English Home Learning

Week Beginning - 25.01.2021

Horton Grange Primary
KS2 Timetable 2020-2021: Year 4

	8:45-8:50	8:50 - 9:50	9:50 - 10:05	10.05 - 10.20	10:20 - 11:20	11:20 - 12:15	12:15 - 1:05	1:05 - 1:10	1:10 - 2:05	2:05 - 3:00
Monday	Registration	Maths	Break	PE- Joe Wicks	Grammar	Music	Lunch Time	Registration	Spellings and WOTW	Handwriting
Tuesday		Maths		Music- Sing Up Youtube	English	RE			ICT	PE
Wednesday		PE- Joe Wicks		Newsround	English	Maths			Curriculum	
Thursday		Maths		Newsround	English	PSHE			Curriculum	
Friday		PE- Joe Wicks		Newsround	Guided Reading	Guided Reading			Maths	Spanish

Maths Home Learning

English Home Learning

Curriculum Home Learning

This week…

- Monday (10:20 – 11:20am) Grammar – Suffixes
- Tuesday (10:20 – 11:20am) English – Story Board
- Wednesday (10:20 – 11:20am) English – Grendel's Diary entry
- Thursday (10:20 – 11:20am) English – Comparing Characters from Different Texts
- Friday (10:20 – 12:15pm) Guided Reading – Information Texts

At the end of every week (Friday) pupils will need to complete an English Quiz.
You can find this quiz on the final page of this document.

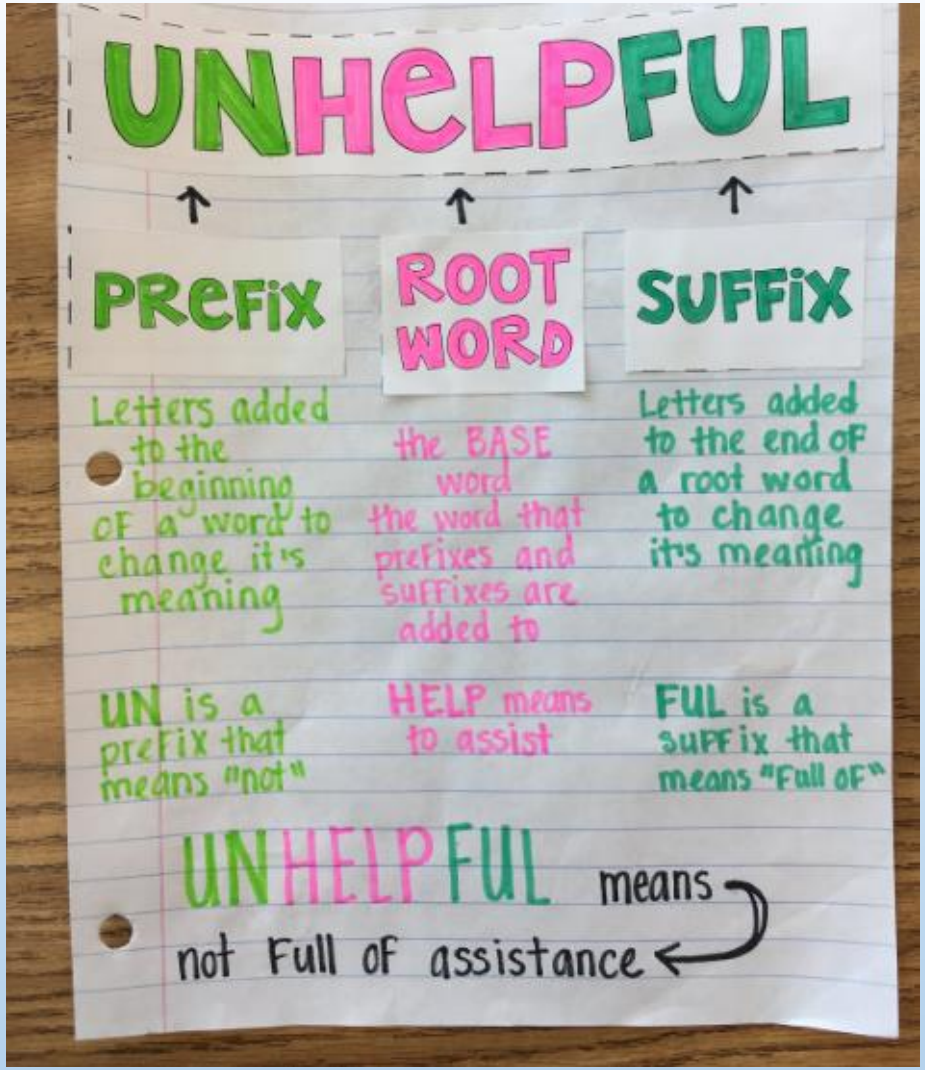
Please see the link below for a weekly overview. The video explains what to do for each day.
https://youtu.be/urS7HiBk6jU

Monday 25th January 2021
10:20 – 11:20 (AM)
Grammar - Suffixes

- What is a prefix?
- What is a root word?
- Previously we have looked at the prefixes 'un', 'dis' and 'mis'.
- Who can remember any words that have prefixes?

Today we will look at suffixes!

What is a suffix?

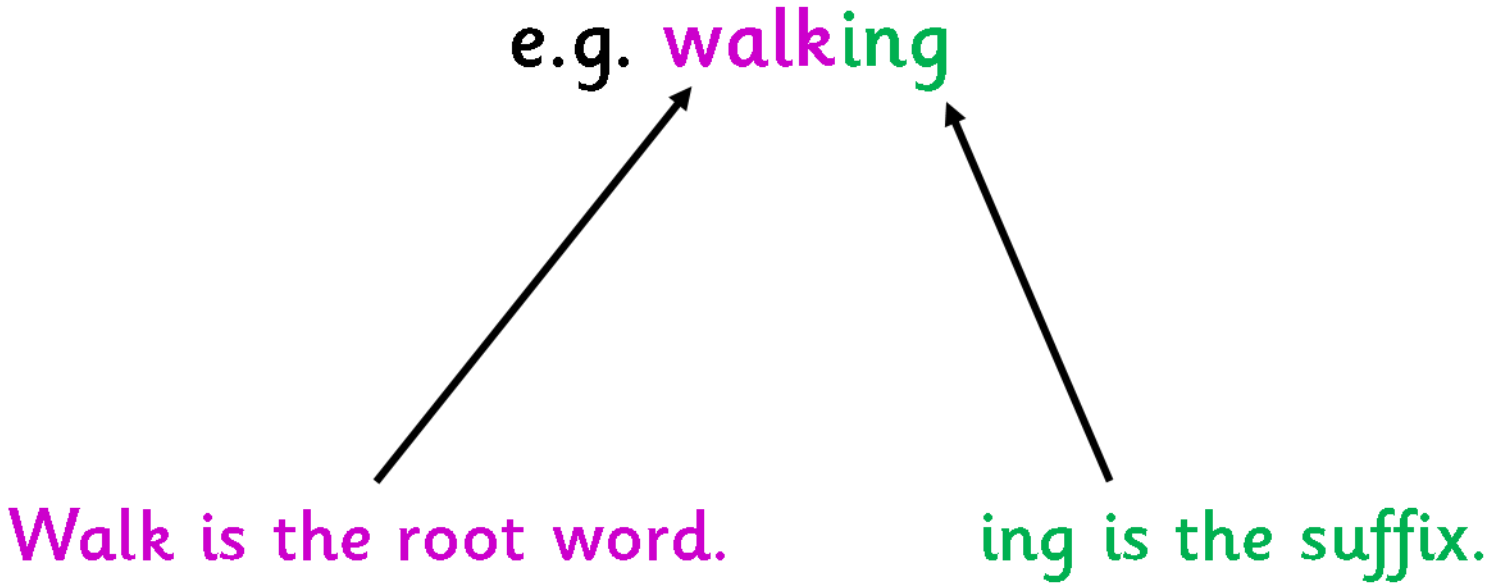


https://www.bbc.co.uk/teach/class-clips-video/english-ks2-wonderful-words-suffixes-part-1/zdnd7nb

Watch the video and make notes on suffixes!

What is a suffix?

A suffix is a group of letters that can be added on to the end of a root word to slightly change its meaning.



Black Panthers and Hulks

You must complete the tasks included on each of the slides in your books.

Further Challenge – See end of Day 1 – Grammar PowerPoint

Storms:

Your task is at the end of the Day 1 – Grammar PowerPoint.

The suffix ‘ing’ is added to the end of verbs to show that something is happening in the present…

e.g. I kick the ball.

I am kicking the ball.

Task to complete in your book

Can you add 'ing' to these words, then put them in a sentence?

e.g. walk – I am walking to the shops.

stick	pick	pour
sing	play	say

The suffix ‘er’ is added to the end of adjectives to compare two things…

e.g. small.

The girl was smaller than the boy.

Task to complete in your book

Can you add 'er' to these words, then put them in a sentence?

e.g. loud – The children were louder than their teacher.

hard	quiet	bright
dark	high	deep

The suffix ‘ed’ is added to the end of verbs to show that something has already happened…

This is the past tense.

Task to complete in your book

Can you add 'ed' to these words, then put them in a sentence?

e.g. walk – I walked to the shops.

lick	listen	watch
bang	play	sprint

The suffix ‘est’ can also be added to the end of adjectives to compare three or more things...

e.g. cold.

Thursday was the coldest day of the week.

Task to complete in your book

Can you add 'est' to these words, then put them in a sentence?

e.g. loud – Simon was the loudest in the class.

hard	quiet	bright
dark	high	deep

Task - Storms

All letters are usually retained when adding a suffix.

example: ski + ing = skiing The man is skiing down the slope.

