

Year 4

In every piece of writing, I should be:

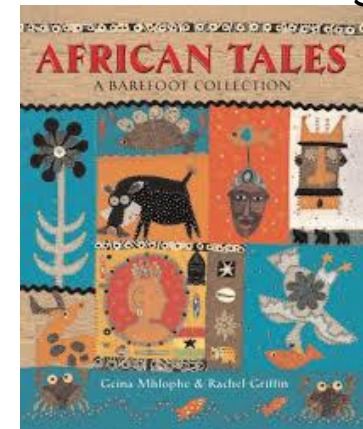
- Adapting my work depending on the audience;
- Proof-reading my writing for spelling and use of punctuation;
- Using the correct verb form e.g. we were instead of we was;
- Using an adverbial phrase at the start of some sentences e.g. Later that day, I heard the bad news;
- Using paragraphs to organise my writing so that blocks of text flow and ideas are grouped together;
- Drafting and rewriting work that creates settings, characters and plots that excite the reader by using my best vocabulary;
- Using a mixture of pronouns and nouns in my writing (he, she, they, I, it) to aid continuity and avoid words being repeated;
- Using inverted commas and other punctuation to indicate direct speech e.g. The doctor asked, "Are you feeling OK?"



We look forward to sharing
your work in school.



Year 4 African Tales Home Learning



Name _____

To be handed in every Tuesday.
Children should be encouraged to use the
support or extension tasks as appropriate.

Term 5

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and the half term holiday. Bring completed tasks into school every Tuesday. The different pieces of work may be displayed in school so **HIGH QUALITY** work is expected. Your presentation is very important, but the content of your work is even more important.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully**.

Throughout this topic, there are frequent extension activities to give those children who choose a further challenge.

Children are required to practise their writing targets when there is opportunity. Writing tasks and practical tasks are included to make the tasks fun and appealing to all. We hope you really enjoy these activities!

We will also give you a Maths activity to complete that is linked to our learning in school and at an appropriate level of challenge.

From Mrs Boswell and Mrs Voss

for Tuesday 24th April

Using your planning for the story competition and the entry form from Explore Learning, write a story in 500 words or fewer, about a hero. This story will be entered in the National Young Writers' Award 2018 so ensure you use correct spelling, punctuation and grammar.

Please do not use a computer for this activity

* Use your neatest handwriting to make your story easy to read.

** Include accurate paragraphs to show when you change Time, Person, Topic or Place (TiPToP)

*** Choose your vocabulary carefully to keep the reader hooked.

for Tuesday 1st May

Make your version of an Egyptian artefact, no larger than the size of a shoe box, based on our visit to the Ashmolean museum. Make a small information card to be displayed with your artefact in school.

* Describe what your artefact would have been used for during Ancient Egyptian times.

** Also include what your artefact would have originally been made from.

*** Also explain who your artefact may have belonged to and where it may have been found.

for Tuesday 8th May - writing

Create a fact file on a famous Ancient Egyptian.

* Include their name, how long they lived and why they were famous.

** Also include important events that took place during their lifetime.

*** Also draw an image of your famous Ancient Egyptian.

for Tuesday 15th May - creative

Linked to our learning about light and shadows in science, draw or paint a still life picture of an object of your choice, showing the light through shadowing and shading.

* Try to draw your item in proportion, taking care to keep each element an appropriate size.

** Show you have looked carefully where the light is coming from and where shadows are formed.

*** Include details to show the texture of the item you have drawn.

for 22nd May - writing

Research a different African tale to those we have looked at in school and read it with someone at home. Glue a copy of the story in your home learning book and write a review about how you feel about it.

* Include what you liked and disliked about the story.

** Include how your story is similar or different to the ones we've read at school.

*** Make a prediction about what you think the main character may do next.