

English Home Learning

Week Beginning - 01.02.2021



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	Guided Reading	Guided Reading			RE	PE
Wednesday		PE- Joe Wicks		Newsround	English	Maths			Curriculum	
Thursday		Maths		Class Assembly- YouTube Link	English	PSHE			Curriculum	
Friday		Maths		PE- Joe Wicks	English	ICT			Spanish	Whole School Assembly- YouTube link

Maths Home Learning

English Home Learning

Curriculum Home Learning

This week...

- Monday (10:20 - 11:20am) Grammar - Commas
- Tuesday (10:20 - 12:15pm) Guided Reading - Stories - Setting Descriptions
- Wednesday (10:20 - 11:20am) English - Creative writing - Setting Descriptions
- Thursday (10:20 - 11:20am) English - Creative writing - Writing your own setting description
- Friday (10:20 - 11:20am) - English - Themes - Comparing stories

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.

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/PoMMdhxmUeg>

Remember:

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Monday 1st February 2021

10:20 - 11:20 (AM)

Grammar - Commas

<https://youtu.be/PoMMdhxmUeg>

Recap - What did we learn about last lesson?

- What is a suffix?
- What is a root word?
- Who can remember any words that include a suffix?

Commas tell the reader to make a brief pause, not as long as the pause for a full stop. They are a little bit more complicated than other punctuation marks because they have lots of uses.

Today we will learn about commas!

What is a comma?

Different uses for commas:

Commas are used to separate items in lists, but 'and' is used instead of a comma for the last item.



In my fruit bowl, I have bananas, satsumas and kiwis.

Can you punctuate this list with commas?

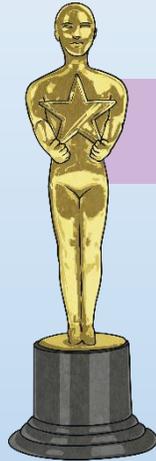
My three favourite foods are fish pie stir fry and pizza.

My three favourite foods are fish pie, stir fry and pizza.



Clauses

Commas can be used like brackets to separate extra information from the main sentence. These are sometimes called subordinate clauses.



The boy, who was only eight, won the award for best actor.

Notice that the sentence still makes sense if you don't include the clause in the commas.

Can you separate the extra information in this sentence?

The girl who was only ten won the award for best actress.

The girl, who was only ten, won the award for best actress.

Breaking up long sentences

Commas are used between clauses to break up long sentences. They are used before words like 'and', 'but', 'so' and 'for'.



I was feeling really tired, so I got up and went to bed.

Can you break up this sentence using a comma?

I was feeling really hungry so I got up and went to the fridge.

I was feeling really hungry, so I got up and went to the fridge.



Direct Speech and Fronted Adverbials

Commas can be used before speech marks begin.

Tommy shouted, "Help me please, I'm stuck in here!"



Commas are also used after fronted adverbials.

Fortunately, the next bus came five minutes later.



Task - Storms

Using all the information we have learnt, complete the following questions in your books!

Task 1. Circle the commas in the sentences.

Lists

1. We ate eggs, cheese, sandwiches and ice-cream.
2. My hobbies are playing rounders, spending time with my friends, playing the play station and reading.

Fronted Adverbials

1. At the weekend, I went to my dance class.
2. In the garden, we dug up all the weeds.

Clauses

1. The lady, who was very clever, decided to go to university.
2. The air, which was full of smoke, smelt like burning wood.

Direct Speech.

1. He whispered, "Be quiet!"
2. Magid shouted, "What are you doing?"

Task 2. Add commas in the correct place to the sentences below.

1. The old man who liked chocolate went to the chocolate factory.
2. At the supermarket I bought some milk bread cheese vegetables and fruit
3. Imran didn't seem scared even though he is scared of heights.
4. During spring many flowers will bloom.
5. The boy whispered "is it too late to go back?"

Task 3. Finish the sentence.

It is important that we use commas because...

Task - Black Panthers

Using all the information we have learnt, complete the following questions in your books.

Task 1. Put commas in the correct place in the sentences below. Then, write the sentences into your books.

