

English Task planning – Years 3 and 4

Wc 5th July 2020

Spelling Challenge:


Choose another 3 words each day from the list below to test yourself on.

New Curriculum Spelling List Years 3 and 4



accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

You could use these strategies to help you:

1. ABC Order	2. Word Parts	3. Other Handed	4. Vowel Spotlight
 <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>

Handwriting Challenge:

A Magical Muddle

It was Monday evening at Cobwebs School for Young Witches. Tabitha and her friends took their seats as their teacher, Miss Brewer, walked into the classroom. She was the strictest teacher in school.

“Today is a very important day!” announced Miss Brewer. “The Head Witch will be coming to inspect the school and we must all be on our **best** behaviour.”



Tabitha was worried. She wanted to impress the Head Witch but sometimes, her spells went wrong. Tabitha needed a brilliant idea...

At playtime, she crept into the library and found a dusty spellbook. Inside it, there was a brainbox spell. ‘This will make me really clever and that will impress the Head Witch!’ she thought. She took out her wand but before she could cast the spell, she heard some footsteps. Tabitha knew she wasn’t supposed to be inside at playtime so she read the spell quickly and tried to remember it.

Have a go at copying this short extract in your best handwriting. Try again later in the week, has it improved.

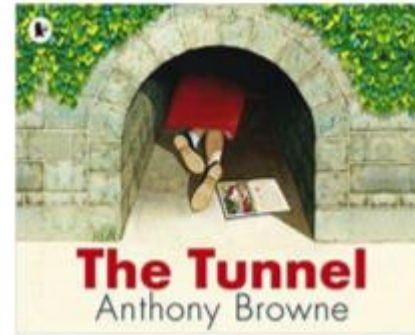
Writing Challenge: The Tunnel by Antony Browne

Jack fearlessly explores the tunnel he found while playing, but when he goes in the tunnel to find him.


Click on this link to access the text:

<https://www.bing.com/videos/search?q=the+tunnel+antony+browne+youtube&docid=607992198743787138&mid=EA06BC57B0451C249A8BEA06BC57B0451C249A8B&view=detail&FORM=VIRE>

There are different activities in each session, and there are 5 sessions, one for each day of the week.





doesn't return, his sister Rose

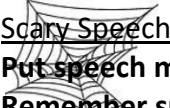
Session	Instructions		Option B (Independent Learning)
Monday	<p>Brain warm-up before you begin:</p>  <p>Give Rose five good reasons she could use to convince Jack not go into the tunnel.</p> <p>Task 1: List adjectives words to describe the journey through the tunnel using all your senses. What can you see, feel, hear, taste, and smell?</p>	Year 3	<p>Link to Oak Academy- <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/story-reading-comprehension-predict-and-inference</p> <p><u>Reading Comprehension - Predict and Inference</u></p>

	<p>Task 2 Write a descriptive paragraph describing your journey through the tunnel. Extend your sentences using a range of conjunctions: when, if, because, although <i>Although it was dark and gloomy in the tunnel, I can see a bright light shining in the distance</i></p> <p>Challenge Vary sentence starts with: ing words – <i>Shining cobwebs cover the ceiling</i> similes – <i>The tunnel was as dark as midnight sky.</i> preposition – <i>Deep in the tunnel,</i></p>	<p>Year 4</p>	<p>Link to Oak Academy- <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/read-example-text-reading-comprehension-b205d1</p> <p><u>Read example text. Reading comprehension</u> In this lesson, we are going to explore the meaning of words using an adventure story.</p>
<p>Tuesday</p>	<p>Brain warm-up before you begin: <u>Arguing Adverbs</u> Jack and Rose ‘fought and argued noisily.’ List 5 other adverbs to describe how they fought and argued.</p> <p>Task 1 (Resource 2a) Sort the words depending on how relevant they are to the story of the Tunnel on the Zone of Relevance</p> <p>Task 2 Think of some other words that would be relevant and add them to the Zone of Relevance</p>	<p>Year 3</p>	<p>Link to Oak Academy - <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/story-reading-comprehension-fact-retrieval-9f9602</p> <p><u>Reading Comprehension - Fact retrieval</u> In this lesson, we are going to retrieve information from a story.</p>



