





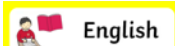












Timetable	<b>Activities for Year 4 : 29th June - 3rd July</b> Hello year 4! Colour in 1 star for each completed task. Enjoy! x Miss Green Email me your work or just a message to say hi <a href="mailto:year4@sjsp.islington.sch.uk">year4@sjsp.islington.sch.uk</a>	
Spellings & Handwriting	Spend 15 mins per day learning your spellings  	Worksheets 15 mins  
 	Watch Summer Week 3 (4th May) - <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a> answers can be found here too. See other activity sets for details	
Break Time Activities - 1. <b>American Football</b> <a href="https://family.gonoodle.com/activities/touchdown-dance">https://family.gonoodle.com/activities/touchdown-dance</a> 2. <b>Forgive others reflection time.</b> <a href="https://family.gonoodle.com/activities/forgive-others">https://family.gonoodle.com/activities/forgive-others</a>		
 	<b>Native American Fact file</b> Day 1: Read the comprehension story Day 2: Research native americans and make a fact file Day 3: Read African traditional myths Day 4: Draw story maps of African myths Day 5: Write your own myth about animals	
Break	Eat your lunch! Play time!	
	Monday: P.E. - Gonoodle. <b>Tuesday: Make a native american fact file</b> Wednesday: Science - Learn about the digestive system with fun activity Thursday: Make a totem pole Friday: Maths cooking activity	
Story Time	<a href="http://getepic.com">getepic.com</a> try this site if you've run out of books to read. OR ask at school.	
	1. Practice shooting ping pong balls into target buckets or make the basketball game. 2. PE Circuit cards bingo 3. <a href="#">Joe Wicks P.E.</a> 4. <a href="http://family.gonoodle.com">family.gonoodle</a>  (see extra booklet for things to cut up to do)	
	 1. <b>Learn to manage your emotions! Grow and shrink emotions!</b> <a href="https://family.gonoodle.com/activities/emotions-grow-and-shrink">https://family.gonoodle.com/activities/emotions-grow-and-shrink</a>  2. <b>Share your learning with me at year4@sjsp.islington.sch.uk.</b>  3. Write a prayer (see page)  4. Tell a grown up what you did well and what you could do better. (page)  5. Write yourself a star award for something you're proud of. (see pages)	



Special

Extra Special Activities to choose from this week

**Friday lesson 5**

<https://whiterosemaths.com/homelearning/year-4/>

Select Summer Term week 3 - (w/c 4th May) lesson 5

**Friday Maths Cooking activity**

You will need to get this list of ingredients ready for Friday's Maths baking lesson!

Send me pictures of your baking to [year4@sjsp.islington.sch.uk](mailto:year4@sjsp.islington.sch.uk)

**Clue-Dough Carrot Cake**

2 ripe bananas  
1 large carrot  
2 eggs  
200g self-raising flour  
40g sugar  
1tsp cardamon  
1tsp baking powder  
3tsp olive oil  
option: icing sugar to decorate



<https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment>

**You will need:**

- 1/3 banana
- 1 cream cracker
- Paper cup (cut a hole in the bottom)
- 50ml water
- orange juice
- sealable plastic sandwich bag
- scissors
- a stocking or tights leg
- Paper towels
- a tray

**Science - Learn about the digestive system**

1. Cover a table with newspaper and use a plastic tray.
2. Place the cream cracker, banana and orange juice into a plastic sandwich bag. (this represents the stomach)
3. Add water - this represents the saliva
4. squeeze all the air out and seal the bag.
5. Squeeze the bag for 2 mins like your stomach wall does (breaking the food)
6. Place the bag and stocking over a tray, cut a small hole in the bag and put the contents into the stocking.
7. squeeze the food through the stocking (the stocking represents the small intestine) The liquid that ends up in the tray represents the nutrients that are absorbed by the body and used for energy and growth.
8. Squeeze the mixture to the end and cut the toe off the stocking. Squeeze the remaining food into the plastic cup. The cup represents the large intestine.
9. Finally, push the food (waste) through the bottom of the cup. This represents going to the toilet.