Write these words, adding the suffix "ing"

walk		paint	
sing		cook	
jump		help	
think		go	
read		fall	

I am _____.

Write these words, adding the suffix "ed"

camp		jump	
bark		stamp	
dust		sew	
rain		paint	
cook		help	

We _____.

Circle the correct word

She is (painted / painting) a picture of some flowers.

The boy (stamping / stamped) his feet in the sand.

My brother was (helping / helped) our father in the garden.

Dad (cooking / cooked) the food on the campfire.

The little girl is (jumping / jumped) across the creek.

Our dog (barked / barking) at the man when he walked near the gate.

My sister is very good at (sewed / sewing).

He (skiing / skied) quickly across the ski field.

My mother is (dusted / dusting) the furniture.

Further Challenge

1. What prefix would you add to the word 'finished' to show that there is still some work to be done?

   A) un
   B) dis
   C) mis

2. What suffix would you add to the word 'air' to show that a room is very stuffy?

   A) ed
   B) ful
   C) less

3. What prefix would you add to the word 'view' to indicate that you see something before other people do?

   A) re
   B) pre
   C) dis

4. What suffix would you add to the word 'blame' to show you have done nothing wrong?

   A) ness
   B) less
   C) ed

5. Which two suffixes have the same meaning?

   A) ful and less
   B) less and ness
   C) s and es

6. Which of these words can not be made into another word by adding the prefix 'sub'?

   A) way
   B) marine
   C) book

7. Which of these prefixes means below?

   A) under
   B) pre
   C) over

8. What does the prefix do to the word 'cooked' in this sentence?

   The pies were precooked.

   A) It tells you you need to cook the pies.
   B) It tells you the pies need cooking again.
   C) It tells you the pies have already been cooked.

9. What does the prefix 'dis' do to the word appeared in this sentence?

   The cat disappeared before her very eyes.

   A) It tells you that the cat appeared bigger than before.
   B) It tells you that the cat vanished.
   C) It tells you that the act appeared to be further away.

10. What does the suffix 'ful' do to the word house in this sentence?

    She had a houseful that weekend.

    A) It tells you that her house was empty that weekend.
    B) It tells you that her house was a mess that weekend.
    C) It tells you that she had lots of people staying in her house that weekend.

Well done for completing Day 1 – Grammar!

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed.

4A@hortongrangeacademy.co.uk
4B@hortongrangeacademy.co.uk
4C@hortongrangeacademy.co.uk

Tuesday 26th January 2021
(10:20 – 11:20 AM)
English
Beowulf and the Beast – Story Board

Recap – Rat Island

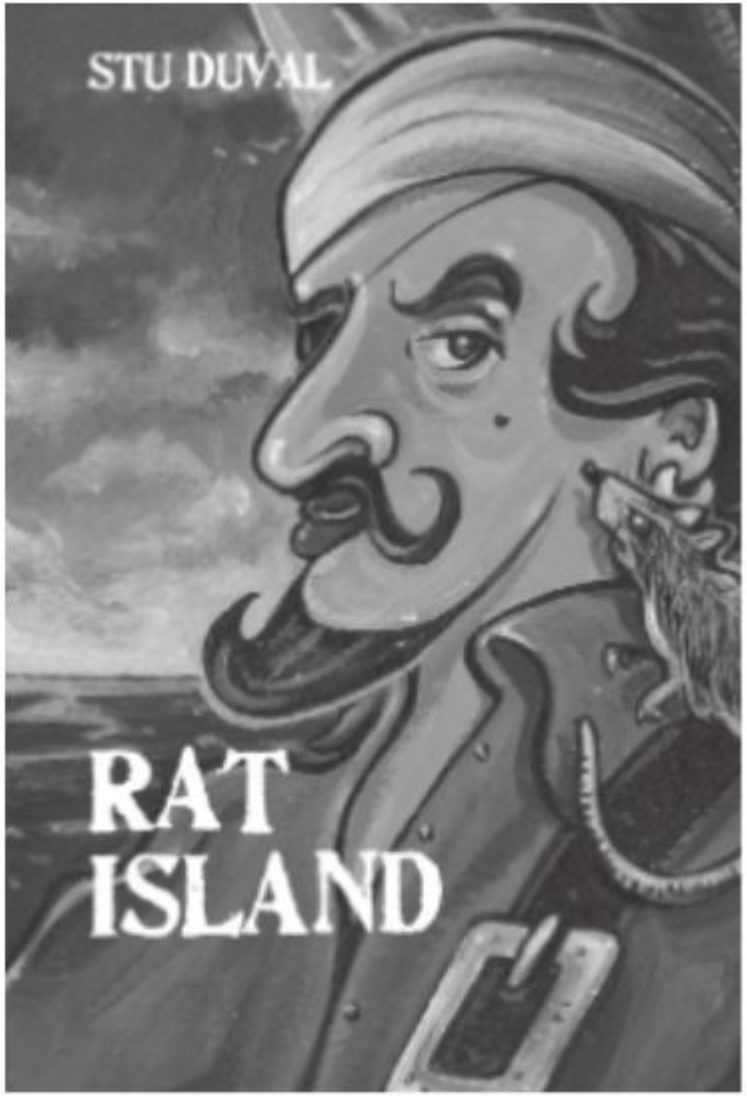
- What did we learn about last lesson?

- What did we write about? Which character did we write as?

- Summarise what happened in the text Rat Island.

Please click the link below to access the text via Bug Club (ensure you are doing so via Google Chrome).

https://www.activelearnprimary.co.uk/resource/207409



The text we will focus on this week is called: Beowulf and the Beast

Have a look at the front cover and answer the following questions.

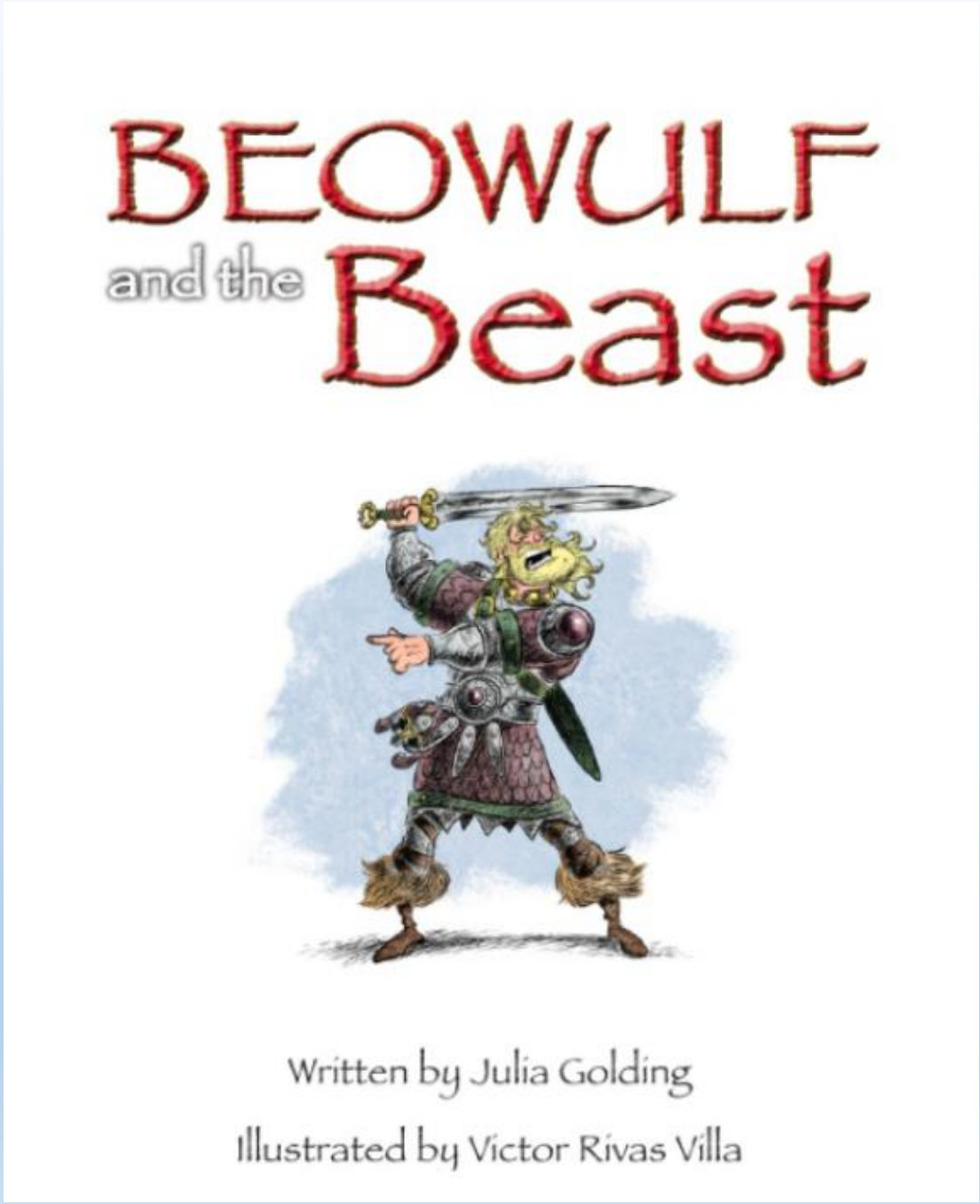
- What type of story do you think this might be?
- Who do you think the main characters are?
- Prediction - What do you think will happen in the text?

I think that....

because...

