**ENGLISH Learn at Home packs: Year 4, Week 9**

**These notes are intended for teachers** who are using these materials to continue to teach their class using any form of online file sharing.

***‘Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.’***Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we’re really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you’re not a regular user of Hamilton, why not consider becoming a [Friend of the charity](https://www.hamilton-trust.org.uk/sign-up/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tns) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](https://www.hamilton-trust.org.uk/about-hamilton/use-for-free/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tnf).

**The ‘timetable’ for this week’s teaching and learning is as follows**

* **Day 1**– *Provide some teacher input*, using the PowerPoint presentation**\*** on determiners. If children can access this PowerPoint, they will hear the voice-over teaching. Children read the poem, ‘Hero Dad’. They practise identifying and choosing determiners. They write about an imaginary adventure.
* **Day 2** – Children read ‘Hero Dad’ again. They identify and swap the determiners in the poem. They write their own hero poem, using a scaffold.
* **Day 3** – Children watch an African story being told. They read four more African stories and write single sentence summaries about them.
* **Day 4** – Children read three more stories from Africa. They watch the story-telling video again, looking for techniques. They practise a telling of one of the stories.
* **Day 5** – Children compare two versions of a story. They identify the use of conjunctions and fronted adverbials in one. They write a version of the story that they told on Day 4.

*\*PowerPoint presentations are provided. You can use your phone to film yourself going through these on a laptop. OR parents and children can access them at home, preferably in PowerPoint but also as images on a tablet. You can then talk these through. Or you may have a clever online way, perhaps through the school’s website, of sharing these presentations with children at home.*

Summary of content

**Day 1 –** Reading a poem, Hero Dad by Grace Nichols. Then revise and identify determiners.

**Day 2 –** Re-reading the poem and identifying the determiners then changing these to see the effect on meaning. Writing a poem in the same format.

**Day 3** – Listening to a story being told by an African story-teller. Reading more stories and summarising these in one sentence.

**Day 4** – Watching a story-teller for the second time, choosing a favourite story, plotting a storyboard and retelling the story.

**Day 5** – Identifying conjunctions and adverbials in an African story. Writing a story.