**Find out about Native American Totem poles.**

Watch:

[https://youtu.be/BNE-DL68HDE?list=PLaSegn4AdJAw3KSa2hfl5a\\_vkTldQw-aB](https://youtu.be/BNE-DL68HDE?list=PLaSegn4AdJAw3KSa2hfl5a_vkTldQw-aB)

What did they represent? How were they made?

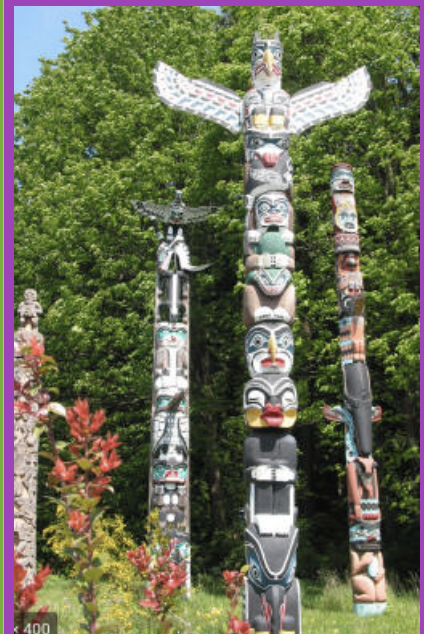
Can you make your own family totem pole? You could use a cardboard tube like kitchen roll or loo roll tubes, or stick plastic bottles or cans on top of each other!

Decorate your own way!

<https://youtu.be/P35Wlo2IGd4>

or

<https://youtu.be/WSF2bFjDHDs>



Monday



# Statutory Spelling Word Activity Mat: consider

(1)

Use a dictionary to define the word **consider**.

---



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Which word class does the word **consider** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **consider**.

consider

consider

consider

Add the word **consider** to these sentences.



I will \_\_\_\_\_ your request.

"\_\_\_\_\_ me shocked!" retorted Hassan.

Which would you like to \_\_\_\_\_?

Which of these words means the same as **consider**?

contemplate      conversation      condensation

Write your own sentence containing the word **consider**.

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Edit and improve these words so that they correctly spell the word **consider**.

consider      considre      consisder

Write the syllables of the word **consider** inside the hands.



Finish off the word **consider**.

con	der
er	co

Now write the full word.

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Monday

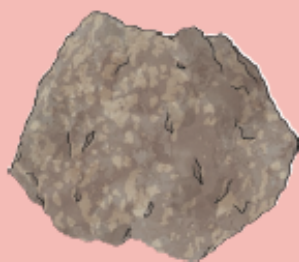


# For this week's spellings...

we are looking at using the suffix -ous with root words that end in 'e' and 'ge'.



ridiculous



porous



courageous



outrageous



famous



nervous



herbivorous



carnivorous



advantageous



adventurous

Monday



Handwriting

12

Focus

**A** Trace and write the pattern.

owow owow

**B** Trace and write the words.

towards

inwards

outwards

afterwards

backwards

homework

housework

Monday



English

## How Bison Came to Roam the Earth Myth

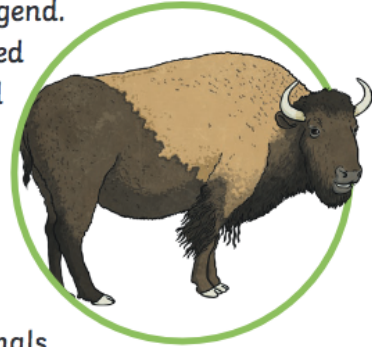
The following tale is a Blackfoot, Commanche, and Apache legend. It tells the story of Coyote the Trickster, and how he orchestrated a plan to release bison on the Earth. The terms "bison" and "buffalo" are often used to describe the same animal.

Coyote was a trickster. He was very clever and able to transform himself into other animals. People were always on the lookout for Coyote so he could not trick them.

At this time, people were starving. There were no large animals around to hunt. Coyote was hungry too. He searched the land for something to eat. He came across a high ridge and saw a fenced corral full of bison.

"That's not fair," Coyote thought. "Those people should have to share the bison."