Please click the link below to access the text via Bug Club (ensure that you are doing so via Google Chrome). Alternatively, please check through your allocated books.

https://www.activelearnprimary.co.uk/resource/207605

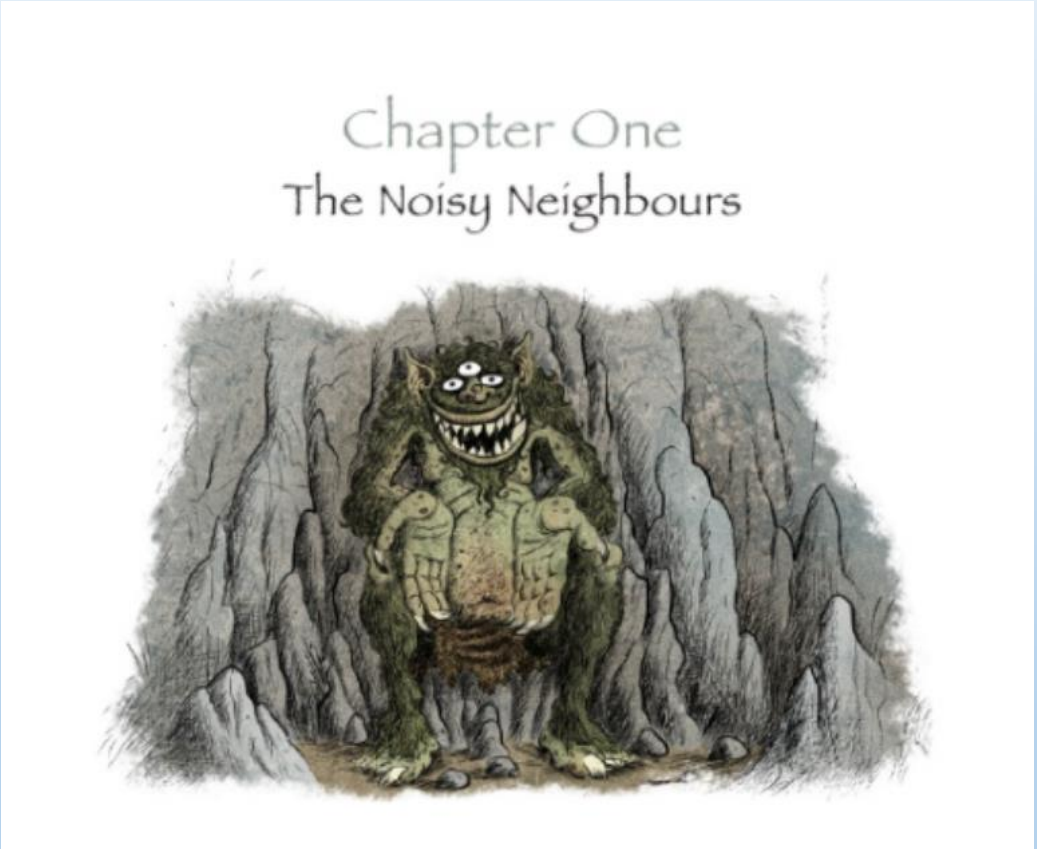


Chapter 1 – The Noisy Neighbours

Read Chapter 1

Page 5 to Page 10

- What do we think will happen in this chapter?
- What does this picture tell us?



Please click the link below to access the text via Bug Club (ensure that you are doing so via Google Chrome). Alternatively, please check through your allocated books.

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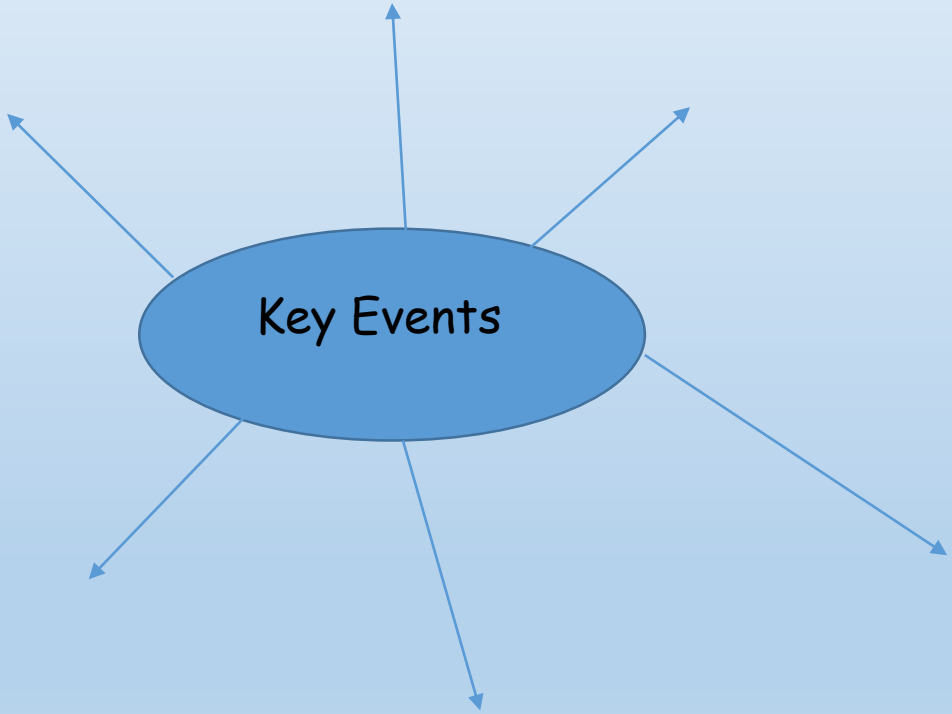
Chapter 1 – Key events

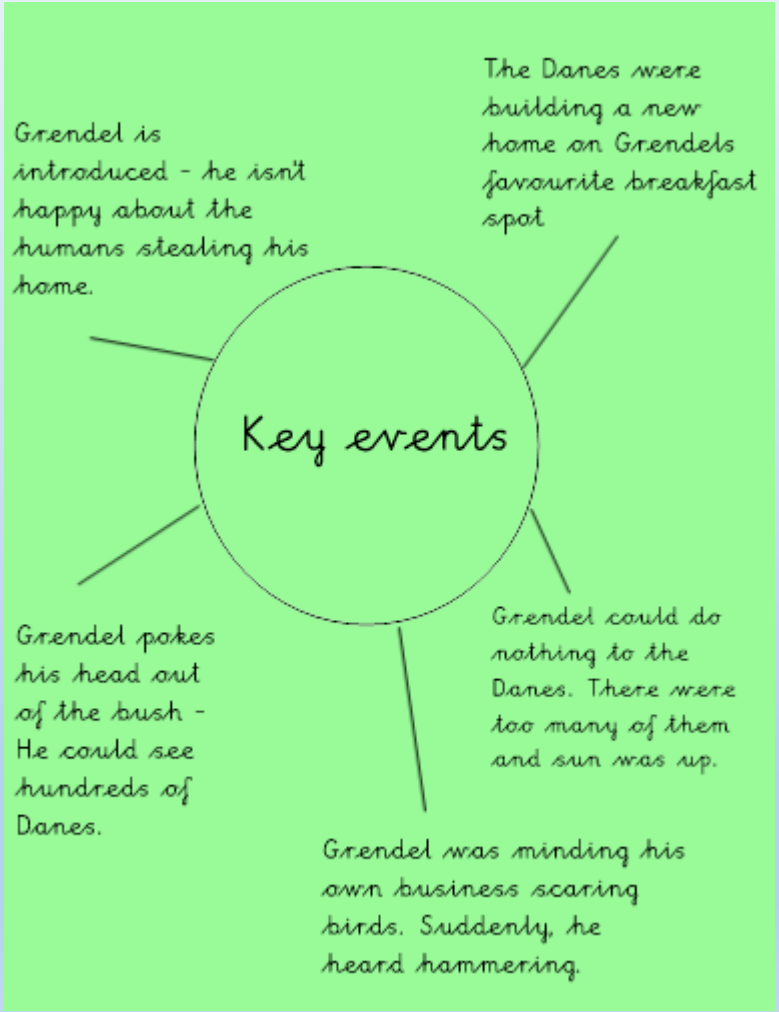
Now that we have read chapter 1, We are going to discuss the key events that took place. Please brainstorm in your books, write in full sentences.



What is a key event?

Anything that takes place or happens, especially something important.

Chapter 1 – Key events



Did you include any of the following key events?

Did you write any other key events?

Can you write down each of these events in chronological order. What is chronological order?

Chronological order is the order in which things happen. To find out more, click the following link.

https://www.bbc.co.uk/bitesize/topics/zhk82hv/articles/zydsb82

Chronological Order – Answers

1. Grendel is introduced – he isn't happy about the humans stealing his home.

2. Grendel was minding his own business scaring birds. Suddenly, he heard hammering.

3. Grendel pokes his head out of the bush – He could see hundreds of Danes.

4. The Danes were building a new home on Grendels favourite breakfast spot

5. Grendel could do nothing to the Danes. There were too many of them and the sun was up.

Did you order the events correctly?

Fantastic job!

Task – Story Board

Now that we have looked at some of the key events in Chapter 1, you must create a story board.

Each of the key events must be in chronological order.