1. The wrapping paper had blue white red and yellow stripes.
2. The Shard the tallest building in Britain is located in London.
3. The candle was burning brightly but I could see it was about to go out.
4. Thomas smiled warmly and said "Good afternoon."
5. Dramatically the song finished with a bang!
6. The old man who liked chocolate went to the chocolate factory.
7. At the supermarket I bought some milk bread cheese vegetables and fruit
8. Imran didn't seem scared even though he is scared of heights.
9. During spring many flowers will bloom.
10. Nervously the boy whispered "is it too late to go back?"

Task 2. Can you correct the commas in the sentences below:

1. Once there lived a, magical wizard he was wise and tall with a white beard.
2. We, walked through the forest which was dark and creepy nervously.
3. At the weekend we, bought ice-cream, fizzy pop water and crisps.

Task - Hulks

Using all the information we have learnt, complete the following questions in your books.

Add commas to the sentences below in the correct place

1. The wrapping paper had blue white red and yellow stripes.
2. The Shard the tallest building in Britain is located in London.
3. The candle was burning brightly but I could see it was about to go out.
4. Thomas smiled warmly and said "Good afternoon."
5. Dramatically the song finished with a bang!
6. The old man who liked chocolate went to the chocolate factory.
7. At the supermarket I bought some milk bread cheese vegetables and fruit
8. Imran didn't seem scared even though he is scared of heights.
9. During spring many flowers will bloom.
10. Nervously the boy whispered "is it too late to go back?"

Further challenge: (Don't forget to include Commas in the correct places!

1. Write a sentence with a fronted adverbial. (Time or Place)
2. Write a sentence with a list of items.
3. Write a sentence with a clause (extra information).
4. Write a sentence with direct speech.
5. Write a sentence with two parts to it which relates to each other. For example:

There was a young lady, she liked to read books.

Further Challenge

Explain why each of these commas are included in the sentences:

On Saturday, I'm going to the water park.



Michael said, "I'm not going."

You can have your potatoes boiled, steamed, mashed or roasted.



I knew it was wrong, but I did it anyway.

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

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https://youtu.be/_gobqxMsbVM

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Tuesday 2nd February 2021

(10:20 - 12:15PM)

Guided Reading

Stories

https://youtu.be/_gobqxMsbVM

Recap - What is an information text?

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

Can we think of any examples?

- Museum Information
- Tourist Attractions
- Fact Files: Football player.



Today we will learn all about stories!

- What is a story?
- Are all stories the same?
- What is the name of the word we use to describe different story types?
- What is your favourite story? Why?

Click the link to find out! (first video)

<https://www.bbc.co.uk/bitesize/articles/zp7cvwx>

What did the video teach us?

- The word we use to describe different story types is: Genre.
- There are many different genres: science fiction, horror, fairy tale, mystery and detective.
- Each genre has its own set of features and rules BUT they all have one thing in common: they all have a setting.

What is a setting? What is a setting description?

Let's revisit our video to find out more about setting descriptions!
(second video)

<https://www.bbc.co.uk/bitesize/articles/zp7cvwx>

Now that we know about the features of story writing. Let's look at them in more detail.

- Use of expanded noun phrases to create a greater picture.
- Powerful adjectives.
- Use of the five senses (touch, smell, hear, sight, taste).
- Figurative Language - uses **words** and ideas to suggest meaning and create mental images. For example, similes and metaphors.
- Strong character descriptions.

describe what can be seen?

describe what can be heard?

describe what can be felt?

describe the time of day?

describe the weather?

use powerful adjectives to describe the atmosphere/mood?



Storms - Stories

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

First Question: What genre do you think this story is?

Scare at Shadow Fair

As the night turned dead, a noise crept along the windswept valley. Led by a horse-drawn wagon, a string of lurching, wheeled giants trundled and tracked its way across the uneven ground. In the centre of the field, the vehicles stopped and a man leapt down from the front of the wagon. He stroked his horse's neck, then strode to the rear of the wagon. He slid a thick, iron latch across the door and pulled down a set of rickety, wooden steps before climbing them, one shrieking creak at a time, and beginning his sinister scheme.

"What a night for a Halloween fright," said the stranger to himself.

Inside the wagon, he clicked his fingers and a candle burst into life. Firelight oozed from the wick and cast shadows onto the wooden walls, which were lined with shelves of glass bottles containing strange, mysterious liquids. Some glowed gently, some fizzed furiously and some bubbled like saucepans on the verge of boiling over.

