

## Writing: Year 4 – Summer 1 Week 3

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Writing</b>	<p><a href="#">Listen to Street Child – Chapter 4 part 1</a></p> <p>What is the workhouse like?</p> <p>As you listen to the chapter collect phrases to build up a picture of what it is like in the workhouse.</p> <p><b>Plan</b> – Jim's Diary entry about arriving at the workhouse.</p> <p>Use the key events below to support your planning.</p> <ol style="list-style-type: none"> <li>1. Separated from mother</li> <li>2. Dressed by matron</li> <li>3. Experience in the Food Hall</li> <li>4. Going to sleep</li> <li>5. Middle of the night</li> </ol> <p>Watch the planning video. Include details in your plan: <b>description</b> using expanded noun phrases, <b>feelings</b> using show not tell, <b>fronted adverbials</b> to link the events</p>	<p>Recap your plan from yesterday and read it out loud with the details to help rehearse your writing.</p> <p><b>Write</b> your diary entry as Jim, recounting your first experience at the workhouse.</p> <p><b>Remember to:</b></p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases</li> <li>- Use paragraphs to organise the events</li> <li>- Use feeling words and show not tell</li> <li>- Use fronted adverbials</li> </ul> <p><b>Example:</b></p> <p><i>Dear Diary, My day has gone from bad to worse. Petrified, I lay here cold, in my assigned 'bed', a cramped wooden box with a flimsy, scratchy blanket, which smells as though it has never been washed. As I write, my heart pounds quickly as I fear the matron will find me scrawling.  The horror started when I arrived at this dreadful workhouse...</i></p>	<p><a href="#">Listen to Street Child - Chapter 4 part 2</a></p> <p>What was revealed at the end of this chapter?</p> <p>Imagine you are Jim. What thoughts and emotions are running through your head when you find the news out?</p> <p>Look at resource 3A. Create your own or use the resource provided.</p> <p>Inside Jim's head, write down the different emotions he is feeling.</p> <p><i>Can you improve your vocabulary using a thesaurus?</i></p> <p>In the thought bubble, write down different thoughts Jim is having.</p>	<p><a href="#">Listen to Street Child – Chapter 5</a></p> <p><b>Plan</b> diary entry – a day in the workhouse</p> <p>Use the key events below to support your planning.</p> <ol style="list-style-type: none"> <li>1. Cold wash</li> <li>2. Seeing/hearing the asylum</li> <li>3. Chores</li> <li>4. Eating</li> <li>5. Mr Sissons</li> <li>6. Thinking about escaping</li> </ol> <p>Include details in your plan: <b>description</b> using expanded noun phrases, <b>feelings</b> using show not tell, <b>fronted adverbials</b> to link the events.</p>	<p><b>Write</b> diary entry as Jim about 'A day in the workhouse'</p> <p><b>Remember to:</b></p> <ul style="list-style-type: none"> <li>- Use expanded noun phrases</li> <li>- Use paragraphs to organise the events</li> <li>- Use feeling words and show not tell</li> <li>- Use fronted adverbials</li> </ul> <p><b>Example:</b></p> <p><i>Dear Diary, Today started like all the others. I have lost count of the number of days I have woken up, frozen numb in this tight wooden box. The loud, clanging 6 o'clock bell rang and echoed in my ears, waking me with a fright. Sleepily, I joined the queue for my icy morning wash under the pump.  As I stood in line, I was haunted by the piercing shrieks and wails from the mad people locked in the asylum across the yard...</i></p> <p><b>Share</b> your diary entry with someone in your family by reading it to them in real life, on video chat or on the telephone.</p>
<b>Resources</b>	<p><a href="#">Planning Video</a></p>		Resource 3A		



**Reading: Year 4 – Summer 1 Week 3**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
<b>Reading</b>	Whole class	<a href="#">The One and Only Ivan – Part 11</a>	<a href="#">The One and Only Ivan – Part 12</a>	<a href="#">The One and Only Ivan – Part 13</a>	<a href="#">The One and Only Ivan – Part 14</a>	<a href="#">The One and Only Ivan – Part 15</a>	
	Independent	*	<a href="#">My First Guide to Magic Tricks</a>	<a href="#">From Mealworm to Beetle</a>	<a href="#">Composting: Nature's Recyclers</a>	<a href="#">A Tour of your Digestive System</a>	<a href="#">A Tour of your Muscular and Skeletal System</a>
		**	<a href="#">The Boy Who Burped too Much</a>	<a href="#">Dirty Bertie Germs 1 - 18</a>	<a href="#">Dirty Bertie Germs 19 - 32</a>	<a href="#">Dirty Bertie Germs 33 – 46</a>	<a href="#">Dirty Bertie Germs 47 – 55</a>
		***	<a href="#">This or That Animal Debate</a>	<a href="#">Rainforest Food Chains 1 - 19</a>	<a href="#">Rainforest Food Chains 20 - 40</a>	<a href="#">Pete Bogg King of the Frogs 1 - 20</a>	<a href="#">Pete Bogg King of the Frogs 21 - 38</a>
<b>Spelling</b>		<p>Words to learn – <b>science, fascinate, discipline, scenic, groan, grown, hair, hare</b></p> <p>Practise spelling these using the school strategies.</p> <p>Which letters make the 's' sound in the first 4 words? Can you think of any other words with this spelling pattern?</p> <p>Challenge! Choose 5 more words that you find tricky and practise spelling those too.</p>					
See below for:							