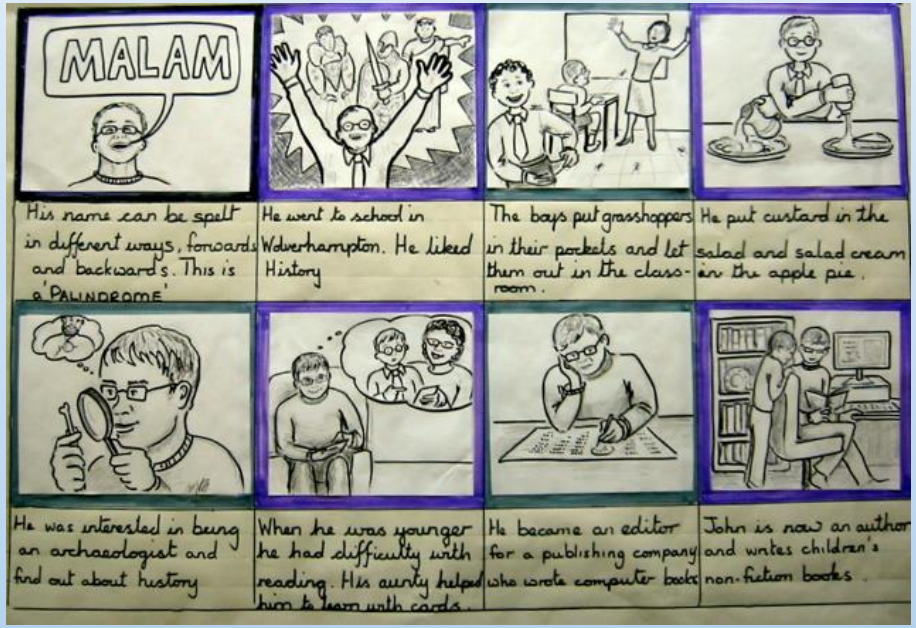
Storms - Draw a picture for each key event and write a sentence to explain what has happened.

BP/Hulks - Draw a picture for each key event and include detailed sentences outlining what has happened. Include adjectives and ENP's to describe.

Further Challenge – Write a paragraph explaining how Grendel was feeling? Why?

See examples of story board's on the next page.

This is what a story board looks like:



Support Page

Adjectives for Characters

angry	contented	cheerful	disgusting
mad	calm	colourful	wrinkled
furious	happy	greedy	enormous
bad	satisfied	mean	broad
evil	merry	selfish	large
bold	joyful	lazy	big
naughty	dangerous	idle	tall
cheeky	savage	dozy	short
rude	vicious	pretty	tiny
dreadful	delicate	beautiful	foolish
awful	weak	attractive	silly
harsh	frail	handsome	zany
terrible	forgetful	athletic	confused
wicked	careless	sporty	muddled
horrible	untidy	odd	lucky
horrid	wasteful	unfriendly	fortunate
brave	generous	aloof	poor
courageous	kind	quaint	unfortunate
daring	helpful	cute	quick
adventurous	loving	rich	fast
clever	brilliant	wealthy	speedy
intelligent	wonderful	rowdy	rapid
smart	excellent	loud	
skilful	awesome	ugly	

Well done for completing Day 2 – English!

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed.

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4C@hortongrangeacademy.co.uk

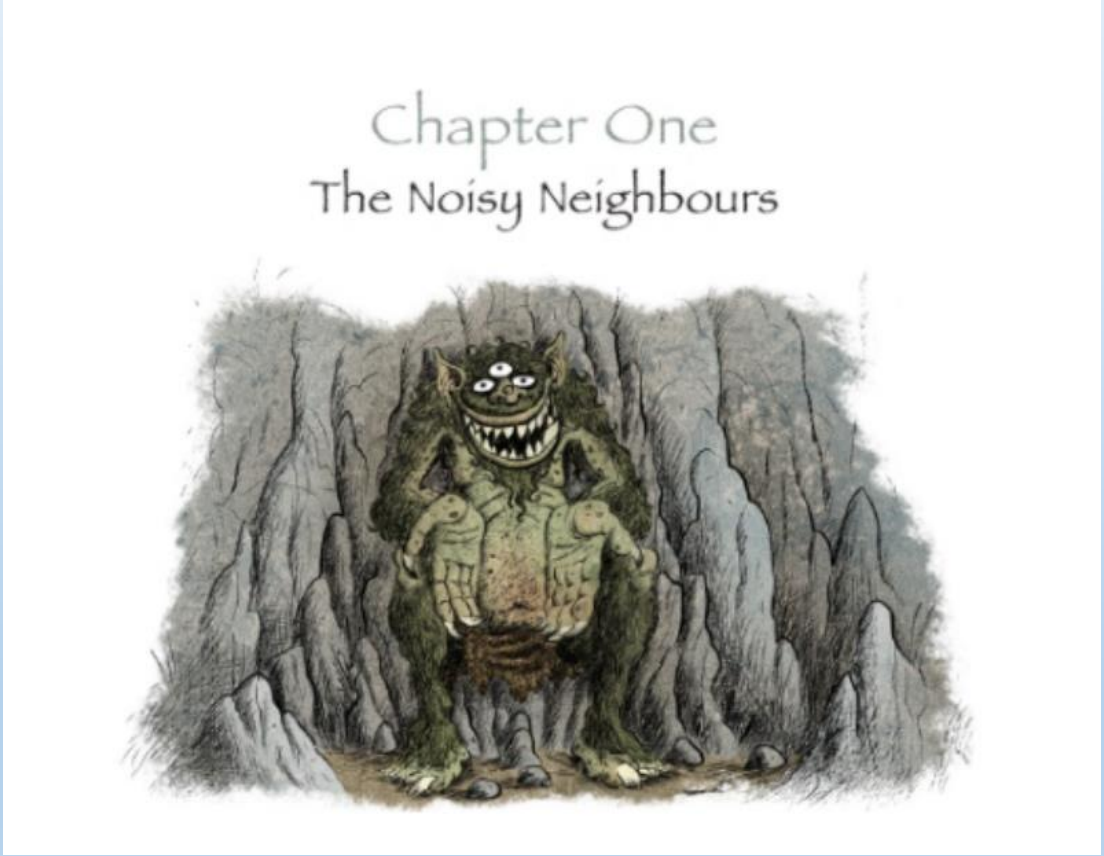
Wednesday 27th January 2021
(10:20 – 11:20 AM)
English
Grendel's Diary Entry

Recap – Discuss what has happened in Chapter 1.

- What did we learn about yesterday?
- How do you think Grendel feels?
- Would you feel the same way?

Please click the link below to access the text via Bug Club (ensure that is via Google Chrome). Alternatively, please check through your allocated books.

https://www.activelearnprimary.co.uk/resource/207605



Diary Entry

Today we will write a diary entry as Grendel.

Can you remember what a diary entry is?
What are the features of a diary entry?

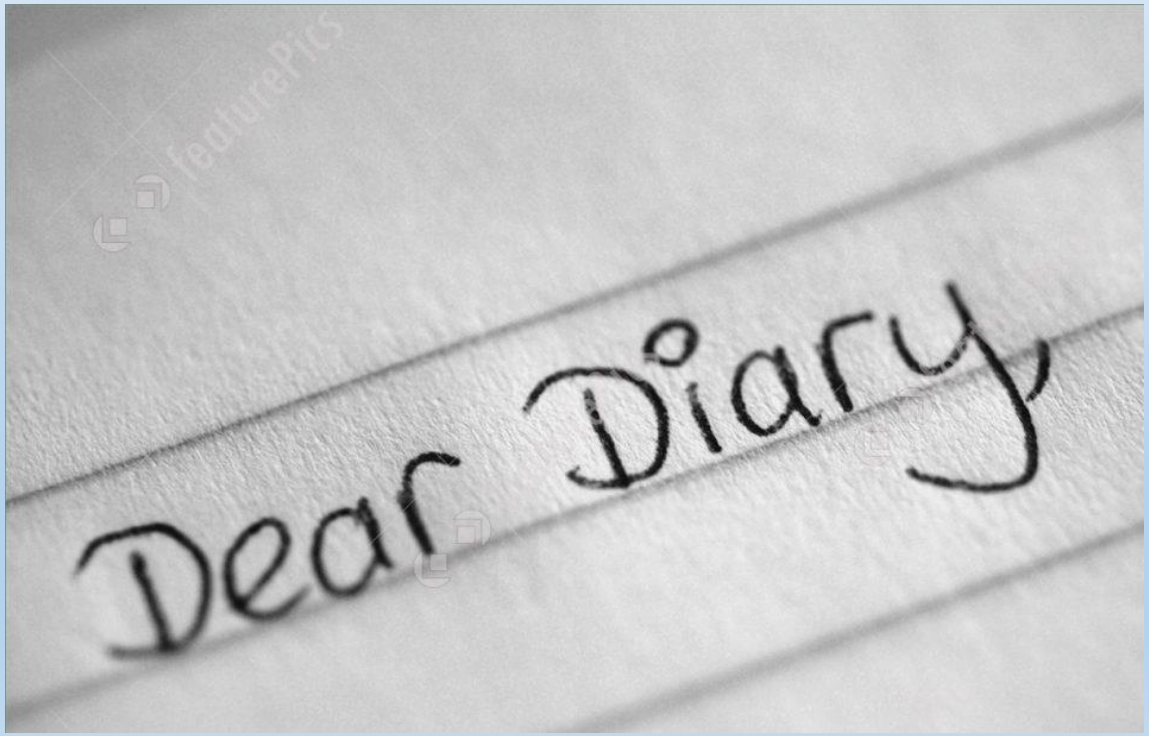
These are questions we should definitely be able to answer.

What is a diary entry? What are the features of a diary entry?

A diary entry is a personal record of events, thoughts, and feelings.

Features of a diary entry include:

- First person
- Chronological order
- Emotive language
- Self reflection
- Past tense
- Detailed descriptions.
- Time conjunctions.



Emotive Language - What is it?

Emotive language used when certain word choices are made in order to get an emotional response.

Emotive language often aims to persuade the reader or listener to share the writer or speaker's point of view, using language to stimulate an emotional reaction.

For example, "I feel exhausted! It took a lot of blood, sweat and tears to get to where we are today, but we have only just begun."

How does this make you feel?

