds, decide which rule Guster should follow to add the suffix -ly, and write the full word in the correct sack.



Guster has made some mistakes. Can you let him know whether his words are spelled correctly (✓) or incorrectly (X)?

Word	✓/x
crazyly	
steadily	
incredibly	
separately	
only	
carefully	



For each of Guster's incorrect words, write the correct spelling below:

Morning Starter!

Someone has removed all the inverted commas from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

" "	.
inverted commas	full stop

My name's Miranda, by the way, she said.

Guster, said Guster.

Pleased to meet you I brought cake on purpose, in case I met any dragons I was hoping we could be friends It's lemon drizzle

Use these punctuation marks:

?	,	" "	.
question mark	comma	inverted commas	full stop

I don't know if I like lemon drizzle cake he said I've never tried it

It's homemade said Miranda Gran's own recipe Gran makes the best cakes in the world

Does it have any magic in it Guster wanted to be friendly but he wasn't stupid

No just lots of sugar It's really tasty look

Lesson One – The Legend of King Arthur – Story Sequencing

Open and read the attachment called '**King Arthur Story.**' (no need to print this if you can read it from the screen). Now watch this video to find out more about King Arthur: <https://www.youtube.com/watch?v=JKaCTVNrWtw>

Look at the images below taken from another version of the story of King Arthur. For each image, write a few sentences to explain what is happening in this particular scene of the story. Include as much detail as you can. You can print these images out using the '**King Arthur Images**' attachment, or just look at them here and write your sentences out separately on paper.



Morning Starter!

Someone has removed the punctuation from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	!	,	" "	.
question mark	exclamation mark	comma	inverted commas	full stop

Don't forget to start a new line for each new speaker! You will need to rewrite the extract.

He leapt around like an excited puppy She wants to help us Ma She can tell us all about the quarrel Quarry said Miranda quickly It's called a quarry She wants humans and dragons to be friends and she found the Wyrmostooth Crown Ma said Guster hurriedly picking up the slobber-covered crown from the rocky mountainside My crown cried Redbreath throwing her head back dramatically at the same moment that Miranda gasped That's the Wyrmostooth Crown



Lesson Two – The Sword in The Stone – Understanding Characters

There were many stories involving the character King Arthur. One of them is the story of The Sword in the Stone. Listen to Ms Davies reading this story [here](#). As you're listening, pay particular attention to the different characters, as this will help you with the activity afterwards.

Open the attachment called '**Character Brainstorm Activity**.' You can draw this out on paper if you're unable to print it.

THE SWORD IN THE STONE

1. Fill in each shape with as much information as you can about the character.

Arthur

Kay

Sir Ector

Merlin

? (Your choice)

Write as much as you can about each of the characters in the shapes. Think about what part they play in the story, what personality traits they have and what they might look like.

Then answer these questions:

1. Which character do you like the best? Why?
2. Which character do you like the least? Why?
3. Draw arrows between each character and explain how they are connected.

Finished that? Create a diagram that shows the similarities and differences between three characters in the story.

2. Which character do you like the best? Why?
3. Which character do you like the least? Why?
4. Draw arrows between each character and explained how they connect.

Morning Starter!

Tick the boxes to show whether these sentences use the past or the present tense.

	Past	Present
"Miranda, you're alive!"		
"When I was hunting yesterday, the woods were crawling with humans."		
"Look, Ma, one of the machines is back."		
"What do you think it is?"		
"We saw them!"		

Can you turn these verbs from the present tense into the past tense? The first one has been done for you.

Present	Past
it belongs	it belonged
he lies	
she thinks	
we hope	
I wonder	



Now see if you can turn these whole sentences from the past tense into the present tense.

Guster the dragon lay in the mouth of his cave.

Guster felt like this every autumn.

He scratched his back and scraped his shoulders.

This was a mountain dragon trick which kept them safe from human eyes.

Lesson Three – The Sword in the Stone – The Missing Chapter!

Imagine that one chapter from the 'The Sword in the Stone' story has gone missing. It could be a chapter that includes extra information about one of the characters, a detailed setting description or an exciting adventure that needed to be edited out of the final copy.

Today, you're going to write the missing chapter. I've started it off below for you, or you can begin in a totally different way if you prefer. My example below starts at the point that Arthur first pulls the sword out of the stone.

We'd love to see an illustration fitting for your missing chapter too.



