

Hello Year 4!

Welcome to your fourth week of English lessons in the second half of our Summer Term.

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...

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paragraph

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punctuation

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variety
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check your work

Beautiful but deadly

1. A young sailor who had been spearfishing with a friend in Darwin was heading towards the beach. He noticed a small, yellowish octopus about the size of a golf ball and stopped to pick it up. The unusual creature was placed on his shoulder for just a few minutes as he continued towards the shore.
2. As he had watched the octopus, it rapidly changed, becoming a much brighter yellow. Amazing blue spots appeared. It was very beautiful. He returned the interesting creature to the seabed before leaving the water.
3. The sailor had picked up a blue-ringed octopus. It lives in warm, shallow waters and rocky pools. It is usually shy and harmless but he had disturbed it. When it felt threatened, it had changed colour. But that's not all it did!



4. After a short time the sailor's mouth felt dry and he found it hard to breathe, swallow or talk. Then he felt sick. He was rushed to Darwin Hospital where he found he couldn't move—and then he stopped breathing.
5. Although they tried hard, the medical staff were unable to save his life. The doctors were very puzzled until they found a tiny bite mark on his shoulder and talked to his friend.
6. This very sad story happened in 1954. It was the first time anyone had any idea how dangerous these attractive creatures could be. Scientists, of course, wanted to know more and began to study them.

7. They discovered that the blue-ringed octopus has enough venom to kill 10 adults and is one of the world's most venomous animals. It eats small crabs and prawns which are grabbed and held using its eight tentacles. Using its strong beak, venomous saliva is forced into its victim, which is paralysed and eaten. Smaller animals can be paralysed by venom simply squirted into the water.
8. A blue-ringed octopus is deadly and shouldn't be disturbed. Anyone who may have been bitten by one should be rushed to hospital. Although there is no medicine available to treat them, they can often be helped to breathe and kept alive until the venom wears off. Remember, its strong beak can bite through a wetsuit and a person may not even feel the bite.

1. What do blue-ringed octopuses do when they feel threatened?:
(a) *change colour and bite*
(b) *run and hide*
(c) *grab and hold on*
2. Scientists didn't know the blue-ringed octopus was dangerous because:
(a) *they didn't know about anyone who had been bitten.*
(b) *doctors hadn't told them.*
(c) *they weren't interested in blue-ringed octopuses.*
3. This text was written to:
(a) *give instructions.*
(b) *give an opinion.*
(c) *tell what happened.*

4. It is an opinion, not a fact, that:
(a) *blue-ringed octopuses are scary.*
(b) *if they are threatened, blue-ringed octopuses change colour.*
(c) *blue-ringed octopuses are venomous.*
5. The word *paralysed* in Paragraph 7 means:
(a) *unable to move.*
(b) *swallowed.*
(c) *frightened.*
6. Blue-ringed octopuses are similar to other octopuses because they:
(a) *have blue rings.*
(b) *are venomous.*
(c) *have eight tentacles.*

7. If you stepped on a blue-ringed octopus, it would probably:

- (a) bite you.
- (b) run away.
- (c) chase you.

8. What happened first?

- (a) The sailor couldn't breathe.
- (b) He picked up a blue-ringed octopus.
- (c) The octopus changed colour.

9. The young sailor didn't know he was bitten, so he:

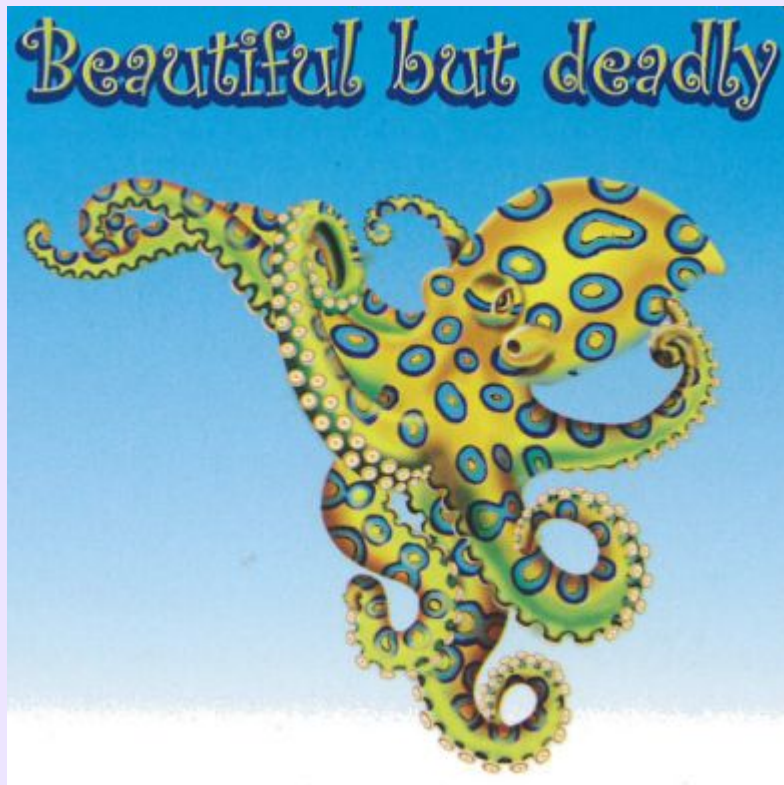
- (a) ran out of the water.
- (b) did nothing.
- (c) asked people for help.