He went to a village to ask a man for help.



"I have found bison for us to hunt and eat, but they are locked in a corral. Let's work together to get the bison out of the corral!" said Coyote.

The man agreed and went with Coyote to the ridge where the bison could be found.

"The fence is too high and strong to climb in and release the buffalo," observed the man.

"I have an idea!" shouted Coyote the Trickster. "I will transform myself into an animal the people will let inside. That way, I can release the buffalo from inside the corral."

Coyote transformed himself into a bird with a broken wing.



When the little boy of the family found the bird, he brought it inside. He wanted to keep it and care for it until it was healed, but his father said, "No. Birds are useless. Put it back outside where you found it." The boy did as he was told.

Coyote was disappointed his trick did not work. The man encouraged Coyote to try again, "Your idea is very clever, and it will work. Try again, but this time, transform yourself into something the man will let the boy keep."

### How the Bison Were Released on the Earth

Coyote climbed over the ridge and transformed himself into a small puppy. When the little boy found the puppy, he begged his father to let him keep it. The father examined the puppy carefully.

"You can't trust animals," the father said. "We have to make sure this is really a puppy."

When the father decided the animal was, in fact, a puppy, he told the boy he could keep it outside. The boy released the puppy into the corral with the bison. When the family went to sleep, Coyote nipped at the heels of the bison and caused a stampede. They charged through the fence and escaped the corral. The father tried to herd them back into the fences, but he could not. The boy wanted to check on his puppy to see if it was safe after the bison escaped, but he could not find it.

"I knew it wasn't really a puppy!" the father exclaimed. "We've been tricked by Coyote."

That is the tale of how bison were released to roam the Earth.

## Questions

1. Why were people worried about Coyote?

- ☐ He was sick.
- ☐ He was a trouble-maker.
- ☐ He was in danger.
- ☐ He was dying.

2. Where did Coyote find bison?

- ☐ in a corral
- ☐ in the canyon
- ☐ on the mountains
- ☐ by the river

3. What happened when Coyote turned into a bird?

- ☐ A boy came to help him.
- ☐ An eagle came to eat him.
- ☐ He got lost.
- ☐ He couldn't turn back into a coyote.

4. How did Coyote release the bison?

- ☐ He caused a stampede.
- ☐ He opened the gate.
- ☐ He gave them power to fly.
- ☐ He showed them how to get out of the corral.

What is the purpose or meaning of this myth?

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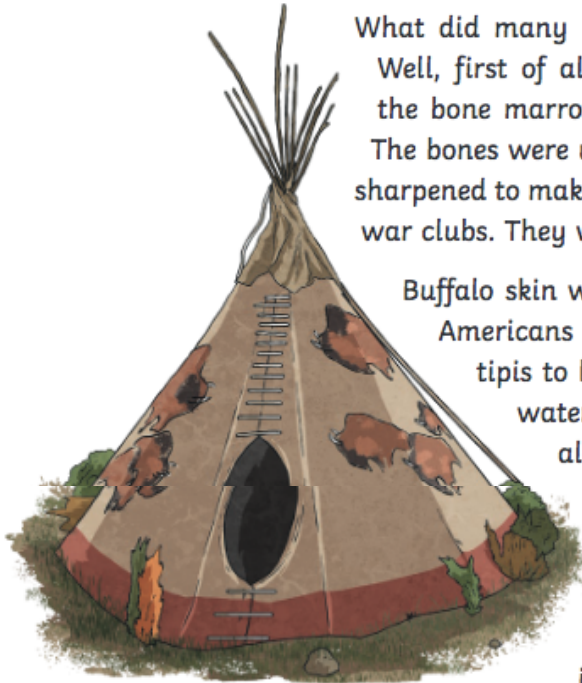
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**Tuesday**



Tuesday

## Native Americans and Buffalo



What did many Native Americans do with buffalo in the past? Well, first of all, they ate them. They even ate the brain and the bone marrow, which is the spongy tissue inside the bones. The bones were useful for something else – they were carved and sharpened to make knives and other weapons like arrow heads and war clubs. They were also boiled to make glue!

