

WEEK 1

Welcome back Year 4. We hope you had an
Egg-celent break!

Summary/Overview of this week's learning:

Day 1: Easter diary

Day 2: For and against table

Day 3: Balanced argument

Day 4: Punctuation Focus

Day 5: Year 4 SPAG Activities

This week we look forward to seeing your learning on
malorees.j2webby.com

Next week we will be moving the learning onto Google
Classroom (more details to follow).

DAY 1

LI: To write a diary entry of your Easter Break

***Discuss / Research the 5Ws and why they are important in a re-tell.**

TASK: Write an exciting re-tell of your Easter Break to inform us (your teachers) and your classmates about how you celebrated Easter this year during these unprecedented (extraordinary) times.

DAY 2

LI: To plan a balanced argument

Q. Should Primary Schools have vending machines?

Amazing Fact

Japan has the most vending machines in the world: there is one for every 23 people in the country. They sell a huge variety of goods including eggs, lettuce, burgers, bike parts and even live crabs!

TASK:

Vending machines are found in many schools, both primary and secondary, around the world. Some are filled with healthy snacks, such as fruit, milk and water, whereas others are filled with unhealthy snacks such as crisps, fizzy drinks and sweets.

With the rise in childhood obesity, should primary schools allow vending machines at all?

What is your opinion?

State your reasons below, explaining each one as fully as you can.

For	Against

DAY 3

LI: To write a balanced argument

Q. Should Primary Schools have vending machines?

*Look over and discuss your for and against table from yesterday to familiarise yourself with both sides of the argument.

TASK: Use the question 'Should Primary Schools have vending machines' and write a balanced argument.

Top Tip: We looked at persuasive writing before the holidays so use those pieces as a reminder if needed (e.g. deforestation)

DAY 4

LI: To understand basic punctuations and use correctly

*Read and understand the following punctuations before attempting today's task

Full Stop

Marks the end of a complete sentence or statement, e.g. Ben really likes chocolate cake.

Question Mark

Used at the end of a direct question, e.g. What is your favourite colour?

Exclamation Mark

Indicates surprise, emphasis, strong emotion and sometimes disbelief, e.g. That's terrible!

Comma

Separates units of meaning in a sentence, e.g. I love playing basketball, tennis and badminton.

Semi-colon

Separates two main clauses that are closely related to each other, but could stand on their own as sentences, e.g. Heather likes oranges; James likes pears.

Colon

Comes after a complete sentence to introduce a list, quote or definition, *e.g. You should bring three things: flour, sugar and water.*

Dash

Separates elements within a sentence and indicates emphasis, interruption, or an abrupt change of thought. Can act as brackets or be used in place of the word 'to', *e.g. Could you please try - try your very hardest - to ignore him.*

Ellipsis

Indicates that one or more words are missing, *e.g. Indicates... words are missing.*

Brackets/Parentheses

Enclose additional related information, *e.g. I left you some cake (it's in the fridge.)*

Apostrophe

Indicates possession, or that letters have been left out, *e.g. That's Jerry's book.*

Quotation/Inverted Commas

Indicates quotes, direct speech and slang or foreign phrases, *e.g. "I'm sorry, I simply don't remember," she said.*

Amazing Fact

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TASK 1: Punctuate the following sentences

1. where have you been all day
2. ill need two things a tent and a sleeping bag
3. i dont believe it
4. youre my friend my very best friend
5. how awful
6. please could you fetch me three apples two pears a peach and a carton of orange juice
7. if you dont stop that immediately im going to
8. dont do that actually never mind
9. move along theres nothing to see the police officer said
10. thomas has five hundred pounds £500
11. come back thats benjamins bike she yelled
12. shenika cant stand fruit cake benny will eat it

TASK 2: Complete this passage by adding commas where appropriate

Tommy woke up early on the morning of the school trip packed his bag twice as quickly as usual and ate breakfast really fast. He ran all the way to school almost bumping into his best friend as he reached the school gates. He had never been to the zoo before and Mr Thompson had promised that there would be hippos tigers snakes and more! Tommy's biggest wish was to see a lion though. He knew lions had huge teeth big claws and a loud roar but he wanted to see it for himself.

TASK 3: Complete this passage by adding apostrophes where appropriate

The tigers roar was so loud it could be heard all through the jungle. "Do you think its coming this way?" Timmy whispered to his sister.
"I dont think so," she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers teeth looked sharp, their claws deadly.
"Run!" shouted Timmy.