

Year 4 English

Week beginning 06.07.20

We're coming to the end of your time in Year 4!

- It's been a strange few weeks...
- We'd to take the last few weeks to summarise some of the things we've learnt this year and to have some time to reflect on your experiences since school has been closed.
- Over the next few slides there are three activities to do.

If you're in Bubble A: we will do activity two and three in school on Monday and Tuesday, you can do activity one at home

If you're in Bubble B: we will do activity two and three in school on Thursday and Friday, you can do activity one at home

If you're working at home or in the key work bubble: do all three tasks and don't forget to take some photos and send them to us!

Activity one: Proof reading

- One of the key skills we've talked about this year is proof reading and editing. Let's warm up by correcting these sentences. Can you rewrite them with some corrections? There are about 12 mistakes to spot:

as I crept threw the majestic rainforest I cud hear the sound of jaguar's roaring. All around me colourful Birds where flying and monkey were swinging from the trees My heart was pounding as I thought about wich way to go next. Was I gowing to be lost in hear forever.

- Now read through and then complete the activities here: <https://www.bbc.co.uk/bitesize/articles/zmcsy9q>. There are two quizzes to do and then two short tasks.



'The Hope Tree'
and *'View Through a Window'*

If you had to create a piece of art work to describe your experience of staying at home, what would it look like?



Balcony Picnic

Up on the balcony, high in the air
Drinking fizzy orange in an old deck chair,
The washing hangs above me, the traffic's far below,
And Mum is carrying sandwiches, but on tip toe.

My little sister's sleeping so it's just Mum and me,
And we're having chocolate fingers for our picnic tea,
And sandwiches with jam, buns and sausage rolls,
And ice cream and jelly in yellow plastic bowls.

We mustn't laugh too loud in case my sister wakes,
So we're whispering very quietly, and eating fairy
cakes.

Nobody can see us watching planes fly by,
Sitting here and eating our picnic in the sky.

Activity two: Narrative poem

Read the poem on this slide about an experience someone had at home. What do you think this person liked about the experience? What made it special for them?

Think about a favourite memory from these last few weeks, something that felt special or made you smile. Maybe you cooked a special meal, had fun with your family, saw a friend, learnt a new skill, made or grew something...

Now think about:

- Where did this memory happen? What was the place like?
- When did it happen? What was the day like?
- Who was there?
- What made it special?
- What sounds were there? What about sights? And smells?
- What colours could you see?
- What happened/ what was the action?
- What made it feel special?

We're going to answer these questions and write a **narrative poem**. This is a poem telling a story. You may like to write a few notes answering the questions above to help you start.

Questions to consider:

- Where did this memory happen? What was the place like?
- When did it happen? What was the day like?
- Who was there?
- What made it special?
- What sounds were there? What about sights? And smells?
- What colours could you see?
- What happened/ what was the action?
- How did you feel?
- What made it feel special?

Starting by saying
when the action
took place and what
kind of day it was
(including colour
and weather)

Example first stanza:

An ordinary Sunday evening.

Sky outside a bit grey, weather neither hot nor cold.

Feeling flat and dull.

An unremarkable day.

But we decided, this one would be special.

Everyone putting on their most glamorous outfit,

Brushing their hair, finding some jewellery or a shirt to wear.

Delicious smells of a special meal ready for the table

Describing feelings (these might
change over the poem)

Setting up that something
special or different might
happen

Giving some details like things
we could see and smell



Remember this picture? We looked at it a couple of weeks ago. It's called '*Surprised*' and is by Henri Rousseau.

We are going to use this picture as a stimulus for writing some stories set in the rainforest.



What colours can you see?

What sounds do you think you'd be able to hear?

What things are in the picture? What else might you be able to see?

How might you feel if you were inside this picture?

