

Writing: Year 4 – Summer 1 Week 5

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>Watch Toy Story Escape (First minute of the video)</p> <p>Read Toy Story Model (1A)</p> <p>Re-watch Street Child – Chapter 8.</p> <p>This week you will be planning and writing your own version of Jim's escape.</p> <p>Brainstorm ideas for Jim's escape</p> <ul style="list-style-type: none"> • When in the day could he escape? What activity could he be doing? • How could he escape? • What problems might he face while trying to escape? <p>Fill in table 1B with ideas.</p>	<p>Plan your own version of Jim's Escape from the workhouse (Resource 2A)</p> <p>Watch the planning video to help you.</p> <p>Key events:</p> <ol style="list-style-type: none"> 1. Waits for the right time to escape (<i>middle of the night, during dinner time, whilst someone else is being punished</i>) 2. Starts to creep away through the work house 3. Problem, panics (almost gets caught) 4. Escape out of the workhouse compound <p>Add details: description, feelings, reasons, fronted adverbials</p> <p>See Resource 2B for exciting action verbs to help with your planning.</p>	<p>Recap your plan. Can you improve it by adding more details or improving the fronted adverbials?</p> <p>Read your plan out loud, turning your notes into your story to orally rehearse your writing.</p> <p>Write the first 2 paragraphs for your narrative – Jim's Escape</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Use fronted adverbials (see resource 3A) - Use third person (Jim, he, the nervous boy) - Describe the events and action - Include feelings - Use exciting action verbs <p>Challenge: Can you build suspense?</p>	<p>Write the next two paragraphs for your narrative.</p> <p>See 'Remember to' list from Day 3.</p> <p>Read through your entire narrative.</p> <p>Revise and Edit your work. Use the CUPS and ARMS poster to help you. (4A)</p> <p>Share your story with a member of your family or a friend.</p> <p>You can do this by reading it aloud in person or over a video/phone call.</p>	<p>Publish one of your favourite pieces of writing from this Street Child unit.</p> <p>You can either type up your work and illustrate it using pictures you copy and paste from Google or use the special Street Child publishing sheets below. (5A)</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Read back through your work for a final edit - Copy your edits - Ensure you include correct grammar and punctuation - Take care in your presentation and handwriting
Resources	<p>Resource 1A</p> <p>Resource 1B</p>	<p>Watch Planning Video</p> <p>Resource 2A</p> <p>Resource 2B</p>	<p>Resource 3A</p>	<p>Resource 4A</p>	<p>Resource 5A</p>



Reading: Year 4 – Summer 1 **Week 5**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	The One and Only Ivan – Part 21	The One and Only Ivan – Part 22	The One and Only Ivan – Part 23	The One and Only Ivan – Part 24	Ears by Max Fatchen and Be Glad Your Nose is On Your Face by Jake Prelutsky
	Independent	* Sorting Fur, Feathers, Tails and Scales	Animal Stories: Writing Stories	Rocky and Daisy Go Home	Buzz Beaker and the Putt-Putt Contest	Buzz Beaker and the Outer Space Trip
	** **	What if there were no Gray Wolves?	Dogs: Animal Family Albums	Mighty Murphy 1 - 21	Mighty Murphy 22 - 42	Mighty Murphy 43 – 58
	*** **	The Life Cycle of Reptiles 1 - 21	The Life Cycle of Reptiles 22 - 40	The Day Mom Finally Snapped	The Boy Who Cried Vampire	The Ugly Dino Hatchling
Spelling		<p>Words to learn – version, excursion, mission, confession, aggression, discussion, heel, heal, he'll</p> <p>Some of these week's words end with '-sion'. Is there a rule for when to use '-sion' or '-ssion'? Can you think of any other words that end with '-ssion'?</p> <p>Practise spelling these using the school strategies.</p> <p>Challenge! Choose 5 more words that you find tricky and practise spelling those too.</p>				



Resource 1A – Model Text – Toy Story Escape

In the early hours of the morning, Woody knew this was his only likely chance of a successful escape. Craning his head left and right, the brave cowboy surveyed the hallway from behind a yellow sign, keeping a watchful eye on the women gossiping at the end of the corridor. Woody's heart pounded heavily as he took a large gulp of air and commenced his getaway. It was now or never and he had to take this opportunity.