The stranger pulled half a dozen dangerous-looking containers from their shelves and placed them beside the candle on the small table. Under its light, the bottles seemed to come alive. The man turned, his red coat swishing behind him, and pulled an iron-rimmed trunk from underneath a cloaked shelf.

He reached into his coat and removed a brass key. It was long and twisted, like a skeleton's finger. He placed it into the lock and - click - the trunk opened.

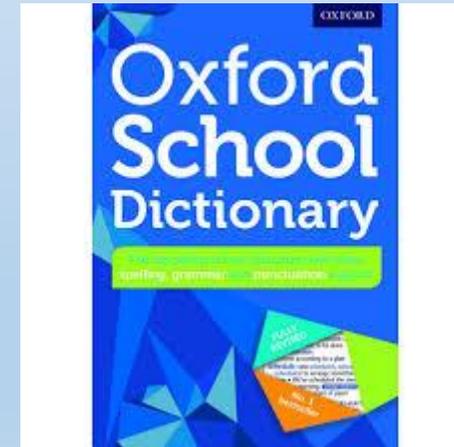
"Ah. There you are," he murmured, and he ran his tongue across his bottom lip. His gnarled fingers flexed around a small, highly-polished mahogany box and prised it free. He placed it onto the table extremely carefully, as though cradling an old friend... or a sleeping monster.



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



<https://www.oxfordlearnersdictionaries.com/>



Questions

1. What was pulling the wagon? Tick **one**.

- a man
- a horse
- giants
- wheels

2. What was the man wearing? Tick **one**.

- a long scarf
- a black hat
- a red coat
- a cloak

3. Number the events from 1-4 to show the order in which they occur in the text. The first one has been done for you.

- The man took a small box out of the trunk.
- 1 The wagon stopped in the field.
- The man chose some bottles of liquid.
- The man lit a candle inside the wagon.

4. Draw **four** lines and match each object to its describing adjective.

uneven

rickety

windswept

sinister

ground

scheme

steps

valley

Storms - Questions

5. Find and copy **one** word which shows that man's fingers were old and crooked.

6. How did the man open the trunk?

7. **He placed it onto the table extremely carefully, as though cradling an old friend... or a sleeping monster.**

What do you think might be in the mahogany box? Why?

STORMS FURTHER CHALLENGE:

The Haunted Castle

Can you write TWO expanded noun phrases to describe the castle? Use adjectives to make your writing great!

BP and Hulks - Stories

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

First Question: What genre do you think this story is?

Scare at Shadow Fair

As the night turned dead, a noise crept along the windswept valley. Led by a horse-drawn wagon, a string of lurching, wheeled giants trundled and tracked its way across the uneven ground. In the centre of the field, the vehicles stopped and a man leapt down from the front of the wagon. He stroked his horse's neck, then strode to the rear of the wagon. He slid a thick, iron latch across the door and pulled down a set of rickety, wooden steps before climbing them, one shrieking creak at a time, and beginning his sinister scheme.

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He reached into his coat and removed a brass key. It was long and twisted, like a skeleton's finger. He placed it into the lock and - click - the trunk opened.

"Ah. There you are," he murmured, and he ran his tongue across his bottom lip. His gnarled fingers flexed around a small, highly-polished mahogany box and prised it free. He placed it onto the table extremely carefully, as though cradling an old friend... or a sleeping monster.

Scare at Shadow Fair

With a touch as light as a feather, he opened the box and his eyes lit up with wonder. He plucked out a small item and held it up against the flame. It was a delicate, crystalline skull.

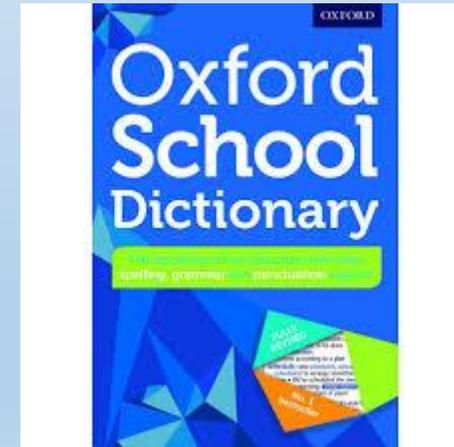
The man uncorked the first of the concoctions and tipped a single drop onto the skull. It fizzed and a cloud of toxic green mist filled the room. He breathed deeply, and a toothless smile stretched across his face.