Buffalo skin was also extremely valued and useful too. Native Americans wore it to keep them warm, used it to make tipis to live in, shoes to walk in, bedding to sleep in and waterbags to drink from. The hooves were also used as cups to drink from.

If you have ever seen a painting of a Native American holding a bow, be sure to look closely at it; the bowstring would probably have been made out

of buffalo sinew, which is the tissue that connects muscle to bone. Sinew could also be used for thread.

Can you guess which part of a buffalo Native Americans could have used as a hairbrush? The tongue! Buffalo tongue is very rough, which made a perfect brush! The tongue was also considered to be one of the tastiest parts of the meat.

Even buffalo fat had its own uses, as soap and as cooking oil.

Being bothered by pesky flies? Use a buffalo tail as a fly swat to keep them away! Tails were also sometimes used for decoration.

Buffalo hair was used to fill saddles to make riding a horse a bit comfier.

This shows us that Native Americans were extremely resourceful. They found a use for every part of the buffalo.



Native American Weapons Fact Cards

## Bows and Arrows



### What were they used for?

Bows and arrows were used for hunting. Skilled Native Americans could use a bow and arrow for fishing! They were also used as weapons during battles. Bows and Arrows were piercing weapons.

### What were they made from?

The materials that bows and arrows were made from depended on where the different tribes lived and what materials they had access to. The arrow head was made from stone or bone that had been sharpened to a point. The bow itself would have been made from wood or animal bone. Over time, Native Americans got so skilled at making their bows that an arrow could pass through the entire body of a large animal.

### How were they used?

As well as hunting animals on foot, Native Americans also used their bows and arrows while riding on horseback. They would begin to learn how to use them when they were children so that when they got to adulthood, they were accurate with their shots.

Native American Weapons Fact Cards

## Spears



### What were they used for?

Spears were used for fighting and for hunting.

### What were they made from?

Spears were similar to arrows, but they were much longer and a slightly different shape. Like arrowheads, the spearheads were made from bone or stone, and the rest was made of wood.

### How were they used?

Spears could be used with either one or both hands depending on its size. Some tribes used something called an atlatl, which was a device that launched spears even further than they could be thrown by hand. Tribes living near oceans adapted spears into harpoons so that they would be able to hunt whales. A harpoon was an extra-heavy spear with a cord attached to it so that when the whale had been speared, it could be pulled in.

Native American Weapons Fact Cards

## Tomahawks



### What were they used for?

The tomahawk is a throwing weapon which started off as a tool for chopping and cutting. As time went on, they were used during battle as well.

### What were they made from?

At first, the head of the tomahawk was made from stone. Sometimes it was made from antlers. In the 1600s, this changed to iron, steel or other metals.

### How were they used?

The tomahawk was used either as a hand-held weapon or as an object that was thrown.

Native American Weapons Fact Cards

## Knives



### What were they used for?

Knives were cutting weapons. They were used for everyday chores such as hunting and skinning animals. Knives were also used in battle.

### What were they made from?

Most knives were made from stone, bone or deer antlers. Just like the tomahawk, the blade was eventually made from steel. Knives were carried in something called a sheath, which was worn around the neck or attached to a belt. Inuit tribes made their knives from ivory, bone or copper. The special name for these knives was 'ulu'.

### How were they used?

Knives were hand-held and used as a cutting weapon. Some knives had special uses like the throwing knife or scalping knife.



Native American Weapons Fact Cards

## War Club



### What were they used for?

War clubs were striking weapons, although they did have their uses as everyday tools.

### What were they made from?

At first, war clubs were basically large, heavy animal bones which were used to strike. Sometimes a war club was made from the jawbone of a large animal. Later, they were made from wood and specially designed to have handles, stone edges and stone heads to inflict damage. Some tribes carved entire war clubs out of solid stone.

### How were they used?

In battle, they were used during close combat, although they could also be thrown.

Native American Weapons Fact Cards

## Shields



### What were they used for?

Shields were defensive weapons. They were designed to protect the user from arrows and other weapons which had been thrown. Native Americans did not wear a lot of protective clothing or equipment during battle, so the shield was very important.