10. The word *them* in Paragraph 8 is used instead of:

- (a) medicines.
- (b) patients.
- (c) doctors.

Monday 22nd June

Answers



Answers

1. (a) change colour and bite
2. (a) they didn't know about anyone who had been bitten
3. (c) tell what happened
4. (a) blue-ringed octopuses are scary
5. (a) unable to move
6. (c) have eight tentacles
7. (a) bite you
8. (b) He picked up a blue-ringed octopus.
9. (b) did nothing
10. (b) patients

Monday 22nd June

Extra Activity

A detailed illustration of a blue-ringed octopus, showing its characteristic yellow body with blue rings and white spots. The octopus is positioned in the upper right corner of the slide, with its tentacles curled. The background is a deep blue with faint, stylized outlines of coral or seaweed.

Something extra

- ★ Draw and colour a blue-ringed octopus.
- ★ Write a letter to the sailor's parents telling them what happened in Darwin.

English

Session 2

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Tuesday 23rd June

Inspiring Images

Our theme for this week is going to be 'inspiring images'

You will be asked to do a range of comprehension and writing tasks associated with the image.

We really want you to let your imagination go **WILD** with these tasks.

Let your creative writing side loose!





Tuesday 23rd June

Tuesday 23rd June

What a wonderful picture!

Before you start any writing we need to ask and answer some questions!

Where was this taken?

Is it in the UK or a foreign country?

How could we describe these insects?

How might we describe the scenario that is happening in the image?

Do the creatures know each other?

Are they friends?



Tuesday 23rd June

Today, we would like you to describe what's happening in the image?

It is your choice if you want to describe the picture itself or, if you want to imagine a situation that is happening between the two insects as to why they are both on the same flower.

I have put some spellings on the next page for you and there is a selection of different writing aids on the learning page for this week if you want to use those to support your writing.



Tuesday 23rd June

Spellings

tulip
praying mantis
butterfly
balance
discussion
elegance
dainty
powerful
situation



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Wednesday 24th June

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What a magical picture!

Let's think of some questions and how to answer them before we begin to write...

Where is this?

Where does it go?

How would you feel travelling along here, alone?

How will your journey end?

Are you on a mission or quest which means you can't turn back?



Wednesday 24th June

Today's writing, I want you to imagine you are on a quest.

You have reached the brow of the hill and this is the view before you!

How are you feeling?

exhausted, anxious, trepidatious, courageous

Can you continue?

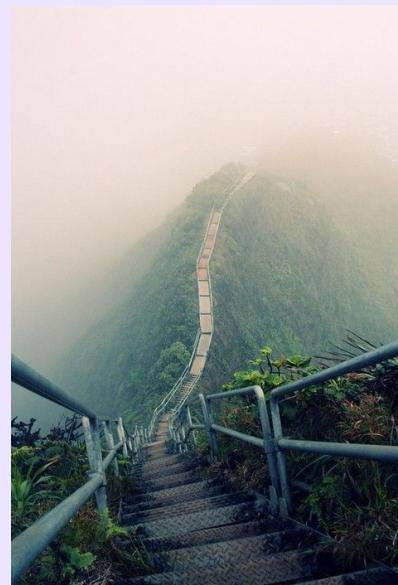
Has something happened to you, is someone following you?

Is there something that is making you continue?

The quest, a mission, other people, are you safe?

What can you see?

Next to you, in the distance?



Wednesday 24th June

Are there any quest stories you already know to inspire your writing?
You may be reading one right now at home!