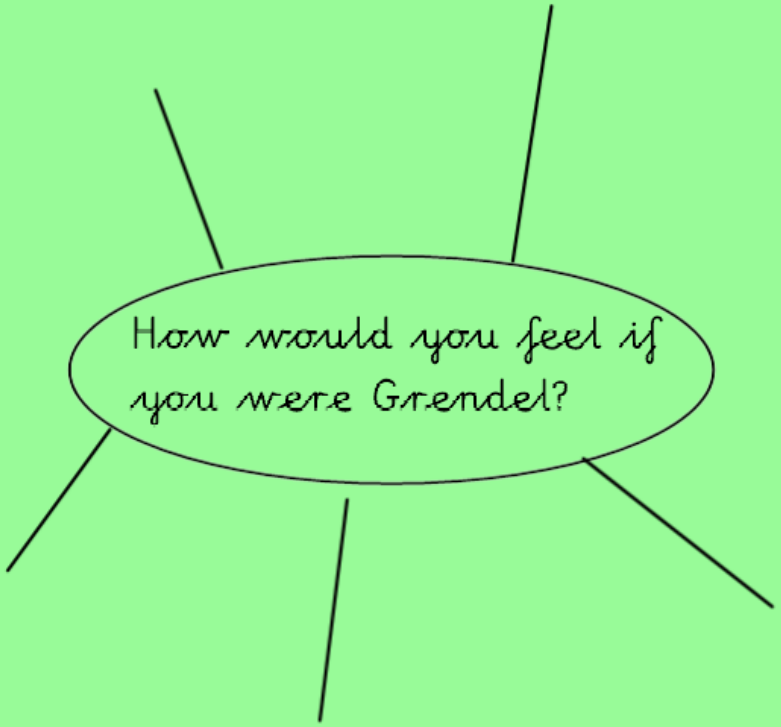
Can you think of any of your own sentences that include emotive language?

How would you feel if you were Grendel?

We are going to base our diary entry on the events that took place in Chapter 1.

We are going to write from Grendel's perspective. Discuss how you would feel if you were Grendel and someone had just taken your breakfast spot.

Use emotive language and write in full sentences.



For example, I was full of rage. How dare the Danes take over my breakfast spot?

Grendel's Diary - Example

Here is an example of Grendel's diary. Pick out the key features.

Dear Diary, 23th January 2021

It has been quite a while since I've had anything significant to write about but yesterday something really peculiar occurred. I was minding my own business, scaring birds as I normally would.

All of a sudden, I heard an awful murmuring sound. I initially thought it was a boat but I thought to myself, what kind of a boat travels with such vigor?

I poked my head out of the bush and stared with my sharp yellow eyes. To my surprise, I spotted a bunch of humans commanding my breakfast spot! How dare they? I felt sick to my stomach. They were building hideous homes on my land. The nerve!

My only thought was to exterminate them. However, it was broad daylight and this was when I was at my weakest. I would have to wait for the foolish Danes fell asleep. Only then, would they experience my rage.

Grendel

Task – Grendel's Diary

Task – You must write a diary entry as Grendel. Talk about the key events in chapter 1 and how Grendel felt about the Danes taking his land.

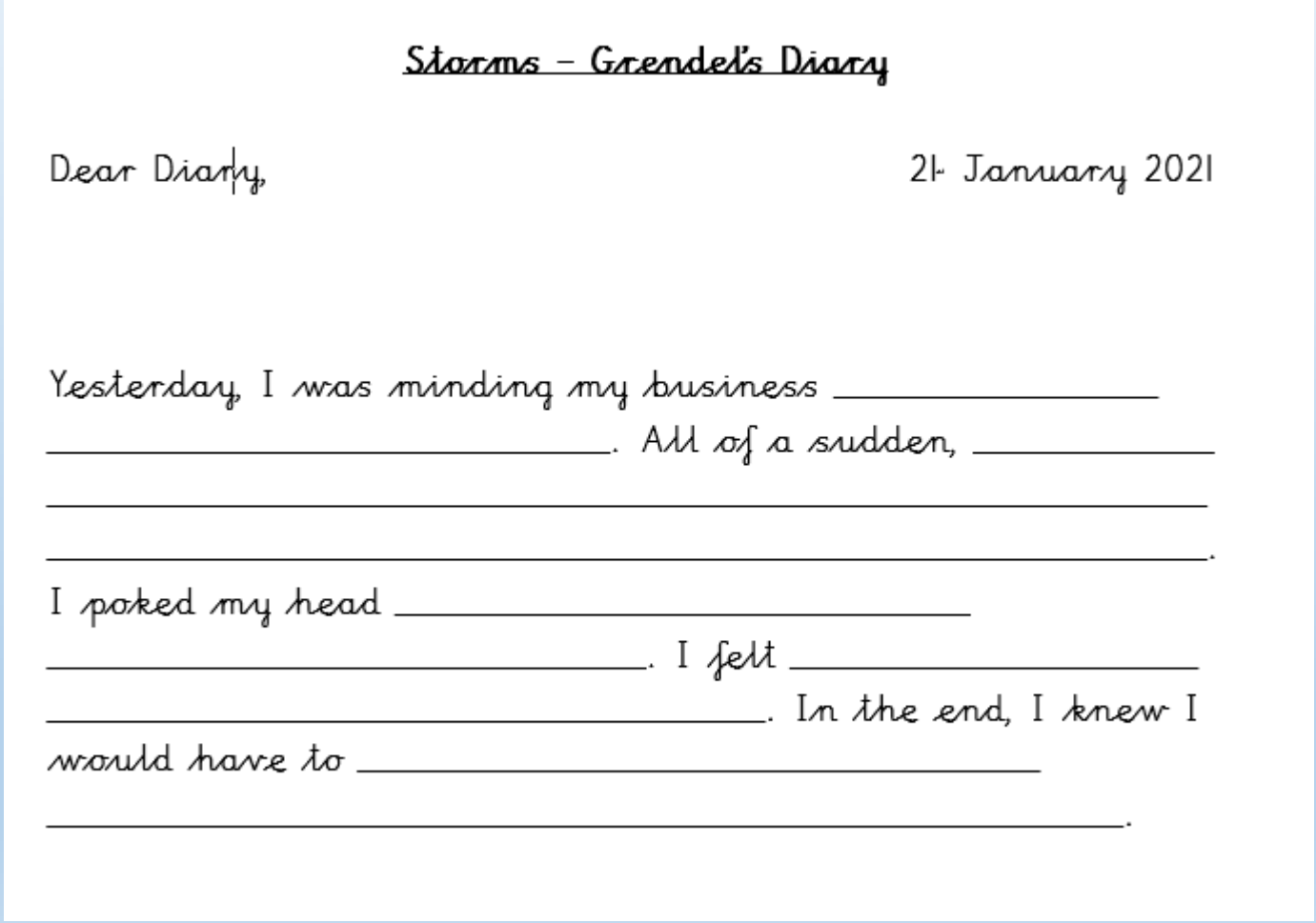
Structure and what to include:

- Date and Dear Diary.
- First person – I, We
- You are Grendel!
- Past tense
- Emotive language.
- Time conjunctions
- Adjectives
- Paragraphs

Storms – Write in full sentences – include capital letters and full stops.

Black Panthers/Hulks – Ensure you include all of the above – especially emotive language. Use the word mats to support you.

Storms – Sentence Openers



Storms – Grendel's Diary

Dear Diary, 21st January 2021

Yesterday, I was minding my business _____
_____. All of a sudden, _____
_____
_____.
I poked my head _____
_____. I felt _____
_____. In the end, I knew I
would have to _____
_____.

Support Page

Did I...

	Child
include the date and/or time?	
write in the first person?	
use past tense for the main events?	
include an introduction to set the scene?	
tell events in chronological order?	
include personal emotions and feelings?	
use time conjunctions and adverbials (e.g. after that, before lunch, until sunset)?	

Time Connectives

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

Emotive Language **Word Mat**

agony	cruel	honest	panic	tremendous
atrocious	damaging	inferior	repulsive	urge
atrocity	disaster	innocent	riot	vile
appalling	disgust	magic	secret	vulnerable
beg	dreadful	magnificent	shame	wicked
blessed	ecstatic	miracle	startling	you
concealed	freedom	must	terrified	
corrupt	forbidden	ordeal	threat	
courageous	harsh	outrage	tragic	

Well done for completing Day 3 English!

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed.

4A@hortongrangeacademy.co.uk
4B@hortongrangeacademy.co.uk
4C@hortongrangeacademy.co.uk

For the next lesson you will be able to listen to the input by a teacher.
Click on the YouTube link which will take you to the video.

https://youtu.be/4XMtS_9kv_c

Remember:

-You can pause when a question is asked if you need more time.
-You can pause if you need to write anything.
-You will be able to see the slides referred to after the recording has stopped when you return to the PowerPoint. This will enable you to access the task on the slides after it.
-You can send pictures of your work after you have completed the work and your teacher will respond to this fantastic work via Marvellous Me.
-Try to answer questions in as much detail in your yellow home learning book!