### What were they made from?

Native American shields were made from wood and animal hide. Shields were round, but were different sizes depending on the tribe. Shields were decorated with designs which showed power to frighten off enemies.

### How were they used?

They were held and very rarely used in hand-to-hand battles. Instead, shields helped protect from weapons which had been thrown from a distance.

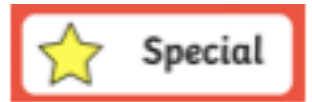


## Make a fact poster about Native Americans



spare page

## Design your own Totem Pole



# What is a totem pole?

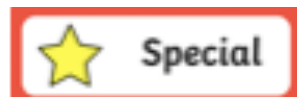
Select to add a title text box.



# What is a totem pole?

- A totem can be the symbol of a tribe, clan, family or individual. Native American tradition provides that each individual is connected with nine different animals that will accompany each person through life, acting as guides. Different animal guides come in and out of our lives depending on the direction that we are headed and the tasks that need to be completed along our journey.
- Native beliefs further explain that a totem animal is one that is with you for life, both in the physical and spiritual world. Though people may identify with different animal guides throughout their lifetimes, it is this one totem animal that acts as the main guardian spirit.

Tuesday



## An Animal Guide

- With this one animal a connection is shared, either through interest in the animal, characteristics, dreams, or other interaction.
- This Animal Guide offers power and wisdom to the individual when they "communicate" with it, conveying their respect and trust. This does not necessarily mean that you actually pet or spend time with this animal, more that you are open to learning its lessons.
- For some, knowing what is their totem animal is almost an innate process. It's as if they've always known, inexplicably drawn to the animal or having a special feeling for the animal's energy. For others, they wonder how to tell what their animal totem is.

## What is your Animal Guide?

- Have you ever felt drawn to one animal or another without being able to explain why? This could be animal, including birds and insects.
- Does a certain kind of animal consistently appear in your life? This doesn't necessarily have to be a physical appearance, it could be represented in other ways such as receiving card and letters with the same animal pictured over and over, unexplainable dreams of a particular animal, watching television and seeing the same animal featured time and time again, or, actually having the animal show up.
- When you go to the zoo, a park, wildlife area, or forest, what are you most interested in seeing?
- Are there any animals that you find to be extremely frightening or intriguing?
- Is there a particular animal that you see frequently when you're out in nature?
- Have you ever been bitten or attacked by an animal?
- Have you ever had a recurring dream about a certain animal, or a dream from childhood that you have never been able to forget?
- Are you drawn to figurines or paintings of a specific animal?



## Your Animal Guide

**Special**

- Your animal guide will sit on the top of your totem pole.
- Select 3 other animals who you identify with in some way.
- These animals will make up the rest of your totem pole.

### Designing your own totem pole

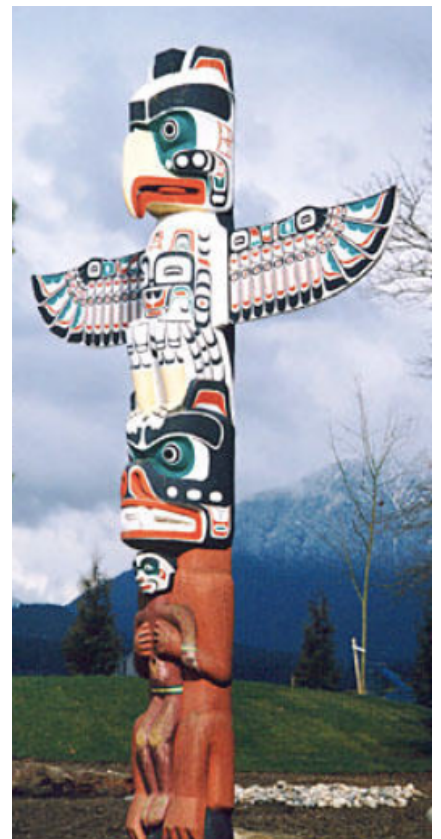
- You are now going to design your own totem pole, using the animals you have selected.
- You will now see pictures of Native American totem poles.
- Pay close attention to how the animals are drawn and carved.
- Take note of the colours used.
- You will need to draw your totem pole in the same style as the Native American totem poles.