*"In the darkness, you shall find
Blood of rat and brains combined.
Through this wicked, fiery brew,
See my magic come anew.
Shadows, you will come alive –
One and two, or maybe five.
Bodies you no longer need;
From the sunlight you are freed.
Living creatures you shall be –
Forever, you will work for me!"*

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



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Black Panthers and Hulks Questions

We will be focusing on a variety of exam style questions today so look out for the key words - what do we need to help us to answer the questions?

1. Number the events from 1-5 to show the order in which they occur in the text. The first one has been done for you.

- The man took a small box out of the trunk.
- 1 The wagon stopped in the field.
- The man chose some bottles of liquid.
- The man lit a candle inside the wagon.
- The man poured a potion onto the skull.

2. Draw **four** lines and match each object to its describing adjective.

toxic

crystalline

windswept

sinister

valley

scheme

skull

mist

3. Find and copy one word which shows that man's fingers were old and crooked.

4. Find and copy a **simile** which describes the brass key.

5. Read the paragraph beginning 'Inside the wagon...'. What magic does the man perform in this paragraph?

Black Panthers and Hulks Questions

REMEMBER: Always return to your text.

Further explanations to answers can always be found by reading around the words and information.

6. He placed it onto the table extremely carefully, as though cradling an old friend... or a sleeping monster.

Why do you think the man is treating the box so carefully?

7. What do you think the man's spell does? Explain your answer.

CHALLENGE QUESTION

Take your time. You could be awarded 3-5 marks for this. Be creative!

8. Write your own setting description using the following sentence as a prompt:

The haunted house stood imposingly next to the dark forest...

Use expanded noun phrases and adjectives to create an interesting and frightening setting description.

Write at least one FULL paragraph.

You may wish to write two, remember to begin a new paragraph if you start to discuss a new topic.

Well done for completing Day 2 - 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.

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Wednesday 3rd February 2021

(10:20 - 11:20 AM)

English

Creative Writing -

Setting Descriptions

https://youtu.be/7AnDpXNE_wE

Recap - What is a setting? Why do you think we describe them in stories?

A setting is where and when a story is set. For example, in a forest, in a castle, at school or in space.

Settings need to be described in detail so that the reader can picture the place clearly in their mind.



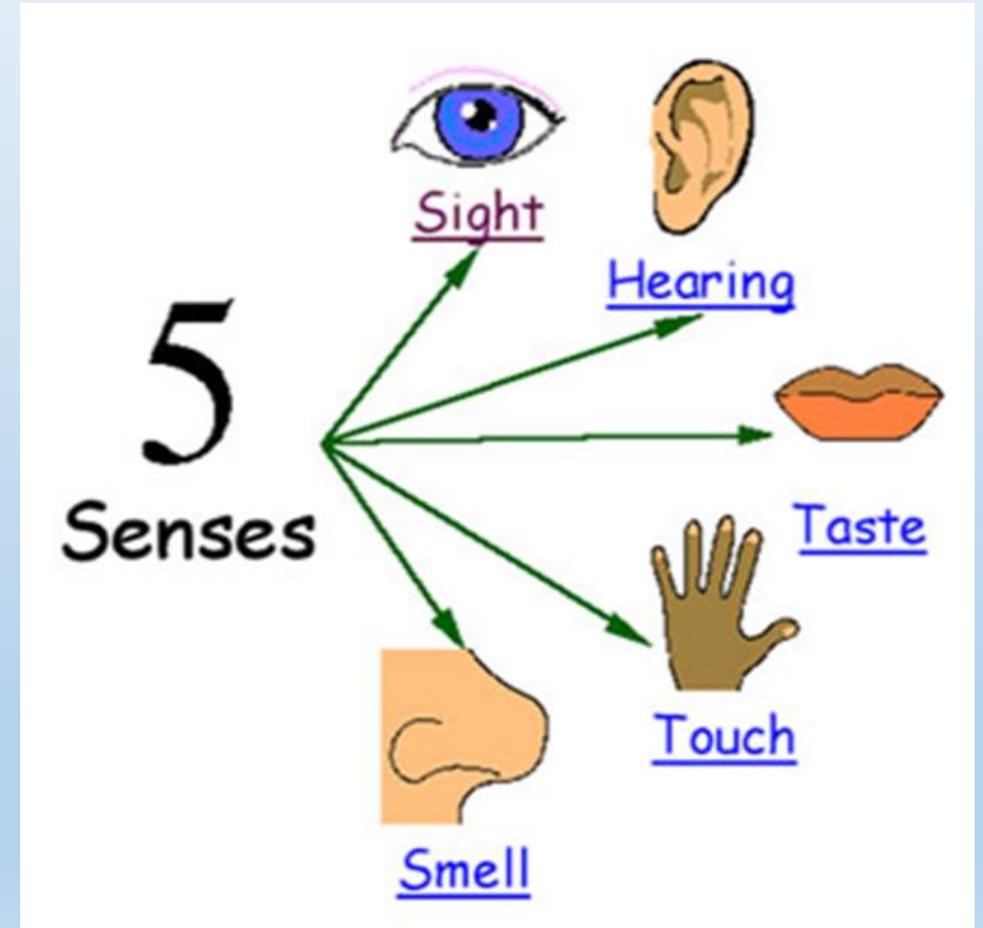
What are the features of a setting description?