Thursday 28th January 2021
(10:20 – 11:20 AM)
English –
Comparing Characters from Different Texts

Input video
https://youtu.be/4XMtS_9kv_c

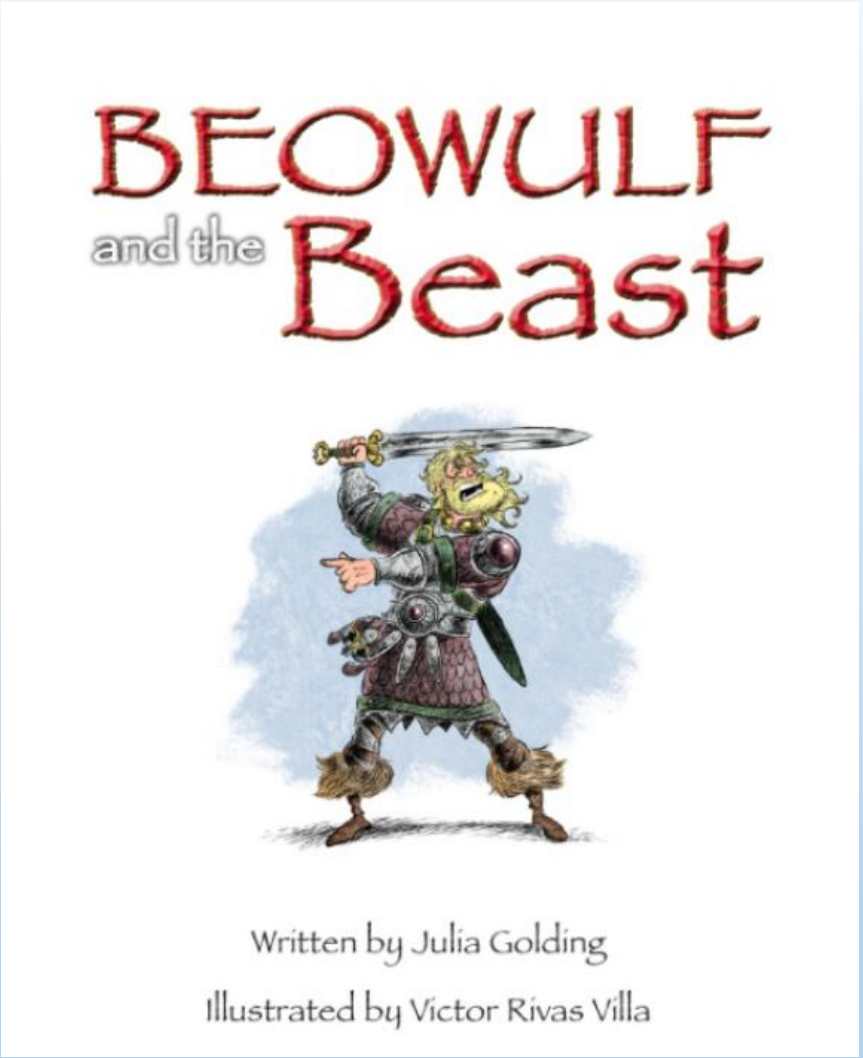
Recap

Discuss

- What did we learn about during yesterdays session?
- Discuss what emotive language is and provide an example.

Emotive language often aims to persuade the reader or listener to share the writer or speaker's point of view, using language to stimulate an emotional reaction.

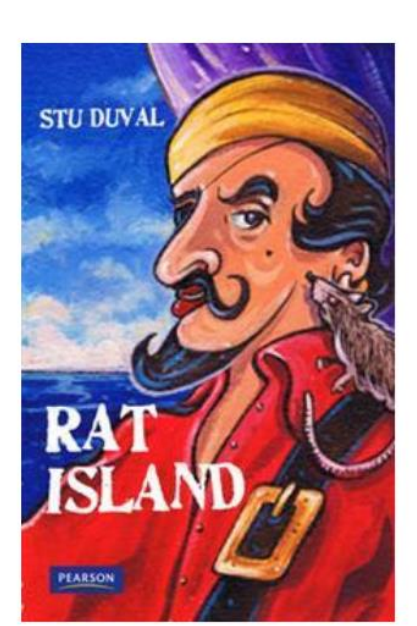
For example, I cried tirelessly.



Comparing Characters from Different Texts

Today we are going to compare two of the main characters from the texts we have read so far. Can you remember the names of these texts?

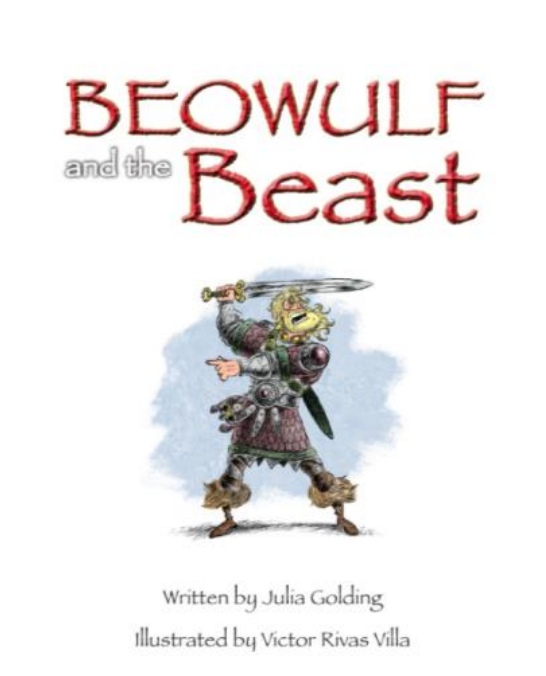
Rat Island



Which two characters do you think we are going to compare?

- Tam Spratley
- Grendel

Beowulf and the Beast



Recap – Tam Spratley

Discuss what we know about Tam Spratley.

- What is his job role?
- What is his personality like?
- Character Traits.
- Appearance.
- Experiences.

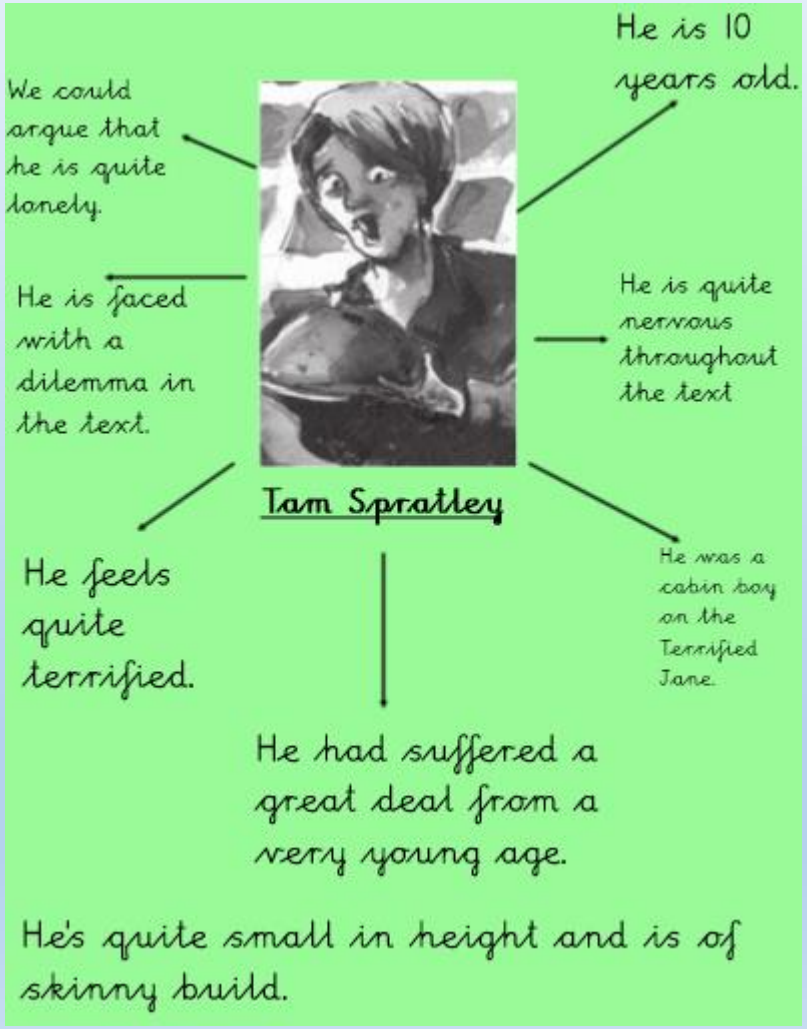
Draw Tam and annotate.

Please write in full sentences – Complete this task in your books!

Tam Spratley

Tam is always quite terrified throughout the text. He has experienced so much as a young boy.

Recap – Tam Spratley



Did you cover any of the same points?
Did you write any different points?

Recap – Grendel

Discuss what we know about Grendel.

- What was his job role?
- What was his personality like?
- Character Traits.
- Appearance.
- Experiences.