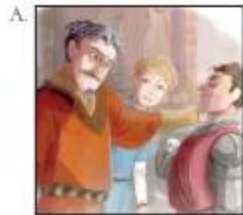
As Arthur's hand reached for the glinting blade, he felt a surge of energy rush through his body. The sword seemed to fit so perfectly in his small, untrained hand. He held it up to the sky, peering intensely as the sunlight bounced off the silver like shards of glass. Cautiously, he



Morning Starter!

Mixed-up story

Can you put these pictures and sentences in order?



When Kay was sixteen years old, he became a knight.



There was a sword, fixed in the rock.



Arthur went with Kay to the tournament.



Kay and Arthur grew up in the country.



The sword came out easily.



A man on a horse arrived at Sir Hector's castle.



"Go back and fetch my sword," said Kay.



"His name is Arthur," said Merlin.



Everyone shouted "Long live King Arthur!"

Lesson Four –Arthurian Legends– The Code of Chivalry

The **Code of Chivalry** appears in many of the stories about King Arthur. It is an honour code of the knights, meaning that King Arthur's Knights would have to swear the oath of chivalry. Basically, they had to agree to certain rules which were all about truth, bravery and honesty.

Task:

Read the Code of Chivalry below, and choose 5 rules that you think are most important and relevant in our lives today. Present your chosen rules as an illustrated poster. On the back of your poster, write several paragraphs defending your choices. You could start each paragraph with: **I believe should be on the Code of Chivalry because**

- | | |
|---|---|
| i. Live to serve King and Country. | xx. Crush the monsters that steal our land and rob our people. |
| ii. Live to defend Crown and Country and all it holds dear. | xxi. Fight with honor. |
| iii. Live one's life so that it is worthy of respect and honor. | xxii. Avenge the wronged. |
| iv. Live for freedom, justice and all that is good. | xxiii. Never abandon a friend, ally, or noble cause. |
| v. Never attack an unarmed foe. | xxiv. Fight for the ideals of king, country, and chivalry. |
| vi. Never use a weapon on an opponent not equal to the attack. | xxv. Die with valor. |
| vii. Never attack from behind. | xxvi. Always keep one's word of honor. |
| viii. Avoid lying to your fellow man. | xxvii. Always maintain one's principles. |
| ix. Avoid cheating. | xxviii. Never betray a confidence or comrade. |
| x. Avoid torture. | xxix. Avoid deception. |
| xi. Obey the law of king, country, and chivalry. | xxx. Respect life and freedom. |
| xii. Administer justice. | xxxi. Die with honor. |
| xiii. Protect the innocent. | xxxii. Exhibit manners. |
| xiv. Exhibit self control. | xxxiii. Be polite and attentive. |
| xv. Show respect to authority. | xxxiv. Be respectful of host, women, and honor. |
| xvi. Respect women. | xxxv. Loyalty to country, King, honor, freedom, and the code of chivalry. |
| xvii. Exhibit Courage in word and deed. | xxxvi. Loyalty to one's friends and those who lay their trust in thee. |
| xviii. Defend the weak and innocent. | |
| xix. Destroy evil in all of its monstrous forms. | |

Morning Starter!

Long live the King!

Which three things *can't* you see in the picture?



a castle

lords

Arthur

Sir Hector

Kay

Merlin

a sword

knights

a baby

a stone

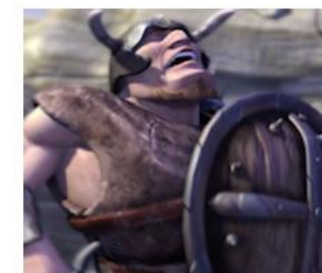
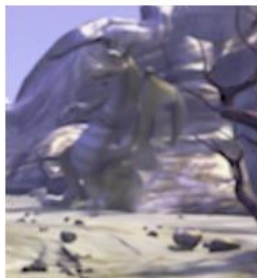
a dog

horses

Lesson Five – Write Your Own Legend!

Today, you're going to become the author of your very own legend. Watch this video called The Dragon Slayer first: <https://www.literacysshed.com/dragonslayer.html>

The images below show what happens in the opening scenes of the story. Your job is to re-write the opening of the story in your own words, using the pictures as a guide.



Start your legend by copying the opening words from the film:

In a time when dragons threatened mankind, there was only one man to fight them. And that's what he did - day in, day out, until one day...