- Five senses (sight, smell, touch, hearing and taste).
- Expanded noun phrases
- Powerful adjectives
- Figurative language



What are the five senses? Why are they important?

- When you write about a setting, you need to make sure you use lots of description so a reader can picture themselves there.
- Effective descriptions appeal to the senses.
- We should all be familiar with the 5 senses from yesterday's session.



What is figurative language?

Figurative language uses words and ideas to suggest meaning and create mental images. Similes, metaphors and onomatopoeia are some examples of figurative language.

What is a simile?

A simile is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'. For example:

- The pond was like a shiny, round coin.
- He ran as fast as a high-speed train.

Can you think of any of your own examples?

What is a metaphor?

A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics. It is like a simile, but instead of using 'like' or 'as' it compares by suggesting that something is something else. For example:

You are the light of my life. This means you give me hope and happiness.

Can you think of any of your own examples?

What is onomatopoeia?

This is when a word makes the sound of the thing it describes (for example: boom, honk, pop, crack, cuckoo, crack, splat, tweet, zoom, sizzle, whizz, buzz, hiss, rip).



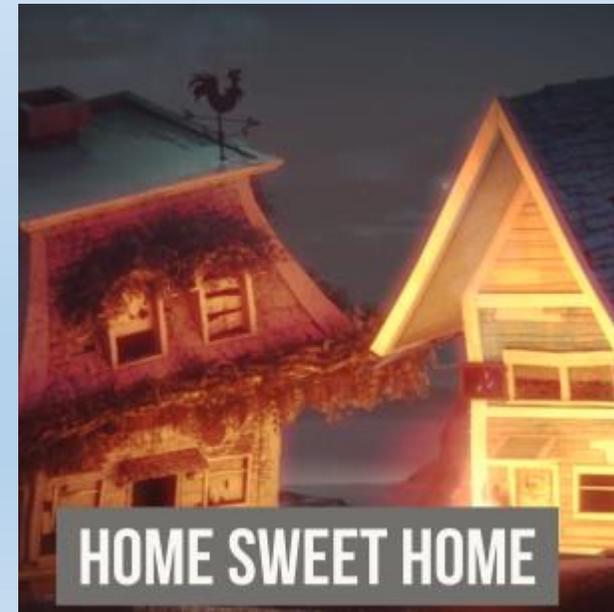
Can you think of
your own
examples?

Now that we have had a look at the different types of figurative language.
Let's get started with our task!

Today we are going to watch the video 'Home Sweet Home'. We will describe two settings within the video using our five senses, figurative language, adjectives and ENP's.

Watch the full video via vimeo:

<https://vimeo.com/113868429>



Example for setting 1 (10 seconds).

Storms: You will draw and describe each setting using the 5 senses.

Black Panthers - You will draw and describe each setting using the five senses, adjectives and ENPs.

Hulks: You will include the five senses, adjectives, expanded noun phrases and figurative language to describe each of the settings. Draw each setting.



The sky was grey and glum

The air felt like a dementors kiss. It was freezing!

Off in the distance the house could hear cries for help. The empty street echoed with the sounds of crows cawing.

[Extend Page](#)

Task - Setting 1 (pause the video at 10 seconds).

Describe Setting 1 - 10 seconds

*Expanded Noun Phrases,
adjectives and
figurative language.*

What could the house hear?