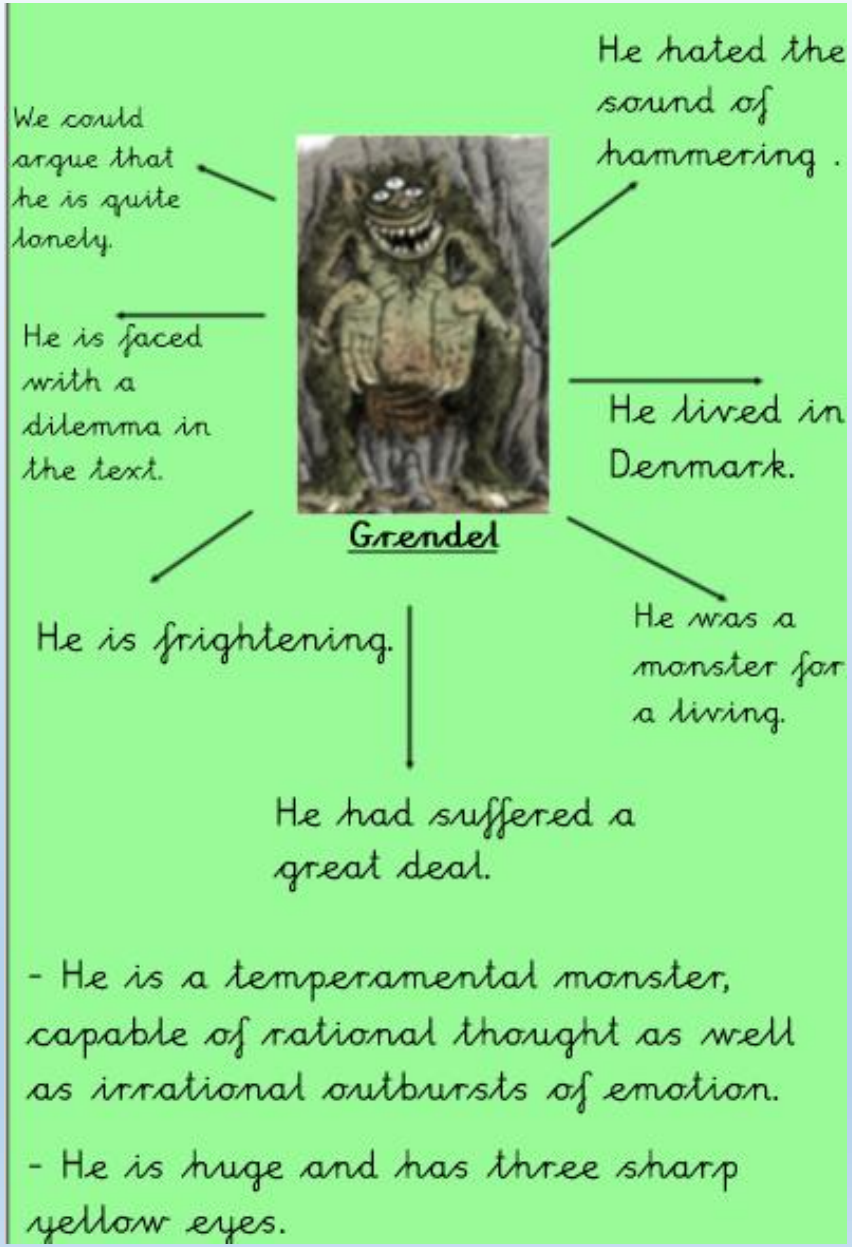
Draw a picture of Grendel and annotate.

Please write in full sentences – Complete this task in your books!

Grendel

Recap – Grendel

Did you cover any of the same points?
Did you write any different points?



Task – Comparing Characters from Different Texts

Comparing Tam with Grendel

- Did we notice any similarities?
- Did we notice any differences?

Task - Draw the following table in your books. Use the sentence openers to support you.

Storms - 3 similarities and differences.
Black Panthers - 5 points.
Hulks - 5 points with links to each text.

Similarities	Differences
One similarity between Tam and Grendel is that they are both feel lonely. In the text, Tam is orphaned at a young age and was left all alone. Similarly, Grendel lives in Denmark feeling isolated and lonely. Another similarity...	One of the differences between Tam and Grendel is that Tam feels quite terrified throughout the text. Whereas, Grendel is the monster who terrifies everyone else. Another difference...

Further Challenge - Write a paragraph comparing Grendel to another character from Rat Island.

Support

COMPARE

Describe the similarities and differences

Sentence Starters

One similarity is...

One difference is...

However...

On the other hand...

This is different...

But...

Alternatively....

Check List

Have you...

DESCRIBED what is the same

DESCRIBED what is different

USED the text to SUPPORT YOUR POINTS!

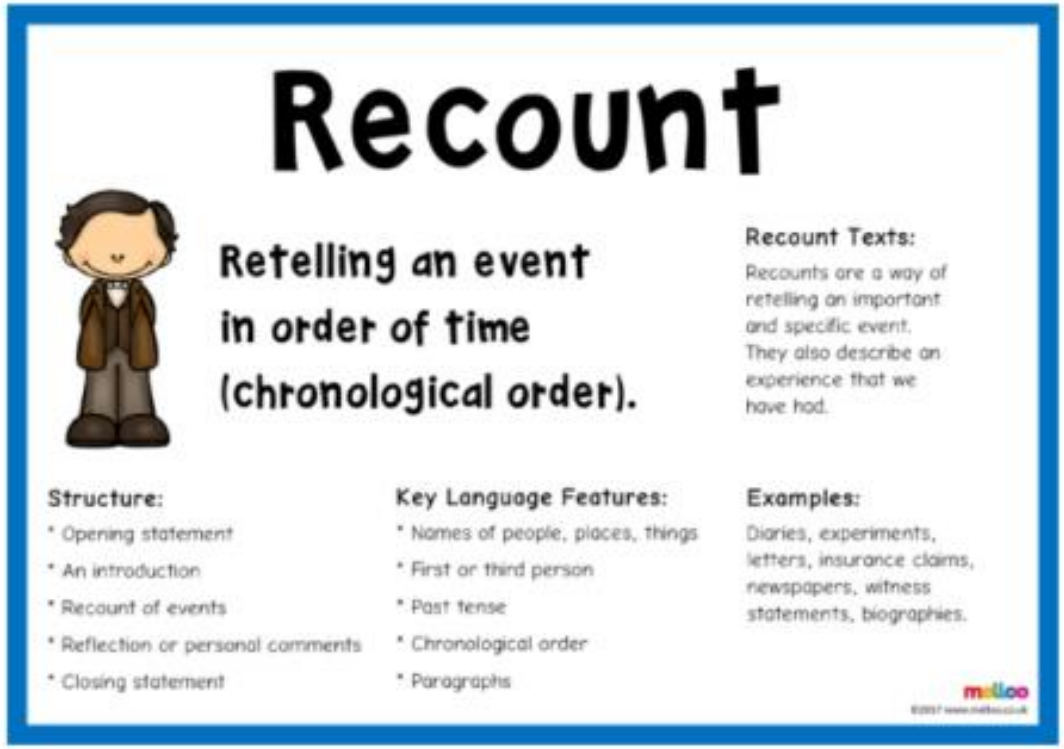
Well done for completing Day 4 of English!

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed.

4A@hortongrangeacademy.co.uk
4B@hortongrangeacademy.co.uk
4C@hortongrangeacademy.co.uk

Friday 22nd January 2021
(10:20 – 12:15PM)
Guided Reading
Information Texts

Recap - What is a recount? What are the features of a recount? Discuss



https://www.youtube.com/watch?v=Re0pCqUZu9w

What is an information text? What are the features?

Information texts are Non-Fiction texts which give information on particular subjects.

	Title shows what the text is about. Often uses "How…" or "Why…"		**Technical vocabulary** specific to the topic.
	Opening paragraph introduces the process.		**Diagrams/illustrations** with labels.
	Chronological order with **time conjunctions.**		**Cause and effect conjunctions** explain how one event leads to the next.
	Stages of the process clearly broken down.		Final paragraph (**conclusion**) links back to the opening.
	Present tense (unless it's a historical explanation).		**Passive voice** is often used. (e.g. something **is done**)
	Impersonal tone.		

Can you identify any similarities between any other texts we have looked at so far? What are they?

Features of a recount

What are the features of an information text?

Main Title

Paragraphs

Illustrations

Sub Headings

Bullet points or numbers for lists

Captions for key information

The purpose of an information text

An information text is a piece of writing that provides information about something, someone or an event.

It can also be called an EXPLANATION TEXT.

It is NON-FICTION.

FORMAL.

FACTUAL.

Can you think of any examples that you may have seen or read?

Some examples include:

- Museum Info
- Tourist Attraction
- Fact Files: Football player

Information Texts – Chronological Order

Information texts provide information in chronological order, this means that time conjunctions are also used - just like a diary or a recount!

Let's sort the chronology:

1. **Condensation**
The water vapour is lifted into the sky. As you go higher, the air gets colder and cools down the gas. This causes the particles to condense (come together) and form microscopic droplets of water. Over time, millions of them gather like this and make clouds.

How Does the Water Cycle Work?

2. Have you ever looked up at a grey, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.

3. **Precipitation**
As soon as the water droplets reach a certain size, their weight is too great to stay in the air and they fall towards the ground. This is called precipitation. If the air is very cold, the water falls as ice or sleet. Otherwise, it falls as rain.

4. **Evaporation**
When the heat from the sun warms any patch of water, the liquid turns into a vapour (gas) and this rises because it is lighter. The warmer the air, or if there is a draught or breeze, the quicker evaporation takes place. It even happens on puddles' surfaces. Try and watch the playground dry up next time there has been a shower.

Answers

Answers!

See? Without chronology it makes no sense!

Let's sort the chronology:

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Storms – Information Text

- Read the text
- Underline the key features
- Circle any unfamiliar words

How Do Tadpoles Grow?

Frogs are cold-blooded amphibians. Amphibians are animals that can walk on land and can swim in water.

The process in which a tadpole turns into a frog is called **metamorphosis**.

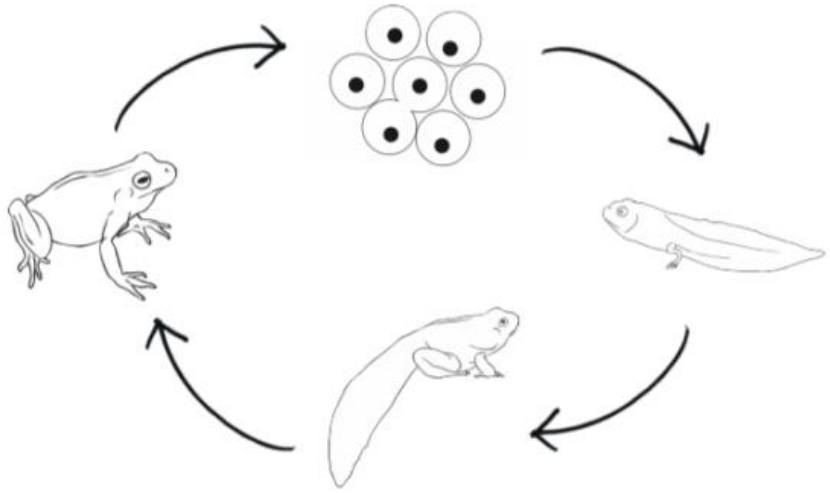
A mother frog lays about 4,000 eggs in a lake or pond. These eggs are very soft and have no shell.

