

Year 4 English Remote learning Week beginning Monday 8th February 2021

This pack contains

- 4 lessons and 4 tasks (Friday 12th is an INSET day)

This week, we are going to be writing a poem about Boudicca!

Your teachers need to see the poems that you write on
Thursday. Once you have finished your poem, please email
to year4@elson-jun.hants.sch.uk

English: Lesson 1

Can I collect vocabulary to use in my poem?

Starter: Label the picture with all of the nouns that you can see. For example, *horse*.



Task: Now that you have found all of the nouns, collect adjectives (describing words) about each of them. Use a thesaurus to up level your vocabulary and add it to your page. You can find an online thesaurus [here](#).

Have a look at the next page to check that you have found all of the nouns.

English: Lesson 2

Can I use similes in my poem?



Starter: Can you write a two phrases to describe Boudicca using alliteration? Remember that alliteration is when the words start with the same sound. For example, *fearless fighter, courageous Celt.*

Watch the teacher video

[Mrs Brook's Teacher Video](#)

Task: If you still need some help with similes, you may watch to watch the bitesize video below.

<https://www.bbc.co.uk/bitesize/topics/zmfc7ty/articles/zrrhpg8#:~:text=A%20simile%20compares%20two%20things,to%20engage%20and%20absorb%20them>.

Then, look at the images on the next slide and complete the following similes:

The Celts charged like _____.

Boudicca raised her sword as _____.

The battle field looked like _____.

Boudicca screamed as _____.

Now, can you write some of your own similes to describe the battle scenes or Boudicca?



English: Lesson 3

Can I use metaphors in my poem?

Starter: Watch the video below to tell you about similes and metaphors. Then, complete the task on the next slide.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr>

Task:

Using the images from yesterday, can you complete the metaphors below? Remember, a metaphor is when you say something is something else. In each sentence, you will need to change the noun into something else. *For example, eyes could be changed to marbles.*

Her evil-filled eyes stared across the battle field.

The moon shone down to light up the battle about to take place.

Her ginger hair whipped around her face obstructing her view.

They hid behind the jagged rocks to protect themselves from the Roman's arrows.

The arrows shot through the air hitting their target every time!

Now, can you have a go at writing two of your own metaphors? For example, Boudicca had a heart of stone.

Simile or Metaphor?

If the sentence contains a simile, colour it blue. If it is a metaphor, colour it yellow.

The car moved
like a snail.

The house was a zoo.

The librarian was as
sweet as candy.

The stars are
diamonds in the sky.

The puppy was as
fast as a cheetah.

The test was a breeze.

He is a walking
dictionary.

Abigail is as tall
as a giraffe.

My dad is a teddy bear.

My brother eats
like a pig.

Her heart was as
big as the ocean.

Peter is an angel.

English: Lesson 4

Can I write and perform my poem?

Starter: Today, we are going to be writing an acrostic poem. Watch the video below to remind yourself what this type of poem looks like.

<https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f>

Task:

Your task today is to write an acrostic poem about Boudicca. You may use the word **Boudicca** to use down the side or you may get creative and think of an alternative which still describes Boudicca, for example, **warrior**, **fighter**. Your success criteria is on the next slide and your teachers have completed a WAGOLL to help you get started. The main features have been underlined.

Boudicca was a Celtic Queen who had a heart of stone

Obeying her daring, devoted husbands request, she shared Celtic land with the Romans

Unbelievably, the Romans rebelled and it made her as furious as a lion unable to catch his prey

Success Criteria	Evidence
- Have you included powerful language?	
- Have you used similes?	
- Have you included metaphors?	
- Have you used alliteration to engage your reader?	

Your teachers need to see your completed poems.
Please email them into year4@elson-jun.hants.sch.uk

Year 4 Spelling Remote learning Week beginning - Monday 8th February 2021

Your spelling words for the week to learn are...