*What could the house
hear?*



What could the house smell?

Taste

*What could the
house see?*

Task - Setting 2 (pause the video at 8 minutes and 50 seconds).

Describe Setting 2 - 8 minutes 50 seconds

*Expanded Noun Phrases,
adjectives and similes*

What could the house hear?

*What could the house
hear?*



What could the house smell?

Taste

*What could the
house see?*

Support Page

Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screaching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean
clinical
damp
delicious
disgusting
dusty
earthy
exotic
familiar
floral
fresh
fruity
homely
mouth-watering
perfumed
pleasant
pungent
refreshing
sickening
smoky
tangy
tempting
unfamiliar
unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed



Well done for completing Day 3 English!

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Thursday 4th February 2021

(10:20 - 11:20 AM)

English -

Creative Writing - Setting Descriptions

https://youtu.be/W_ehyuef7Mc

Recap

Discuss

- What is figurative language?
- What is a setting description?
- What are the five senses?
- What is the name of the video we watched yesterday?



Today you will write your own setting description but before we do this. Re-watch the full video - 'Home Sweet Home'



<https://vimeo.com/113868429>

Discuss

What happens at the end of the video?

Where do you think the two houses go?

Where would you take them?

Would you take them here?

- What can the houses see?
- What can the houses feel?
- What can they hear?
- What can they taste?
- What can they smell?

Which adjectives, similes and expanded noun phrases could you use to describe this setting?



Example - Setting Description

Have a look at the example below.
Highlight the key features.

Stars twinkled overhead in the midnight sky. The only sounds that punctuated the night were the crackling and spitting of the flames in the campfire. A gentle, cool breeze drifted across the forest landscape, kissing the walls of the mesmerised houses. Both houses toasted marshmallows over the flickering fire. It smelt like heaven on Earth. Flames stood tall and proud, their sparks illuminating the dark, creating dancing shadows on the houses eager faces. Both of the houses were completely silent. They sat, watching, waiting, for the tales to begin.

Today you are going to pick the setting both the houses end up at. It could be any place in the world. Use your imagination!

Task - Write your own setting description

Write a paragraph describing the setting both houses end up at. Remember, it could be any place in the world!

Complete the checklist.

Storms - Include the 5 senses and adjectives. Use the word mats and sentence openers to support you.

Black Panthers/Hulks - include the 5 senses, adjectives, ENPs, similes and onomatopoeia.

Prompts

1. What do the houses see?
2. What colour is the sky?
3. What does the air smell like?
4. What do they hear?
5. How do they feel about the location?
6. Is there anything that really stands out?

describe what can be seen?

describe what can be heard?

describe what can be felt?

describe the time of day?

describe the weather?

use powerful adjectives to describe the atmosphere/mood?

Support Page

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impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screaching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean
clinical
damp
delicious
disgusting
dusty
earthy
exotic
familiar
floral
fresh
fruity
homely
mouth-watering
perfumed
pleasant
pungent
refreshing
sickening
smoky
tangy
tempting
unfamiliar
unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed



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

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/UMCGssqaS8k>

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!



Friday 5th February 2021
(10:20 - 11:20AM)

