

Writing: Year 4 – Summer 1 Week 3

| | Day 1 Activity | Day 2 Activity | Day 3 Activity | Day 4 Activity | Day 5 Activity |
|------------------|---|---|---|--|---|
| Writing | <p>Listen to Street Child – Chapter 4 part 1</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>Plan – 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"> Separated from mother Dressed by matron Experience in the Food Hall Going to sleep <p>Watch the planning video. Include details in your plan: description using expanded noun phrases, feelings using show not tell, fronted adverbials 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>Write your diary entry as if you were Jim, writing about your first experience at the workhouse.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Use adjective, adjective noun - Use paragraphs to organise the events - Use feeling words and show not tell - Use fronted adverbials (see resource 2A) <p>Example: <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>Listen to Street Child - Chapter 4 part 2</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>Listen to Street Child – Chapter 5</p> <p>Plan diary entry – a day in the workhouse</p> <p>Use the key events below to support your planning. Choose 4 to write about and use in your plan (see resource 4A)</p> <ol style="list-style-type: none"> Cold wash Seeing/hearing the asylum Chores Eating Mr Sissons Thinking about escaping <p>Include details in your plan: description using expanded noun phrases, feelings using show not tell, fronted adverbials to link the events (use resource 2A to help you again).</p> | <p>Write diary entry as Jim about 'A day in the workhouse'</p> <p>Remember to:</p> <ul style="list-style-type: none"> - Use expanded noun phrases - Use paragraphs to organise the events - Use feeling words and show not tell - Use fronted adverbials <p>Example:</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.</i></p> <p><i>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>Share your diary entry with someone in your family by reading it to them in real life, on video chat or on the telephone.</p> |
| Resources | <p>Planning Video</p> <p>Resource 1A</p> | Resource 2A | Resource 3A | Resource 4A | |



Reading: Year 4 – Summer 1 **Week 3**

| | | Day 1 Activity | Day 2 Activity | Day 3 Activity | Day 4 Activity | Day 5 Activity |
|-----------------|-------------|--|---|---|--|---|
| Reading | Whole class | The One and Only Ivan – Part 11 | The One and Only Ivan – Part 12 | The One and Only Ivan – Part 13 | The One and Only Ivan – Part 14 | The One and Only Ivan – Part 15 |
| | Independent | * My First Guide to Magic Tricks | From Mealworm to Beetle | Composting: Nature's Recyclers | A Tour of your Digestive System | A Tour of your Muscular and Skeletal System |
| | ** ** | The Boy Who Burped too Much | Dirty Bertie Germs 1 - 18 | Dirty Bertie Germs 19 - 32 | Dirty Bertie Germs 33 – 46 | Dirty Bertie Germs 47 – 55 |
| | *** ** | This or That Animal Debate | Rainforest Food Chains 1 - 19 | Rainforest Food Chains 20 - 40 | Pete Bogg King of the Frogs 1 - 20 | Pete Bogg King of the Frogs 21 - 38 |
| Spelling | | <p>Words to learn – science, fascinate, discipline, scenic, groan, grown, hair, hare</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: | | | | | | |



Resource 1A

| | |
|-------|---|
| Title | Diary entry about arriving in the workhouse |
|-------|---|

| Detail Grid | Fact / Description | Example | Explain Why |
|-------------|--------------------|---------|-------------|
|-------------|--------------------|---------|-------------|

| | | | |
|--------------------------|---|--|--|
| → First, | <i>I was separated from mother</i> | | |
| Detail (description) | | | |
| Detail (thought/feeling) | | | |
| → Then, | <i>Matron dressed me</i> | | |
| Detail | | | |
| Detail | | | |
| → Next, | <i>Went into the food hall</i> | | |
| Detail | | | |
| Detail | | | |
| → Finally, | <i>Went to bed</i> | | |
| Detail | | | |
| Detail | | | |

Resource 2A

Fronted adverbial idea for diary writing

| Where | When | How |
|---|--|--|
| By the gates, At the entrance of the workhouse, On the cobbled street, | Last in the afternoon, Earlier, As the sun was setting, After dinner, At dusk, In the evening, At bed time, In the night, | Roughly, Anxiously, Sadly, Like a mouse, As rusty as a nail, Depressed and anxious, I ... Biting my nails, I.. |

Resource 3A



Resource 4A

| | |
|-------|---|
| Title | Diary entry about arriving in the workhouse |
|-------|---|

| Detail Grid | Fact / Description | Example | Explain Why |
|-------------|--------------------|---------|-------------|
|-------------|--------------------|---------|-------------|

| | | | |
|--------------------------|--|--|--|
| → First, | | | |
| Detail (description) | | | |
| Detail (thought/feeling) | | | |
| → Then, | | | |
| Detail | | | |
| Detail | | | |
| → Next, | | | |
| Detail | | | |
| Detail | | | |
| → Finally, | | | |
| Detail | | | |
| Detail | | | |