Milliseconds after he started tiptoeing to safety, a vast, noisy rubbish bin rolled right across his path. Without hesitation, the bold cowboy rolled beneath the bin and expertly propelled his body upwards, grabbing hold of the sticky base of the wheelie bin. As they approached the bright exit door, Woody, still clinging stealthily in the shadows that hung over him, hoped and prayed that this would be his chance for a swift exit.

As the cleaner took a sharp turn to the left, the hopeful hero's heart sank into the pit of his stomach when he found himself surrounded by the unpleasant odours of a public restroom. Legs quivering, Woody darted his slender body behind a bathroom stall and paused briefly to scan the room for a new escape route. Eyes gleaming, Woody spotted a high, opened window and a new plan began hatching in the cowboy's mind.

Expertly, Woody mounted the toilet seat and lurched his body higher onto the toilet roll. Managing to stay balanced, Woody projected himself even higher to the top of the stall's narrow wall and carefully tightrope walked closer and closer to the window. With one final leap, he was free.

Resource 1B – Ideas Planning

Fill the table with multiple ideas for each section, then choose which ideas would fit together best for your own version of Jim's escape.

Make sure you add as much detail as you can to each bullet point.

<p>When in the day could he escape? <i>(e.g. as the sun began to appear above the crooked, smoking chimneys and the birds began their morning tune,)</i></p>	<ul style="list-style-type: none">••
<p>What activity could he be doing as he starts his escape? <i>(e.g. sweeping cobwebs from the old, rusty bannisters whilst being watched by Mr Barrack's evil, wrinkly-faced wife)</i></p>	<ul style="list-style-type: none">••
<p>How could he escape? <i>(e.g. by hiding under the petticoat of one of the washer women and scurrying out)</i></p>	<ul style="list-style-type: none">••
<p>What problems might he face while trying to escape? <i>(e.g stopped by the thin, sharp-faced guard on the gate)</i></p>	<ul style="list-style-type: none">••

Resource 2A – Jim’s Escape - Planning Format

Title	Diary entry about arriving in the workhouse		
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Detail Grid	Description (expanded noun phrase)	Emotion (thinking/feeling)	Explain Why
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→ First, (This paragraph is about the time of day)			
Detail (description)			
Detail (thought/feeling)			
→ Then, (This paragraph is about the activity he’s just before the escape)			
Detail			
Detail			
→ Next, (This paragraph is about how he’s almost caught)			
Detail			
Detail			
→ Finally, (This paragraph is about his final escape to freedom)			
Detail			
Detail			

Resource 2B – Word Bank

Exciting action verbs

Before	During	Problem
surveyed monitored scanned observed inspected planned prepared waited	crept paused clung darted quivered lurched crouched rushed dashed tiptoed skirted catapulted bolted edged squirmed wriggled	pleaded signalled whispered bargained negotiated hushed begged claimed alerted warned

Resource 3A – Fronted adverbials

Where	When	How
<ul style="list-style-type: none">• In the cobbled courtyard,• At the bottom of the crooked, winding staircase,• From the top of the narrow house,• Hiding behind an old, dusty curtain,• From behind the portrait of King George,	<ul style="list-style-type: none">• At dusk,• Early on Sunday morning,• Whilst the rest of the boys were fast asleep,• Just before the lunch bell chimed,• Before shower time,• As Mr Barrack stomped towards him,	<ul style="list-style-type: none">• Like a thief in the night,• Cautiously and slowly,• With a pounding heart,• Running wildly like an animal freed from him cage,• Tiptoeing silently,

REVISING

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

EDITING

The SPAG checking

C.U.P.S

Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

Usage

Inflection of nouns and verbs.

E.g. we was were / One dogs

Punctuation

. ! ? , - ; ‘

Spelling

Check words you are not sure how to spell, including homophones



