

Hello Year 4!

It's Summer 2 Week 2 and we know you're all working really hard! Keep it up!

We hope you have had a lovely week off and are ready for this week's learning.

Please follow the instructions on each page to help you - we look forward to hearing about how you have got on!

Miss Hill and Mrs Tally

Make sure you have a sharp pencil and enough paper to write on.

Challenge yourself.

Proof-read to check it makes sense

Remember...

ABC

capital letters

marks the
end of a
sentence.

full stop.

cat sat

spaces

The cat sat on the mat. It was
ginger and fluffy. The cat was
called Fluffy.

Fluffy the cat belonged to Tim.
Tim loved Fluffy and spent lots
of time playing with him. Tim
feeds him every day.

paragraph

“”!?,

punctuation

dor
dorr
door

spelling

The cat sat on the mat.

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variety
of sentences

fun
entertaining

exciting
words



check your work

Albert and the narrator are young boys during the Second World War. One day they are playing on an abandoned building site known as Kor. They see a fight in the sky between a German and a British plane. One of the planes crashes ...

'Shall we go and look?'

'He might be trapped ... He might be ...'

It was unsayable. But we went.

It took a long time to search ruined Kor. Expecting at every corner ...

But what we found was a surprisingly long way off. A new row of furrows in the field beyond Kor, as if a farmer with six ploughs joined together had ...

And a gap in the hedge that something had vanished through. Something definitely British, because a lump of the tail had fallen off, and lay with red, white and blue on it.

We tiptoed through the gap.
It looked as big as a house.

‘Spitfire.’

‘Hurricane, you idiot. Can’t you tell a Spitfire from a Hurricane yet?’

‘It’s not badly damaged. Just a bit bent.’

I shook my head. ‘It’ll never fly again. It looks ... broke.’

The tail was up in the air; the engine dug right into the ground, and the propeller bent into horseshoe shapes.



'Where's the pilot?'

'He might have baled out,' suggested Albert, hopefully.

'What? At that height? His parachute would never have opened. Reckon he's trapped inside. We'd better have a look.'

'Keep well back,' said Albert. 'There's a terrible smell of petrol. I saw petrol take fire once ...'

There was no point in mocking him. I was so scared my own legs wouldn't stop shaking. But it was me that went a yard in front.

The cockpit canopy was closed. Inside, from a distance, there was no sign of any pilot.

'Baled out. Told ya,' said Albert.

'With the canopy closed?'

'The crash could've closed it, stupid.'

'I'm going to have a look.'

I don't think I would have done if I'd thought there was anybody inside. I edged up on the wing, frightened that my steel toe and heel caps would strike a spark from something. The smell of petrol was asphyxiating.

He was inside.

Bent up double, with only the back of his helmet showing. And there was a great tear in the side of the helmet, with leather and stuffing ... and blood showing through.

Vocabulary

- abandoned = to be left or deserted
- furrows = long, narrow trench made in the ground. Usually by a plough
- propeller = mechanical device which aided in aircrafts flight
- baled = the pilot managed to get out of the plane before it crashed
- asphyxiating = lack of oxygen which could lead to suffocation



Monday 8th June

Questions

1. What were the boys going to look for?
2. How did the boys know that 'what had vanished through the hedge' was 'definitely British'?
3. What were a Hurricane and a Spitfire?
4. Why did Arthur say, "keep well back"?
5. What did the narrator see in the cockpit?
6. How does the narrator describe the propellers and what does this tell you about them?
7. Explain the meaning of these words as they are used in the story. Use a dictionary to help you:

unsayable

mocking him

edged up

baled out

Monday 8th June

Questions

8. What do you think the title of this excerpt is called?
9. Both boys were frightened. Which do you think was braver? Why?
10. How would you have felt if you were one of the boys? What would you have done? Explain your answer.