Blue group

should
would
duty
few
through
hue
tune
flute

Green group

pressure
probably
purpose
suppose
though
thought
through
various

Lesson 1 - Homophones

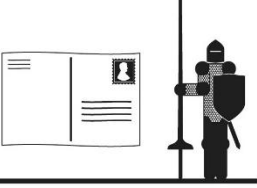
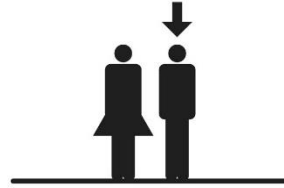


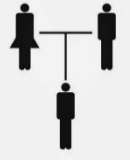
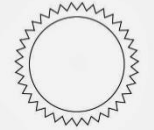



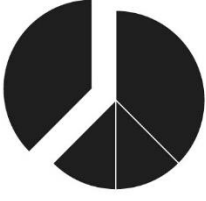

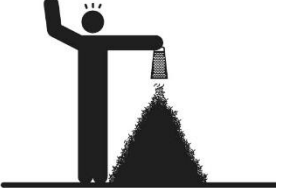
Look at these pairs of words:

peace/piece, main/mane, fare/fair, scene/seen, mail/male, bawl/ball, brake/break, grate/great, eight/ate, weight/wait, son/sun, meat/meet, not/knot

What do they all have in common?

They are homophones - words which sound the same but have different meanings and spellings.

Task 1: Help Neville/Loona learn about these words by choosing **five pairs** then drawing pictures to show their meaning.

 Mail	 Male	 Ate	 Eight	 Son	 Sun	 Wait	 Weight
	 Peace	 Piece	 Grate	 Great			

Task 2: Homophone hunt - Can you think of any other homophones? Make a list on your boards

Lesson 2 - The 'ear' sound

[Task 1: Click here to listen to the 'ear' sound.](#)

The 'ear' sound is made from these spellings

ear, eer, ere

Task 2: Read the story and find as many words with the 'ear' sound as you can.

Task 3: Make a list in your homework books.

ear	eer	ere

The Deer and the Meerkat.

One day Monty the Meerkat was out looking for some food. He was near a clear lake and ran over to find a worm in the damp ground.

When Monty found a worm near the lake he gave a big cheer. When he cheered he made a nearby deer jump with fear, and the deer ran into Monty. Monty could not move.

"Oh dear," said the deer, "I appear to have hurt a meerkat here."

The deer put Monty on its back and walked near to the clear lake. He gently washed Monty, and smeared the clear water all over him.

Monty woke up. "Oh dear," he said, "I have a very sore head!"

The deer took Monty home. "I will live near to you for a year", said the deer, "and help you to get better."

So Monty and the deer became good friends, and after a year they gave a big cheer when Monty was better again. They wanted to live near each other for many many years.

Lesson 3 – First to five game

Play 'First To Five' with the cards.

Cut out the cards and place face down in pile.

Take turns to pick up a card and read it to your partner.

If you spell the words correctly, you keep the card.

First person to collect 5 cards wins. Shuffle & repeat.

If you don't have someone to play with you, can make up your own game to learn the words?

meerkat	clear	fear	smear
appear	near	dear	years
deer	nearby	cheer	here

Lesson 4 - Spelling practise

Have a look at the next three slides and pick some fun ways to learn your spellings!

Blue group

should
would
duty
few
through
hue
tune
flute

Green group

pressure
probably
purpose
suppose
though
thought
through
various

Spelling Shapes

Count your spelling words. Draw one shape for each word. Now, write a spelling word in each of the shapes.

Example:

when

four

nice

Connect the Dots

Write your spelling words using dots. Connect the dots you've drawn by tracing over them with a coloured pencil.

Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals.

Here are some ways you could learn your spellings!

Rainbow Words

First, write your spelling words in pencil. Trace over the words 5 times using a different coloured crayon each time.



Pyramid Writing

Pyramid write your spelling words. Try to write them neatly!

Example: s
so
som
some



Fancy Letters

Write out each of your spelling words using fancy writing. Your letters could be curly or dotty.

Silly Sentences

Write silly sentences with a spelling word in each sentence. Underline your spelling words.

Example:

My cat wears a yellow hat when she goes dancing.

My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing. My cat wears a yellow hat when she goes dancing.

Across and Down

Write each word across and down, sharing the same first letter.

Example: when
hen



Backwards Words

Write out your spelling words forwards and then backwards.

Example:

home emoh



Here are some ways you could learn your spellings!

Bubble Words

Write your spelling words in bubble letters. After you have written them, you can colour them in with crayons.

Acrostic Poem

Choose one of your spelling words. Write an acrostic poem using that word. Illustrate your poem.

Example: sun

Summer is here
Under the rays
New flowers grow

Curly Words

Firstly, write your spelling words out in normal letters. Then, write them again in curly letters!

Tell a Story

Write a story using all of your spelling words. Make sure you underline your spelling words.

Spelling Shapes

Count your spelling words. Draw one shape for each word. Now, write a spelling word in each of the shapes.

Example:

when

four

nice

Acrostic Poem

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