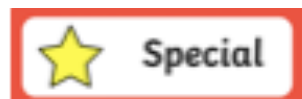


Raven








Frog





### TOTEM POLE ANIMAL & OBJECT SYMOBLISM

	<b>Beaver</b>	Old, wise, builder, creative, artistic & determined, strong sense of family, builder of dreams
	<b>Eagle</b>	Ruler of the sky, great strength, leadership, prestige, divine spirit, connection to creator
	<b>Frog</b>	Spring & new life, communicator, stability, rich in life, survivalist, connection to water element
	<b>Hawk</b>	Strength, quick to assist when in need of help, messenger, stopper of time
	<b>Owl</b>	Wisdom, watchful, perseverance, respected, may be associated with death

**Wednesday**



**The Eagle**  
**By**  
**Alfred, Lord Tennyson**

He clasps the crag with crooked hands;  
Close to the sun in lonely lands,  
Ring'd with the azure world, he stands.

The wrinkled sea beneath him crawls;  
He watches from his mountain walls,  
And like a thunderbolt he falls.

Native Americans believed that Eagles were sacred.

Can you write a poem about an animal from your totem pole?

Line 1: Think about where they live

Line 2 : Use describing words (adjectives).

Line 3 : Think about what they do and where

**Draw a picture of your animal and write the poem underneath using your best handwriting.**



Wednesday

# Statutory Spelling Word Activity Mat: continue

②

Use a dictionary to define the word **continue**.

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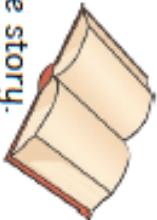
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Which word class does the word **continue** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **continue** to these sentences.

\_\_\_\_\_ with the story.



"Please \_\_\_\_\_," replied the butler.

Food prices \_\_\_\_\_ to rise.

I hope the warm weather will \_\_\_\_\_.

Which of these words means the same as **continue**?

prevent    protect    prevail    persist

Write your own sentence containing the word **continue**.

---



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Edit and improve these words so that they correctly spell the word **continue**.

continew

continue

contingue

Write the syllables of the word **continue** inside the hands.



Finish off the word **continue**.

con \_\_\_\_\_ nue

\_\_\_\_\_ e \_\_\_\_\_ c \_\_\_\_\_

Now write the full word.

\_\_\_\_\_

Wednesday



Handwriting

Practise your weekly spelling words using cursive handwriting.

various

furios

glorious

victorious

mysterious

humorous

glamorous

vigorous

odorous

rigorous

Wednesday



## **African Tales**



### **Gcina Mhlophe - Introduction**

Africa has a strong storytelling tradition. The peoples of Africa speak more than one thousand languages. Ours is a largely spoken culture, with popular wisdom that has been passed on by word of mouth since ancient times, and has given rise to many stories that are still recounted today. These stories explain everything - from the creation of all things, to the reason why owls only come out at night. African storytellers work with praise singers and other musicians, using a call and response technique, which the audience joins.

In Africa, and all over the world, stories live through retelling. So why not join in the African tradition of storytelling yourself, and pass these stories along? Now turn the page to begin this remarkable voyage in which you will be amazed by all that is Africa!

You'll notice that each story in this book ends with "Cosi cosi iyaphela." Which means "Here I rest my story." This is the traditional way that Zulu storytellers end their tales.

*Gcina Mhlophe, Durban, 2009*

- 1. Read the stories and discuss what is the meaning of the story? Are we supposed to learn something about human life from these stories?**
- 2. Can you draw a comic strip of the stories.**
- 3. Choose one story and try and re-tell it without looking at the words. Use your own words. Make sure you use a loud clear voice and acting skills! Dramatic storytellers are the best!**



## The Lion's Share

One day the lion, the wolf and the fox went out hunting together. They caught a wild ass, a gazelle and a hare. The lion spoke to the wolf, "Mr Wolf, you may divide the spoils for us today."