English

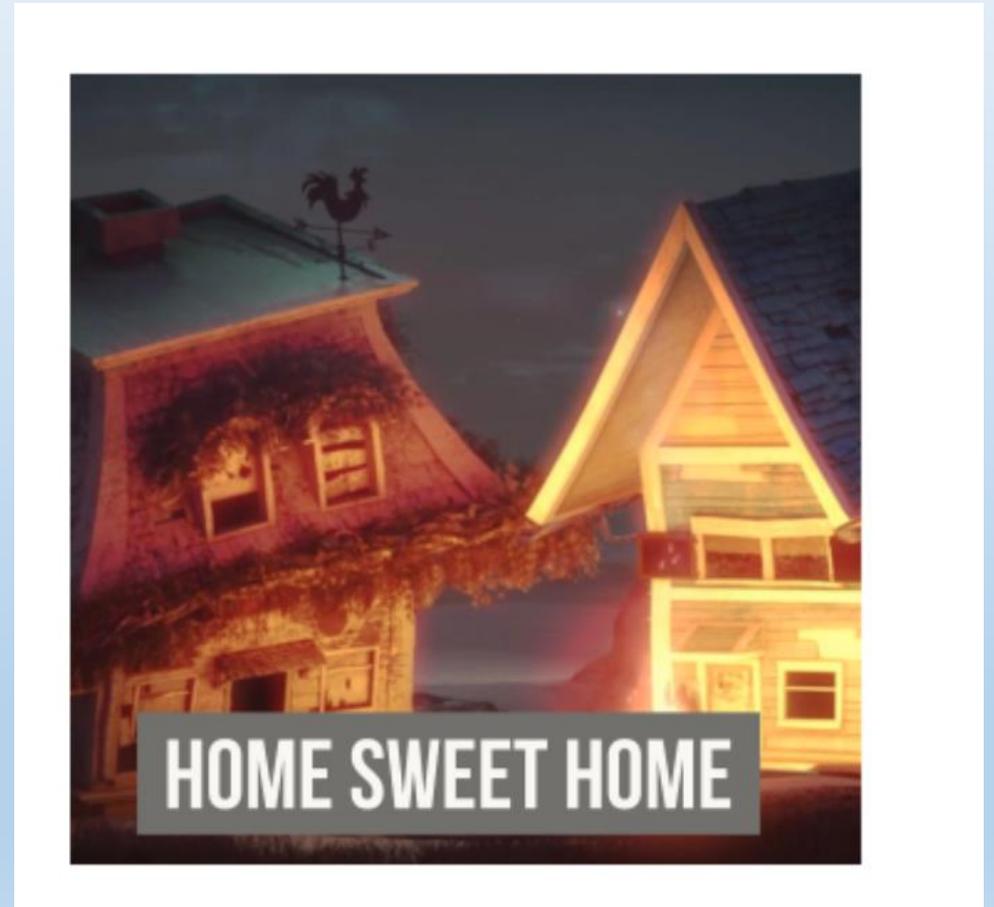
Themes Within Stories

<https://youtu.be/UMCGssqaS8k>

Recap - What did we learn about yesterday?

- Yesterday, we continued to learn about setting descriptions.
- We wrote a paragraph describing our own setting.

Today we will look at themes within stories.
Discuss what you think a theme is.



What is a theme?

Every story will have a genre that it follows but it will also have underlying themes, key ideas or messages, that run throughout it. Themes can be on many different topics, some examples include love, family, friendship or money.

When you read a book it can be possible to identify the genre quite quickly. However, you will often have to read a whole story to the very end to discover what themes it has.

Some of the common themes include:

Good vs. evil

Love

Redemption

friendship

Courage and perseverance

Coming of age

Travel



Watch the video to find out more.

<https://www.bbc.co.uk/bitesize/articles/zgprvwx>

Video is around 10 minutes

Re-watch the full video - 'Home Sweet Home'. Identify each of the themes within this story.



<https://vimeo.com/113868429>

Task - Which themes did you identify?

Brainstorm and annotate

Love - This strongly links in with friendship. We can visibly see that the houses love and care for one another throughout the story.

Friendship - The houses build a strong friendship. They travel together, have fun and experience bad times together. The story teaches us about trust and respect.

They help one another throughout the story.



