

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 - 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 - Take care in your presentation and handwriting
Resources	<p>Resource 1A</p> <p>Resource 1B</p>	<p>Planning Video</p> <p>Resource 2A</p> <p>Resource 2B</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 from the spelling list 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.

When in the day could he escape?	<ul style="list-style-type: none">•••
What activity could he be doing?	<ul style="list-style-type: none">•••
How could he escape?	<ul style="list-style-type: none">•••
What problems might he face while trying to escape?	<ul style="list-style-type: none">•••

Resource 2A – Jim’s Escape - Planning Format

Audience –

Purpose –

Details: description (*expanded noun phrases, similes*), feelings (*adjectives, show not tell*), reasons, fronted adverbials

First,

-
-
-

Then,

-
-
-

Next,

-
-
-

Finally,

-

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 4A – Revising and Editing Poster – CUPS and ARMS





Blank rounded rectangular box for a title or header.

Lined writing area consisting of 20 horizontal lines within a rounded rectangular border.