After 3-6 weeks, tiny tadpoles hatch and swim around to find plants to feed on. The tadpoles still have gills so they can't leave the water.

In time, the tadpoles start to grow legs. Firstly, the hind legs appear. Then, the lungs begin to develop and finally the front legs appear. The tadpoles start to look more like frogs and are known as froglets. The froglets become more adventurous, but as a result many of them are eaten by large fish and water insects.

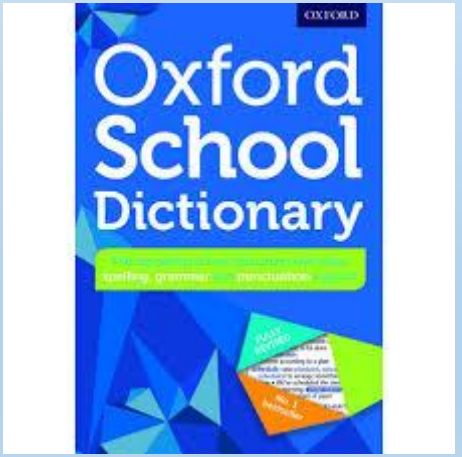
After three months, the froglet's lungs are fully developed so they can get out of the water and breathe. Their tails will shrink away and vanish.

The frogs are now fully grown. During winter, the frogs will hibernate at the bottom of the pond.



Use a dictionary and the internet to help you find the definition of your unfamiliar words.

https://www.oxfordlearnersdictionaries.com/



Storms – Questions

Questions

1. Can you find the definition for 'amphibian?

_____

2. Using your definition, find and copy two pieces of information that tell us something about amphibians.

3. Can you find the definition for the word 'metamorphosis?'

4. Order the journey of a life cycle, use the diagram to help you.

- After 3 – 6 weeks tadpole's hatch
- The mother frog lays around 4000 eggs.
- The frogs are now fully grown.
- In time, the tadpoles start to grow and develop gills and legs.

Event	Number

Further Challenge – Think of your own retrieval question.

Today we will focus on retrieval questions.
These are questions that ask you to find factual information within a text.
You are unlikely to be asked to explain your answers in a retrieval question.

Hulks and Black Panthers – Information Text

- Read the text
- Underline the key features
- Circle any unfamiliar words

Cyclones

Cyclones are fierce, tropical storms. Meteorologists explain that cyclones are caused by low pressure weather systems with ferocious winds spiralling inwards and blowing at more than 150 kilometres per hour. Cyclones are known as 'typhoons' when they occur in the Far East and 'hurricanes' in the Atlantic Ocean.

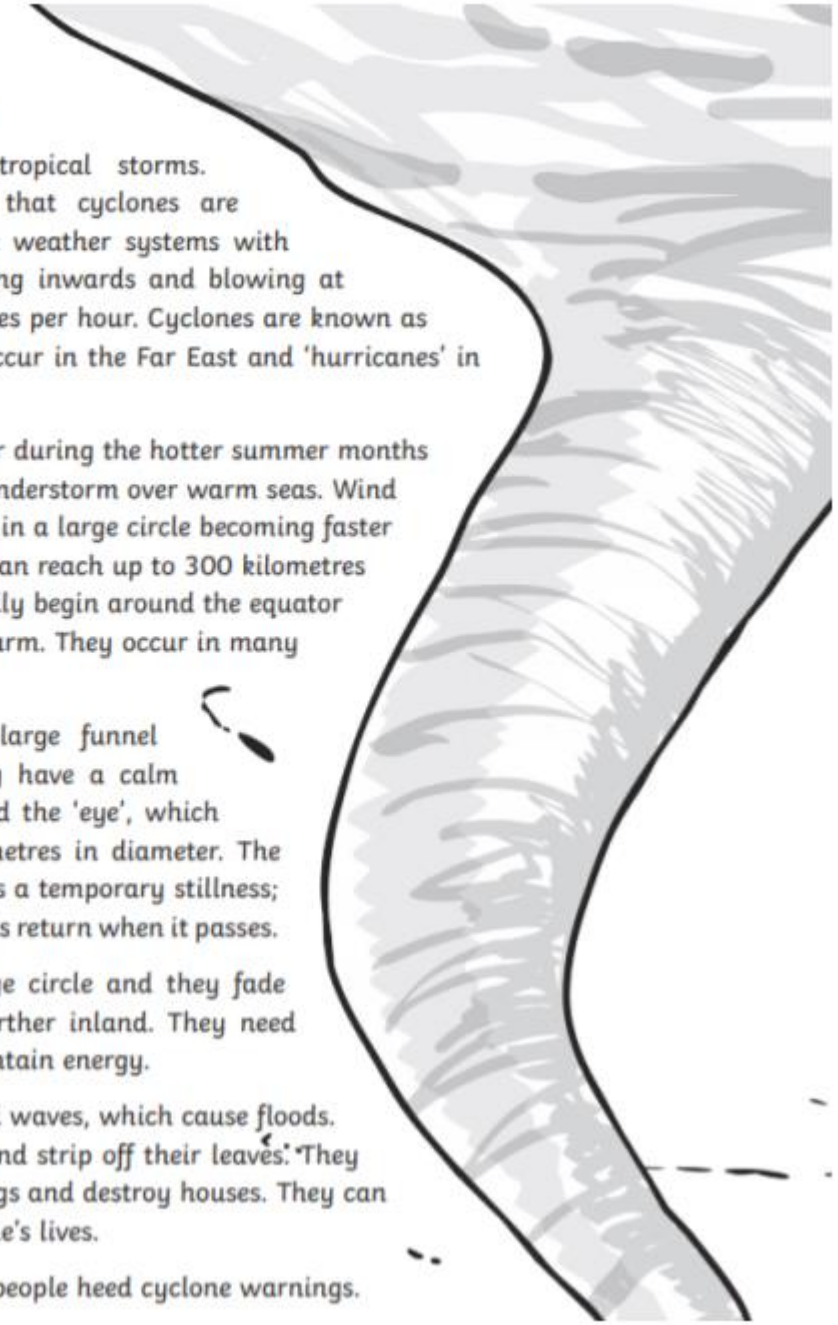
Cyclones generally occur during the hotter summer months and they begin as a thunderstorm over warm seas. Wind and clouds start to spin in a large circle becoming faster and faster. Their speed can reach up to 300 kilometres per hour. Cyclones usually begin around the equator where the oceans are warm. They occur in many parts of the world.

Cyclones look like a large funnel of spinning wind. They have a calm part in the centre called the 'eye', which is between 10-20 kilometres in diameter. The eye of the cyclone brings a temporary stillness; however, the severe winds return when it passes.

Cyclones spin in a large circle and they fade away when they go further inland. They need the sea or water to maintain energy.

Cyclones can cause tidal waves, which cause floods. They can uproot trees and strip off their leaves. They can knock down buildings and destroy houses. They can also destroy many people's lives.

It is important that all people heed cyclone warnings.



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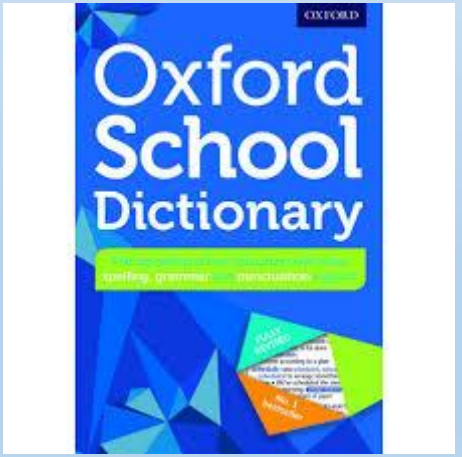

Black Panthers and On Fire - Questions

1. Summarise the characteristics of a cyclone using three pieces of information from the opening paragraph.
2. Look at paragraph 2. Which subheading is the best choice?

- Weather and Cyclones
- When do Cyclones Occur?
- Cyclones and speed

3. Look at paragraph 3. Find and copy the simile present, explain what effect using this technique has on the text.

4. Look again at paragraph 3. The writer uses the word 'however' explain what this means and how it effects the piece of information following it.

5. True or False?

Statement	T or F?
Cyclones cause little damage.	
Cyclones can affect weather	
There are different words for cyclones	

6. Look again at the table and at statement two. Explain how you know this is true based upon evidence from the text. Use the first and final paragraphs for information.

Further Challenge – Think of three of your own retrieval questions for this text.

Well done for completing Day 5 Guided Reading!

Please take a photograph of your completed work and send it to your class teacher on the class email address below. We can then send you some feedback on the great work you have completed.

4A@hortongrangeacademy.co.uk
4B@hortongrangeacademy.co.uk
4C@hortongrangeacademy.co.uk

Week 4 – English Quiz

Please complete the following quiz. The purpose of this quiz is to assess each pupils level of understanding. Going forward, we can also use this information to provide pupils with greater learning opportunities.

It MUST be completed. Please see link below.

Good Luck!

https://forms.office.com/Pages/ResponsePage.aspx?id=jp2v5jm_FEyFW3PuNqNMcxIGn-1QwBfMvSF-xJ6hAHZURE5MS1ZaQU1EWFBSUFRCVE1HQlBNN1FUWS4u