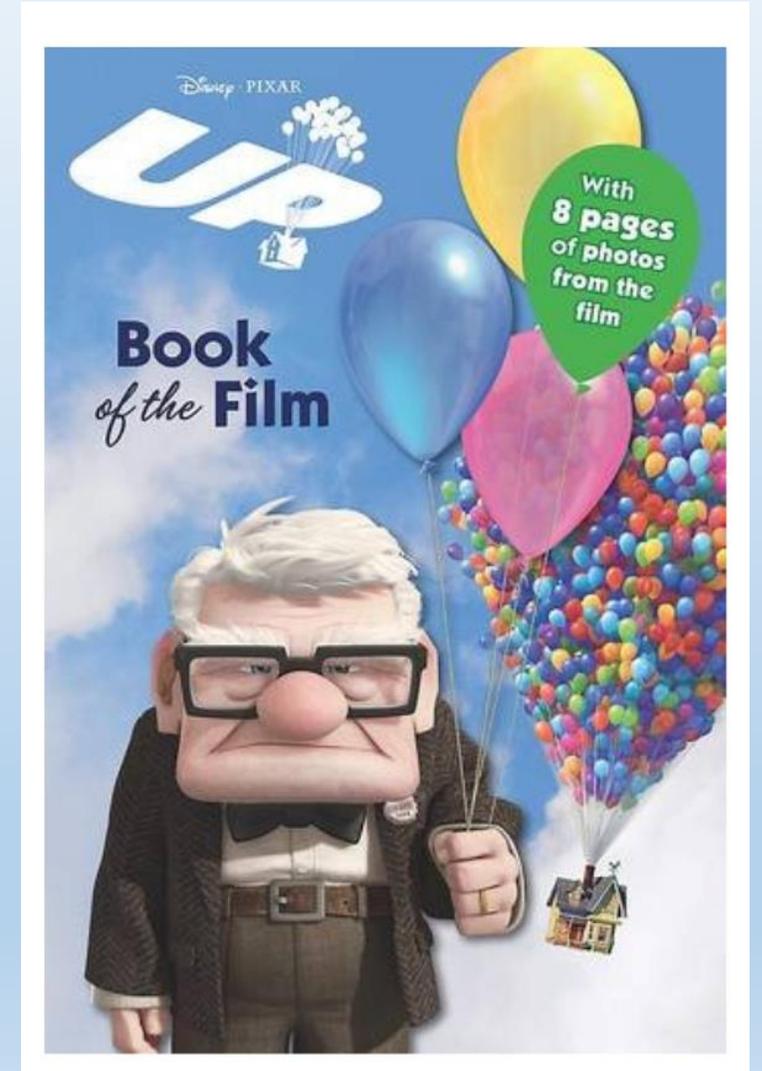
Death - The theme of death can be seen towards the end as the older house drifts away into the sunset.

Travelling - The houses travel together across America. The story is set in a universe where humans no longer exist.

Task - Watch the following video (Disney's up)

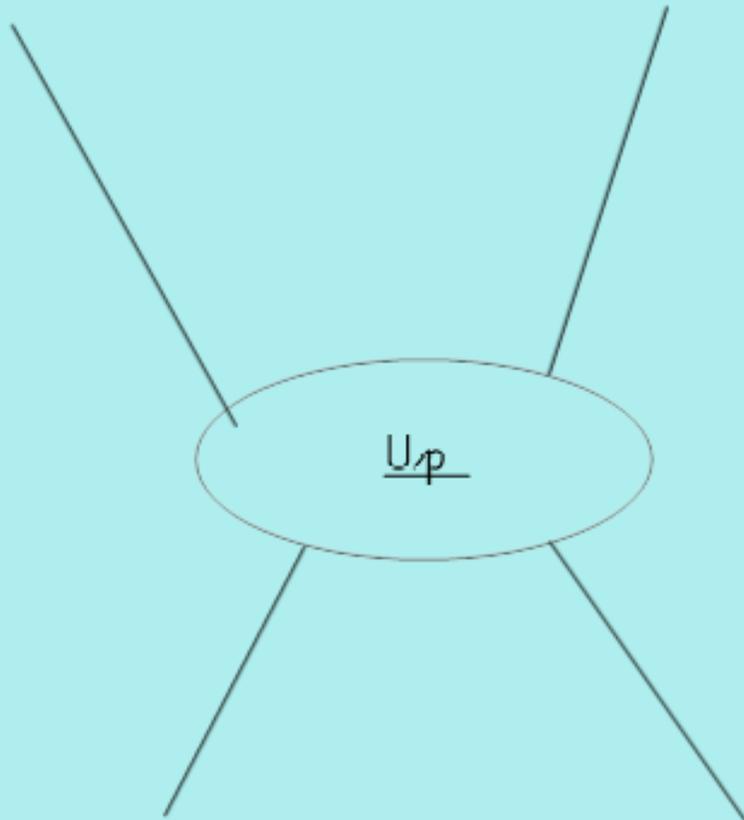
Watch the following video. Identify the themes. Brainstorm and annotate.

https://www.youtube.com/watch?v=F2bk_9T482g



Task - Which themes did you identify?

Task - Which themes did you identify?



Further Challenge - Write a paragraph comparing the video 'Up' with 'Home Sweet Home'. How are they similar or different?

Support Page

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 conjunctives

USED the videos TO SUPPORT YOUR
POINTS!

Given place examples

Well done for completing Day 5- 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

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-1QwBtMvSF-xJ6hAHZUMTdBVUxBV0JTRU5BWIFEOFIMNE1WWjdEVS4u