- The Hobbit
- The Lord of The Rings
- Monkey Puzzle
- The Pirates of the Caribbean
- The Wizard of Oz
- Harry Potter and the Chamber of Secrets
- Indiana Jones
- How to Train your Dragon



Spellings
adventure
trepidation
ghostly
courage
independence
fearless
solitary

Wednesday 24th June

After walking for what felt like a millenia, I finally reached the top of the hill. It's bleak peak had been taunting me as I had forced myself, one step after the other to climb it's vast, barren slopes. Anticipation oozed from me as I pulled myself over the rocky ridge. Was it here? Had I finally got to the temple?

Sweat blurred my vision and the thin air was forcing me to take huge gulps to recover from the climb.

I took my handkerchief from my pocket and mopped my face dry. I had been travelling for so long, my hunger for the end was uncontrollable.

I opened my eyes...

You are to continue the story, using the image to support your writing



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Thursday 25th June

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Most statues or monuments have a back story to them. A reason as to why that particular person or scene was captured and turned into a statue to be remembered for all time.

Have a look at this particular statue.

Why do you think it is significant?

Who is it?

What is it?

Does it come alive?

What are they thinking?

Are they watching us?



Thursday 25th June

Today you are going to write the 'backstory' to go with the statue.

The reason why the statue exists and why it was made.

Who is the man? Is he dead or alive? Was he important?

Spellings

statue

distance

horizon

significant

important



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Close Read

Today's English Lesson will be a close read activity based on an excerpt from 'Kidnapped' by Jeremy Strong

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.

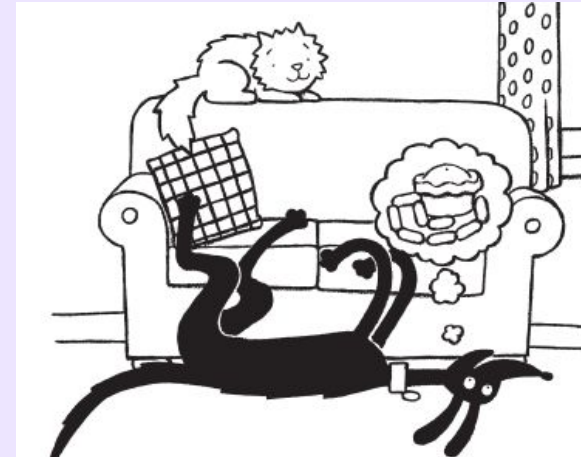
Friday 26th June

Of course I was in big trouble at home after I'd run away from Mrs Vet-Person. Even Trevor Two-Legs, the boy I have to take for walks, was fed up. I thought he'd be pleased at my nifty bit of escapery but he wasn't. He was upset. 'It's for your own good, Streaker,' he told me. Oh, really? My own good? I don't think so! I said, 'I'd like to see you get vaccinated with the Eiffel Tower!' Of course he didn't understand a word I said. Humans are hopeless. What's the point in having a dog as a pet if you can't understand what it tells you? I had a long chat with Erik the Cat about it after I'd got home. 'Of course,' Erik said to me as he lay across half the sofa the way cats do. 'You do realize that you won't be going on holiday with them?' 'What holiday? What do you mean?' 'If you ever paid any attention to the two-legs, instead of living in a dreamworld made of sausages and pies, you would know that they are going on holiday in a few weeks, to France.' A dreamworld of sausages and pies? I don't think so! Sausages and pies are VERY REAL and IMPORTANT! Plus, if I was about to go on holiday I would need a suitcase full of them, unless the place we were going to had plenty. So I asked Erik. 'France? What's that?' 'It's another country,' sighed Erik. 'Sometimes I wonder about your education. Don't you know anything?'

Friday 26th June

Questions

1. Who is telling the story? Explain how you know who it is.
2. What does Erik call humans?
3. Why do you think Streaker said he was getting vaccinated by the Eiffel Tower?



Friday 26th June

Questions and Answers

1. Who is telling the story? Explain how you know who it is.

Streaker is telling the story in the first person. I know this because he is writing using 'I' and I know he is a dog because he refers to himself as the 'pet dog'.

2. What does Erik call humans?

Erik calls humans, two-legs.

3. Why do you think Streaker said he was getting vaccinated by the Eiffel Tower?

The Eiffel Tower has a point at the top of it which could look like a needle. Streaker was at the vets having his vaccinations, probably for his holiday.