

## Idiom of the Week!

'You can say that again!'

I agree, that's true.



## Poem of the Week!

*You do not have to complete any work on this week's poem but please let us know what you think? What does it mean?*

***What Are Heavy?*** by Christina Rossetti

*What are heavy? Sea-sand and sorrow:*

*What are brief? Today and tomorrow:*

*What are frail? Spring blossoms and youth:*

*What are deep? The ocean and truth.*

# This Week's Spellings



You are expected to learn these through the week.  
You can use a variety of methods.

although    question  
**B**eowulf    mention  
surprise    heart  
didn't    strange  
we're    caught

Focus on the parts  
of the words that  
you are finding  
difficult and let us  
know if you need  
any help.

# Extra Spellings!



If the previous spellings are too difficult, or if you don't  
know any of these words, please also learn these.

after  
climb    friend  
only    move  
mainy    kind  
house

# Handwriting!

Please write the joins and words below and try to write your own sentence that contains these.

ta

as

tame

devastated

# Pre-Teach Words

*Please become confident in these words and use them within your writing.*

**Grendel** (n) - the monster

**Beowulf** (n) - the main character/protagonist

**Hrothgar** (n) - the King

**gruesome** (adj) - nasty/ugly

**Heorot** (n) - the great hall

**monumental** (adj) - huge

**warrior** (n) - experienced fighter

**callous** (adj) - insensitive and cruel

# SPAG Review

## Conjunctions



Coordinating conjunctions join two clauses that are independent whilst subordinating conjunctions introduce or join a subordinate clause to a main/independent clause.

Which of the conjunctions would work within the sentences below?

Complete the sentence below with the **co-ordinating conjunctions** in the correct places. Use each conjunction only **once**.

**or**      **but**      **and**

You can visit the swimming pool \_\_\_\_\_ ride on the flumes \_\_\_\_\_ the rapids \_\_\_\_\_ you must be out by 4p.m.

# SPAG Review

## Adjectives



In Year 4, we should not only be able to describe the meaning and purpose of adjectives but should also be able to come up with complex adjectives that support quality description.

Adjectives are describing words. They describe nouns:

the *green* grass

a *tall* man

Underline the adjectives in these sentences:

1. The little girl picked up the red ball.
2. I had a long walk in the bright sunshine.
3. The car was fast but the driver was careful.
4. It was a cold day and the clouds were low.
5. Ben was a clever boy but he was also lazy.



Complete this short activity - if you can - but don't if you find it too easy. This is simply a 'refresher'.

# SPAG Review

## Adjectives

! verb ; ? !  
“ adjective ” ?  
noun ?

### Main Task - Part 1

Can you describe the image using quality adjectives - such as those given?



ancient  
arched                      rugged  
                                  decaying  
imposing                    shabby

*Imposing, grand archways covered the ancient ruins.*

### Learning Objective

Today we are learning to understand a character's thoughts, feelings and actions.

### To be successful...

- I will be able to ask questions of a character.
- I will be able to understand a character's actions.
- I will be able to describe the actions of a character.
- I can use quality adjectives to describe characters and settings.

# Beowulf

Here are the main characters from the story. There are many different versions of the story and you may have heard it before!

As well as our printed book, there is an animated version of the story on BBC Teach. Please only watch the first episode via the link.



## Chapter 1



Chapter 1

### The great hall

Long, long ago, Denmark was a wild place. Gruesome monsters roamed the misty moors. At night, they howled and growled and shrieked and snarled.

The king of the Danes, a warlord named Hrothgar, refused to be scared. He built a huge hall for himself on top of a craggy hill at the edge of the moors.

The hall was made of the finest wood, decorated with ivory, silver and dazzling gold. The king called it Heorot.

# Hot Seat

## Main Task - Part 2

Please write down and share your questions.

Hot seating is a great way to learn about a character and how they might feel. You can 'interview' the character with one of you pretending to be him or if you can't do this, try to think of questions that you might ask.

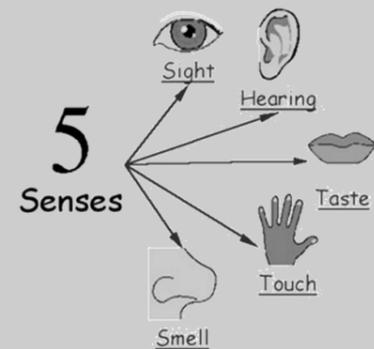
Example - Why did you decide to build Heorot?

Who is the monster?



Put yourself in the character's 'shoes' and think about their feelings, motivations and actions.

# Settings!



Tomorrow, we will begin to plan and write a setting of Heorot. What does the great hall look like and how could you use the five senses to help you? A short example is on the last slide.



# Settings!

What a 'bad' one looks like!

*Outside of Herot was the misty Danish moors...*

There was green grass and mist. It was dark and scary. The grass moved in the wind and there was birds tweeting. Nothing was there apart from tress and mountains. it were cold and misty.

**Why is this not a Y4 piece of writing? What are the errors and what does it lack?**



# Settings!

What a good one looks like!

*Outside of Herot was the misty Danish moors...*

As the cold mist, wet, green grass and swaying trees, filled the moors, all that could be heard was empty silence. The dense mist covered the desolate moor like a tight blanket. The sound of intermittent bird's tweets and the roar of the wind seemed to be the only signs of life.