	<p>Task 3 (Resource 2b)</p>  <p>Write your own conversation between Rose and Jack when there were at the waste land</p>	<p>Year 4</p>	<p>Link to Oak Academy- <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/read-example-text-reading-comprehension-acfa9d</p> <p><u>Read example text. Reading comprehension</u></p> <p>In this lesson, we are going to retrieve information using an adventure story.</p>
<p>Wednesday</p>	<p>Brain warm-up before you begin: <u>Awful adjectives</u> Rewrite the sentence describing the tunnel using your own adjectives <i>The tunnel was dark, and damp and slimy, and scary.</i></p> <p>Task 1 (Resource 3a) Role on the wall Think about the characters of Rose and Jack. Write all the adjectives you would use to describe their characters and personality inside the outline and how they feel in the thought cloud on the outside.</p> <p>Task 2 Use your Role on the wall to write a character description for Rose or Jack.</p>	<p>Year 3</p> <p>Year 4</p>	<p>Link to Oak Academy- <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/story-identifying-the-features-of-a-text-2ceb38</p> <p><u>Identifying the features of a text</u></p> <p>In this lesson, we are going to explore the features of a story.</p> <p>Link to Oak Academy- <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/read-the-example-and-identify-key-features-9df8ac</p> <p><u>Read the example and identify key features</u></p> <p>In this lesson, we are going to explore the features of an adventure story.</p>

<p>Thursday</p>	<p>Brain warm-up before you begin: Fairy Tale Finder The illustrations in The Tunnel make references to different traditional fairy tales. How many can you recognize?</p>  <p>Task 1 Watch the Little Red and the very hungry lion https://www.bing.com/videos/search?q=little+red+and+th+hungry+lion&qpv=detail&mid=DE4D6DE1DACD7A63C738DE4D6DE1DACD7A63C738&&FORM=VRDGAR How is this the story and the Tunnel similar and how are they different.</p> <p>Task 2 (Resource 4a) Listen to the story again and complete the story planner for The Tunnel</p> <p>Task 3 An adventure story based on the Tunnel will include: <i>Two friends who don't like each other, but because of events in the story become friends at the end.</i> <i>The story involves a journey into another world and back again</i> <i>The story is linked to a traditional fairy tale as one character rescues another.</i></p> <p>Use the story planner to plan your own adventure portal story for Rose and Jack based on a journey through the tunnel.</p>	<p>Year 3</p>	<p>Link to Oak Academy - <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/story-spag-focus-prepositions SPaG focus - Prepositions In this lesson, we are going to focus on the use of prepositions in a story.</p>
		<p>Year 4</p>	<p>Link to Oak Academy- <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/spag-focus-226e0b SPaG focus In this lesson, we are to going to focus on pronouns using an adventure story.</p>

<p>Friday</p>	<p>Brain warm-up before you begin:  Scary Speech marks Put speech marks in this extract from The Tunnel. Remember speech marks, demarcate the beginning and end of speech.</p> <p style="background-color: #e0f2f7; padding: 10px;"> Hey! Come Here! he yelled a little while later. She v Look! He said. A tunnel! Come on, lets see what's N-no, you mustn't she said. There might be witches anything down there. </p> <p>Task 1 (Resource 4a) Using your story planner completed yesterday. Create your own portal story for Rose and Jack based on a journey through the tunnel. Include these features:</p> <p>Challenge Create your own portal story creating your own characters based on a journey through a wardrobe/garden gate/ tunnel Include these features:</p>	<p>Year 3</p>	<p>Link to Oak Academy - <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/story-continue-a-story-6fed7e <u>Continue a story</u> In this lesson, we are going to continue writing a story.</p>
		<p>Year 4</p>	<p>Link to Oak Academy- <u>Adventure story writing</u> https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-composition-bc59f2 <u>To use key features in order to write own composition</u> In this lesson, we are going to plan and write an adventure story.</p>

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| | <ul style="list-style-type: none">• <i>Two friends who don't like each other, but because of events in the story become friends at the end.</i>• <i>The story involves a journey into another world and back again</i>• <i>The story is liked to a traditional fairy tale as one character recues another</i>• <i>Speech between the two characters</i> | | |
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