The wolf said, "I would have thought it best, Sire, that you should have the ass and my friend the fox should take the hare; as for me, I shall be content to take only the gazelle."

On hearing this, the lion was furious. He raised his mighty paw and struck the wolf on the head. The wolf's skull was cracked, so he died.

Whereupon the lion spoke to the fox, "Now you may try and divide our meal better."

The fox spoke solemnly, "The ass will be your dinner, Sire, the gazelle will be your Majesty's supper and the hare will be your breakfast for tomorrow morning."

Surprised, the lion asked him, "When did you learn so much wisdom?"

Said the fox, "When I heard the wolf's skull cracking."  
(Nubian, Sudan Fable)





## Two Roads Overcame the Hyena

A very hungry hyena went out on the Tanzanian plains to hunt for food. He came to a branch in the bush road where the two paths veered off in different directions. He saw two goats caught in the thickets at the far end of the two different paths. With his mouth watering in anticipation, he decided that his left leg would follow the left path and his right leg the right path. As the two paths continued to veer in different directions he tried to follow them both at once. Finally he split in two. As the well-known African proverb says: Two roads overcame the hyena.

*(Story and proverb found in many African languages).*



## The Two Cold Porcupines

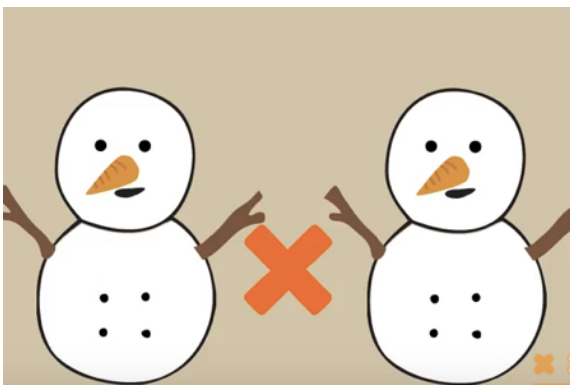
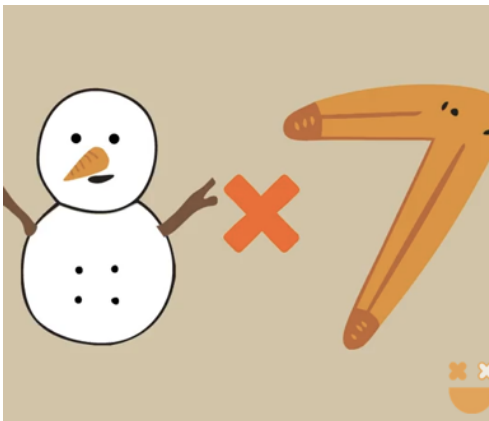
One cold night two porcupines found themselves alone out on the plains. There was no shelter or place to keep warm. They only had their body heat. But they were scared that if they stood too close together during the night one could prick and even kill the other by mistake. After experimenting they found the right distance to stand next to each other. They were close enough together that their bodies gave heat to each other, but far enough apart that they would not prick each other during the night.  
*(Folktale told by Bernard Joinet, M.Afr.)*



**Wednesday**

## Learn your 8x table Using Tables Fables

<https://www.youtube.com/watch?v=l9SLA3m7aUU&list=PLYSR9D8vvp4Ka9yTXGPnC-7E-VEt6nbyV&index=7>



**Test time ! Believe in yourself. Watch again until you have learnt it!**

Thursday



Handwriting

## Extension

- A** This three-line poem is called a *haiku*.  
Copy the haiku onto plain paper.

Geese flock heading south

Flying in a v-shaped line

Escaping winter



- B** A *cinquain* has five lines.  
Copy this cinquain onto plain paper.

Blizzards

Outside – icy

Dangerous for travel

Inside – so very much warmer

We'll stay

- C** Make up a cinquain and present it on plain paper.

Thursday



English

# Statutory Spelling Word Activity Mat: decide

③

Use a dictionary to define the word **decide**.

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Which word class does the word **decide** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **decide**.

decide

decide

decide

Add the word **decide** to these sentences.



I will take a while to \_\_\_\_\_.