Spitfire and Hurricane Fly Past



Click the link to watch the aircraft



1. They had watched the 2 aircraft fighting and wanted to see if the pilot was alive in the crashed plane.
2. There was red, white and blue on the tail which are the colours of the union jack, the British flag.
3. Types of planes
4. He could smell petrol which could mean that the plane is unsafe and there could be an explosion.
5. The pilot of the plane, heavily injured.
6. The narrator describes them as being bent into a horseshoe shape, which means they were bent and damaged in the crash.
7. They were unable to say the word dead to describe the pilot, the word dead was **unsayable**
Mocking him would be to laugh at him for being scared, but he didn't because he was also scared
To get close and move along the wing, the boy **edged up** the wing getting closer to the cockpit
The pilot managed to **bale out** of the falling plane. Get out and get away.
8. Reasonable answer which is related to the story and context. e.g. The Crash
9. The narrator because he was brave enough to go and have a look inside the plane, even though he thought no one was in there.
10. Brave, courageous, nervous with an explanation about why.

English

Session 2

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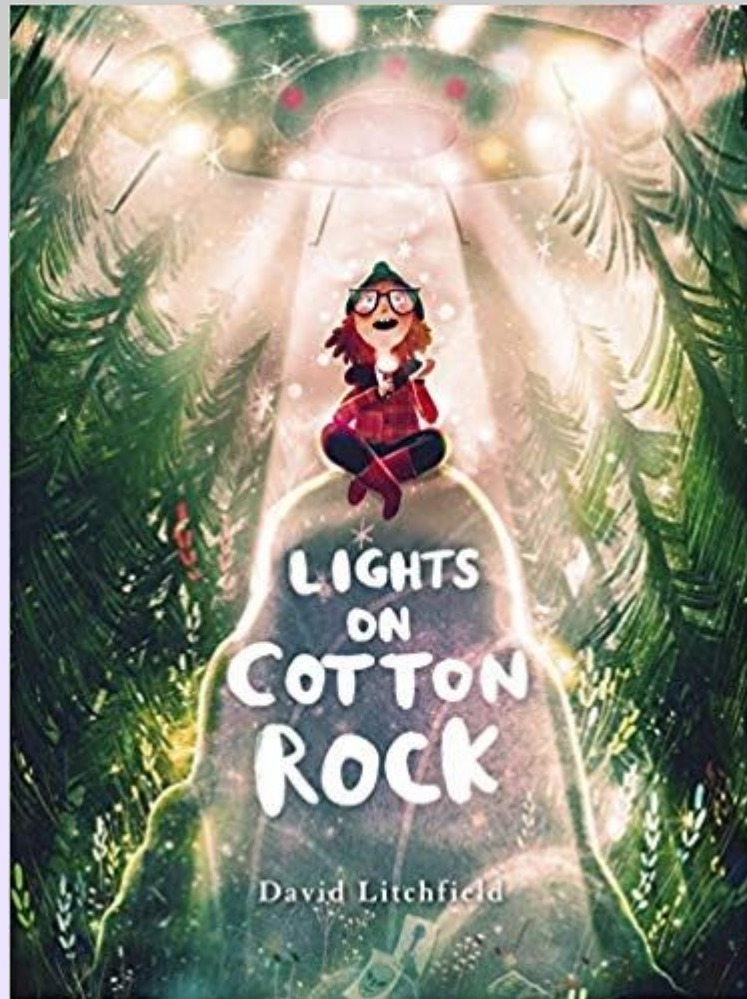
Tuesday 9th June

This week our writing is going to be based on and aided by the story:

Lights on Cotton Rock

Here is the blurb...

Heather is a little girl who wants to go to Outer Space, where the stars sparkle with magic and wonder. When a spaceship lands at Cotton Rock, it seems that all of her dreams have come true. But soon the alien has to leave.



