

## Writing: Year 4 – Summer 1 Week 2

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>Over the next 4 weeks, we will be focusing on a book called <i>Street Child</i> by Berlie Doherty. This story is set in Victorian times.</p> <p>Look at Resource 1A to recap what life was like in Victorian Britain.</p> <p><a href="#">Listen to Chapter 1 of Street Child.</a></p> <p>As you listen, take notes about the character Jim Jarvis.</p> <p><b>Write a character summary</b> about Jim.</p> <p>You may wish to include details about his:</p> <ul style="list-style-type: none"> <li>- appearance</li> <li>- character/personality</li> <li>- life</li> <li>- family</li> <li>- home</li> <li>- past</li> </ul>	<p><a href="#">Listen to Chapter 2 of Street Child.</a></p> <p>As you listen, take notes about the character 'Mr Spink'.</p> <p>What does he look like in your head?</p> <p><b>Draw</b> him on a piece of paper.</p> <p><b>Annotate</b> the picture with descriptive phrases. Some of these can come from the story, E.g. '<i>damp, yellow strings of hair</i>', some from your imagination E.g. '<i>bony, crooked fingers like twigs</i>'</p> <p>Try to include: expanded noun phrases, similes, metaphors</p>	<p>Look at your drawing and annotations from yesterday.</p> <p><b>Write a character description</b> of Mr Spink.</p> <p>Try to be as detailed as possible and describe his:</p> <ul style="list-style-type: none"> <li>- appearance</li> <li>- voice</li> <li>- smell</li> <li>- movements</li> </ul> <p>Begin your description using this starter:</p> <p><i>Jim heard a stamping of heavy feet on the stairs and the rapping of a cane on the floor outside their room. The door flung open and there stood Mr Spink...</i></p> <p>When you are done, read it to a family member and see if they can picture Mr Spink from your description.</p>	<p><a href="#">Listen to Chapter 3 of Street Child.</a></p> <p>Imagine you are Jim's sister, Emily.</p> <ul style="list-style-type: none"> <li>- How do you be feeling in this new, strange house?</li> <li>- How do you feel being left by your mother?</li> <li>- What happens after your mother and Jim leaves?</li> </ul> <p>Imagine, it has now been 2 weeks since you have lived at Rosie and Judd's.</p> <p><b>Write a letter</b> to your mother.</p> <p>Remember to include:</p> <ul style="list-style-type: none"> <li>- feelings</li> <li>- questions</li> <li>- information about what has happened in the past 2 weeks</li> </ul> <p>Example – Resource 4A.</p>	<p>Think back to Chapter 3.</p> <p>Jim's sisters, Emily and Lizzie were sent to work in the kitchen of a rich family. Unfortunately for Jim and his mother, they end up at a Victorian Work House.</p> <p>Watch this video on <a href="#">Victorian Work Houses.</a></p> <p><b>Read</b> the information sheet titled 'Living in the Victorian Workhouse' – Resource 5A</p> <p><b>Answer questions</b> about the text.</p>
R e s o u r c e	Resource 1A			Resource 4A	Resource 5A