Activity three: Story

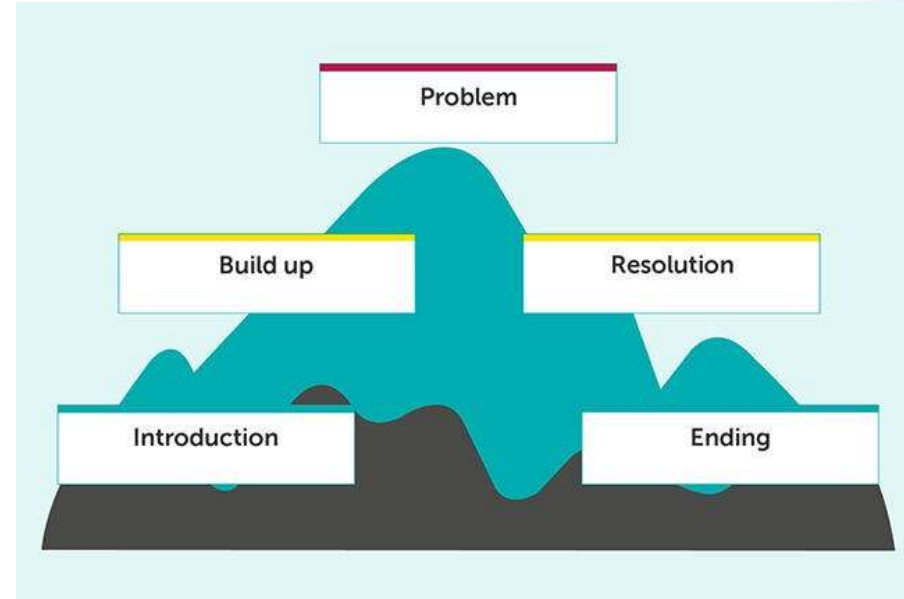
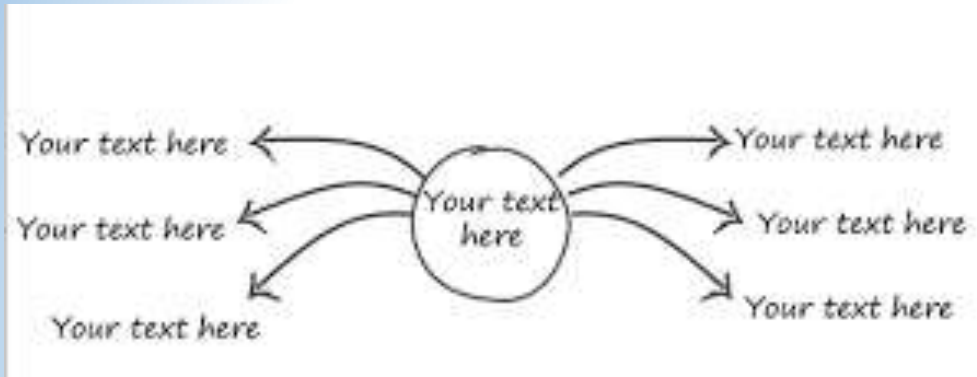
This is an opportunity for you to get creative!

Think about:

- Are you telling the story from the point of view of the tiger or someone (or something) seeing the tiger?
- What has the tiger seen that has made it surprised?
- What happened just before this picture? What about just afterwards?
- What else might be in the setting? E.g. other animals, people

Write yourself some notes before you start your story.

First write some notes or a plan of what you'd like to write about. You could use a spider diagram or story mountain to help you organise your notes. Use the question prompts from the last slide too.



Now start your story! You can choose to use first or third person. So some example opening sentences could be something like one of these:

As I crept through the shady jungle, I suddenly heard a branch snap behind me.

He'd been wandering around, lost in the rainforest, for days before he saw it.

My paws crunched over the leaves as I prowled through the trees.

With its tail twitching, the tiger stalked behind the long grass, searching.

Get writing!

- You can write the whole story this week, or only half.
- Next week, we'll have some time to do either some finishing off or some editing.
- We're looking forward to reading your creative writing!