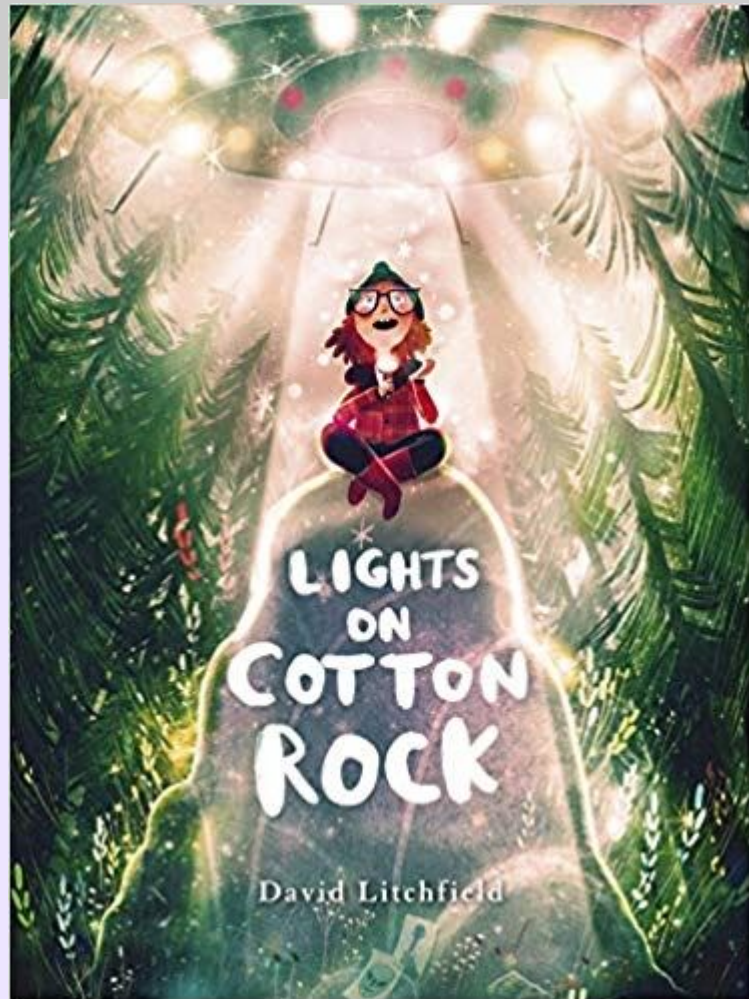
Tuesday 9th June

What questions do you have about the story?

Do you have any questions for Heather?

Write down 5 questions that will help you find out more!

Select video 1 from the school website to listen to the first part of the story!



Tuesday 9th June

Activity One

We have discovered that Heather **loves** UFO's and Outer Space and because of this she is desperate to visit the stars!



The night she sneaks out of the house to flash her torch on Cotton Rock she is determined tonight is the night!

But, her family comes looking for her.

What do you think she left in the note for them telling them where she was going?

We would like you to write Heather's note to her family telling them what is going on!

Tuesday 9th June

Activity One

You will be writing in:

- 1st person (I, me, we) As if you are Heather.
- It will be in the present tense as you will be writing it there and then!
 - Telling them where you are going
 - Why you are going

Make sure you proofread and check your spelling and punctuation to ensure it makes sense.



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Wednesday 10th June

Activity Two

Today, you are going to add words to the pictures!

Over the next few slides are the images from the book where Heather meets her new alien friend.

We would like you to add words, conversation and description to this encounter.

Consider the feelings that Heather and the Alien would be feeling and how they might respond to each other.

Use appropriate dialogue tags!



Wednesday 10th June

Activity Two

SPaG Knowledge Organiser: Writing D

Key Vocabulary

inverted commas:

Punctuation marks - " " - used to demarcate direct speech in a sentence.

direct speech: A sentence where the exact words spoken are represented and shown in inverted commas.

dialogue: A conversation or speech that is written down as part of a piece of narrative text.

Try to remember...

Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.

Starting Out!