e				
s				



Quality First Education Trust

## Reading: Year 4 – Summer 1 Week 2

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	<a href="#">The One and Only Ivan – Part 6</a>	<a href="#">The One and Only Ivan – Part 7</a>	<a href="#">The One and Only Ivan – Part 8</a>	<a href="#">The One and Only Ivan – Part 9</a>	<a href="#">The One and Only Ivan – Part 10</a>
	*	<a href="#">Kylie Jean Cooking Queen (pg 1 – 12)</a>	<a href="#">Kylie Jean Cooking Queen (pg 13 – 24)</a>	<a href="#">My First Guide to Paper Airplanes (pg 1 – 12)</a>	<a href="#">My First Guide to Paper Airplanes (pg 13 – 24)</a>	<a href="#">Buzz Beaker and the Race back to School</a>
	**	<a href="#">The Golden Goose</a>	<a href="#">Odysseus and the Cyclops</a>	<a href="#">The Battle of the Olympians and the Titans</a>	<a href="#">The Wooden Horse of Troy</a>	<a href="#">Ali's story</a>
	** *	<a href="#">Jason and the Argonauts</a>	<a href="#">The Kids' Guide to Sign Language</a>	<a href="#">The Zoo with the Empty Cage (pg 1 – 20)</a>	<a href="#">The Zoo with the Empty Cage (pg 21 – 39)</a>	<a href="#">What did the Vikings do for me?</a>
<b>Spelling</b>		<p>Words to learn – <b>straight, strange, strength, suppose, though, although, flew, flu, great, grate</b> 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: Life in Victorian Britain

### Victorian Britain

'The Victorian era' describes the time during which Queen Victoria reigned in Britain (1837-1901). Queen Victoria was only 18 years old when she became queen and she ruled Britain for 64 years.

During this time in history, there was a great contrast between the ways in which the rich and poor lived, and many developments took place which changed the lives of the people in Britain.



# Homes for the Rich



- Large Victorian homes were filled with beautiful furniture and ornate decoration. Victorian styles included floral wallpaper patterns, thick curtains, detailed rugs and elaborate ornamental décor. They also featured polished wooden floors, beautifully carved furniture and elaborately framed paintings.
- Upper class homes might have large grounds or a garden.
- These homes were often lucky enough to have flushing toilets, inside bathrooms and running water.
- Wealthy households could even have gas lighting!



# Servants and Opulence



- Wealthy families living in large houses might have even had servants or staff to cook and clean for them.
- Often, in larger homes, the staff would have lived in the house that they worked in. Servant quarters might be in the attic or top floor with much less luxury.



## Homes for the Poor



- Unlike wealthier families, poorer families lived in much smaller houses.
- As many people were moving to towns and cities for work, rows of back-to-back terraced houses were built for the poor, with many people living closely together.
- Inside these houses, the conditions would have been much more basic without elaborate decoration.
- These houses didn't have gardens; sometimes, they would have small yards.
- In these yards, there would also be an outdoor toilet which would be shared with the neighbours.

## Slum Streets



- For those living in slums, life could be very hard.
- It was not uncommon to find more than one family living in the same house.
- Streets were dirty and contained sewage because there were no underground sewers.



## **Resource 4A – Letter to Mother**

Dear Ma,

How could you leave us like that? You didn't give us any warnings that you were sending us off. We barely even said goodbye. How could you have left us with complete strangers?

For two weeks, I have been hoping and praying you would come and get us out of here. Alas, you have yet to return. What did we do wrong? I have tirelessly worn myself out with all of the work that Judd and Rosie have made us do. You said that Rosie was kind but the moment after you left, she demanded that I make bread all afternoon until my hands were numb and sore. Meanwhile, Lizzie was taken upstairs to clean the chimneys. I'm tired and hungry, my back aches and my nails are dirty, but most of all my heart is broken.

Judd and Rosie barely talk to us. I think they resent us for being here. Why would you leave us in a house where we weren't wanted? Where is Jim? Why does he get to stay with you? Did you go back to our room at Mr Spink's? Our living arrangements here are extremely uncomfortable and cramped, not like our cosy room with a fire at Mr Spink's. We are made to sleep on the cold, hard kitchen floor with a straw as the only source of warmth.

Unfortunately, Lizzie has taken a turn for the worse since your departure and has been refusing to get out from under the kitchen table each morning. She knows there are dozens more chimneys to clean and she is the best one for the job, 'small and nimble' is what Rosie says.

We need you Ma, I'm worried about what will happen to Lizzie if she keeps disobeying Rosie and Judd or what will happen if his Lordship finds out we are here.

Please write back, you know where we are.