Recognising what is being said.

If Caleb told me that he wanted an ice cream, Caleb could say the words:

I want an ice cream.

Use It!

Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using **inverted commas**, a **capital letter** to introduce the speech, a piece of **punctuation** at the end of what is being said and a reporting clause to tell the reader who is speaking.

"I want an ice cream," Caleb told me.

Become an Expert!

To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:

Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, "I want an ice cream!"

"Well, you can't have one!" I snappily replied, tired of having the same conversation over and over.

"Can you please," I reiterated, "stop irritating me!"

Congratulations - you have reached expert status!

To
di
in

Each

"I want an ice cream," Caleb told me.

"Well, you can't have one!" I snappily replied.

"Why not?"

"Mum told you that you can't have a snack before your lunch," I explained.

In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.

Available on the school page for this weeks learning



...: Fiction Writing

To Replace Said

babbled
chorused
chuckled
gaspd
panted
stammered
chatted

barked
bellowed
cried
roared
screeched
shouted
yelled

complained
groaned
moaned
sighed
snivelled
wailed
whined

mumbled
murmured
muttered
squeaked
wheezed
whimpered
whispered

answered
asked
enquired
queried
questioned
replied
responded

argued
asserted
declared
insisted
retorted
snapped
exclaimed

added
commented
continued
elaborated
explained
remarked
suggested



twinkl

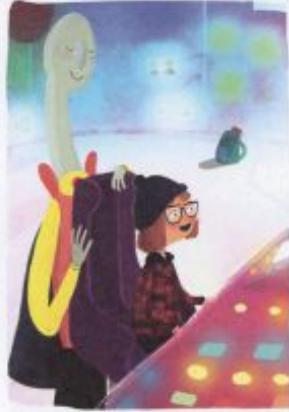
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Thursday 11th June

Activity Three

Heather's family have found her in the woods! They're not happy that she ran off but they are happy she is safe!



Heather can not take the smile off her face!

As soon as she gets home, she dives under her bed and pulls out her secret diary.

She can not wait to tell her diary **everything** that has just happened!

Imagine you're Heather...write a diary entry from the night where she has just met her new alien friend.

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Close Read

Today's English Lesson will be a close read activity based on an excerpt called 'The Visitor' from Pobble365

Teacher Notes

The purpose of a close read activity is to gain an understanding of the text by reading it multiple times.

Close Read Instructions:

- 1) Look at the vocabulary. Do you know what the words mean?
- 2) Read the text to yourself and ask yourself the following questions:
What did I just read? What did it say?
- 3) Now read the text again with an adult - this will help you gain a better understanding.
- 4) Read the questions and now reread the text again to find evidence that will support your answers.
- 5) Answer the questions in writing.

All close read texts are age appropriate.

Friday 12th June



Snap...Snap...Click...The sound of a hundred cameras filled the air.

Craning their necks to the skies to see the enormous specimen, the crowd all let out gasps and moans in unison as the figure took its first steps.

Standing over 50 metres tall, the metal beast cast a foreboding shadow over the gathering, transfixed spectators. No-one knew why it was here. No-one knew where it had come from. No-one knew whose side it was on. However, its intentions were about to be made clear...

Friday 12th June

Questions



Why do you think the spectators were ‘craning their necks’?

How do you think the spectators felt when they were looking at the ‘visitor’? *Use evidence from the text to support your answer*

What clue does the author give you about the visitor’s intentions?

Friday 12th June

Answers



Why do you think the spectators were ‘craning their necks’?

The robot was so tall that they had to crane their necks to see it.

How do you think the spectators felt when they were looking at the ‘visitor’? *Use evidence from the text to support your answer*

In the text, the author states that the spectators gasped and moaned which means they could have been shocked, surprised and possibly scared.

What clue does the author give you about the visitor’s intentions?

The author leaves us on a cliffhanger, giving us, the reader, the impression that the visitor has bad intentions!