Love from,

Emily

## **Resource 5A – Reading Response**



# Living in the Victorian Workhouse

## What Were Workhouses?

Workhouses were large buildings where poor people who had no home or job lived. It was introduced as part of the Poor Laws system, where those who were paupers could live and work. It was intended as a place for people to work themselves out of poverty, though many were seen as prisons for the poor, orphaned children, the sick, disabled, elderly and unmarried mothers.

Living in a workhouse was the last thing people wanted to do. If a man with a wife and children had to enter a workhouse, his whole family had to go with him. It was thought to be shameful because it meant he could not look after his own family and he could not get a job.

## Families in a Workhouse

The men, women, and children were housed in different parts of the building and were kept apart as often as possible, even when not working. People were crammed into as small a space as possible, with most people having to share beds. This meant that diseases, such as ringworm, spread easily.

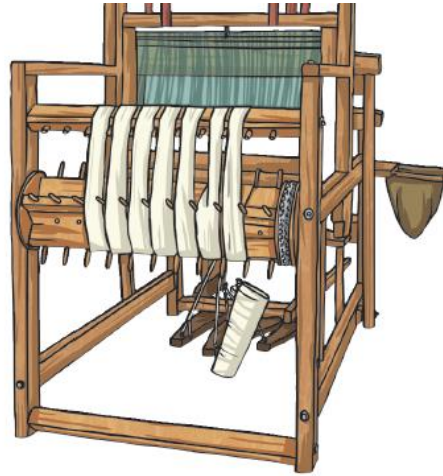
Children had lessons in reading, writing, maths and religion for three hours a day. However, teachers were often cruel. There were rules in place against beating children but there are reports that some were hit with a ruler or stick in class. Girls were taught how to sew, as well as other skills that would help them become a maid when they left the workhouse at fourteen years old.

Food was small portions of plain, simple meals, usually bread, broth, cheese and occasionally meat. Second helpings were strictly forbidden and many people went hungry. It was a common punishment to miss mealtimes if you broke any rules.



### **Jobs in the Workhouse**

Jobs in the workhouse involved a lot of hard work. Men were expected to perform tiring tasks, such as stone breaking, grinding corn, chopping wood and working in the fields. Women were expected to sew and weave, clean the laundry, scrub the walls and floors and other general cleaning tasks. Both men and women had to work on unpicking old ropes, known as 'oakum'.



## Victorian Workhouse

The working day in the workhouse was long. People would be woken early, around 5 a.m., and aside from prayers and meal times, were expected to work until they were sent to bed around 8 p.m.

### **Bad Reputation**

Workhouses became known for their terrible conditions and people starving there. Many people, including the writer Charles Dickens, were against their use. Dickens famously used a workhouse as part of the setting for his book, *Oliver Twist*, showing them to be cruel places.

By 1929, new laws were introduced to allow workhouses to be turned into hospitals and in 1930, workhouses were officially closed. Because of the number of people living in workhouses, it took a number of years before all workhouses had disappeared.



# Questions

1. What were workhouses introduced as part of? Tick **one**.

- The Workhouse Laws
- The poor Laws
- The Homeless Laws
- The working Laws

2. Which of these people were sent to the workhouse? Tick **two**.

- the sick
- the wealthy
- the elderly
- the employed

3. **Find and copy** a word which means **squeezed**.

---

4. What food were people in the workhouse fed?

---

5. Tick to say whether each job was done by men or women.

Job	Men	Women
Scrubbing the walls and floors		
Working in the fields		
Breaking stones		
Sewing and weaving		

6. What was the name of the book written by Charles Dickens that is set in a workhouse.

Tick **one**.

- Bad Reputation
- Oliver Twist
- Cruel Teachers
- The Poor Laws

## Victorian Workhouse

7. Why do you think it took a number of years for all workhouses to disappear? Use evidence from the text to support your answer.

---

---

---

8. Why do you think people feared being sent to the workhouse?

---

---

---