"When will you \_\_\_\_\_?" asked Bo.

Read the menu and \_\_\_\_\_.

How can I possibly \_\_\_\_\_?

Which of these words means the same as **decide**?

choose      remain      forfeit      sovereign

Write the syllables of the word

**decide** inside the hands.



Finish off the word **decide**.

dec \_\_\_\_\_ ide

\_\_\_\_\_ dc \_\_\_\_\_ dc \_\_\_\_\_

Now write the full word.

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---

Write your own sentence containing the word **decide**.

---



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Edit and improve these words so that they correctly spell the word **decide**.

decide

decide

decided



Thursday



Draw a story map for each story today.

## The Community of Rats

Once upon a time there was a community of rats in a certain African village. In one particular house a big, mean cat terrorized the rats. They decided to work together and build a small but strong hole that they could easily enter, but which the bigger cat couldn't. After finishing and testing the hole the rats were very pleased by their teamwork and cooperation. But then at a community meeting one rat said, "The cat himself can't go into the hole but he can still catch us as we enter and leave the hole. Who is going to tie a bell around the cat's neck to warn us when he is approaching?"

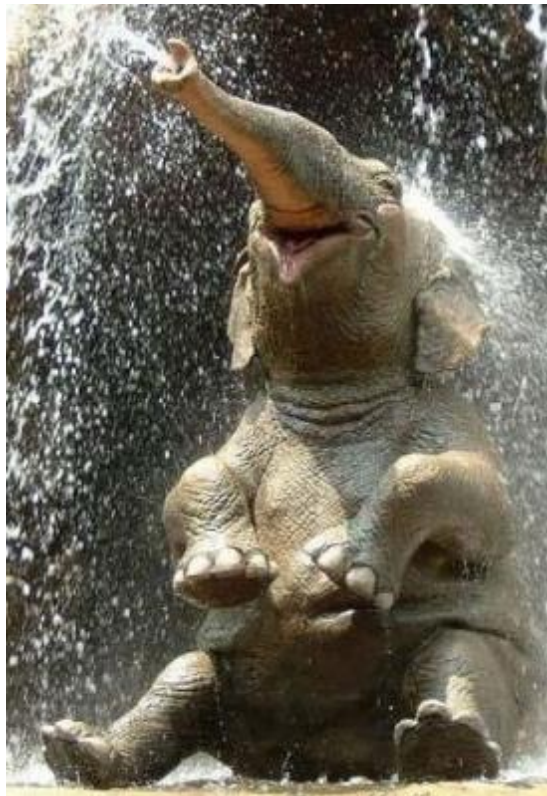
Everyone was silent. All were afraid. While they succeeded in building the hole together, no one was ready to sacrifice himself or herself to tie the bell.  
*(Folktale told by different storytellers in Eastern Africa)*



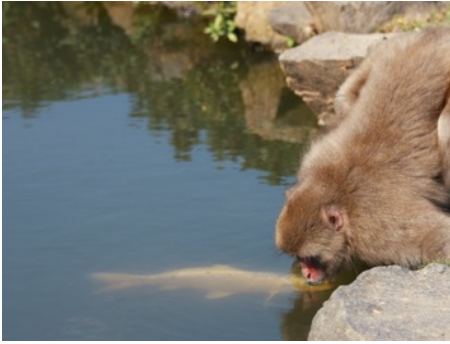
## Creation and Separation Myth of Man and the Elephant

God created man and an elephant. These he put in a beautiful garden, and he walked with them every day. There was pure drinking water in a flowing river. But the elephant started muddying the waters. He would listen to neither God nor man who told him not to. In the end, man killed the elephant. God, though, was upset at this act and drove man out of the garden. Hence the Borana now live in a ceaseless search for water in drought-stricken lands, semi-nomads in a semi-desert.

*(Borana-Oromo, Ethiopia/ Kenya Myth)*



## How the Monkeys Saved the Fish



The rainy season that year had been the strongest ever and the river had broken its banks. There were floods everywhere and the animals were all running up into the hills. The floods came so fast that many

drowned except the lucky monkeys who used their proverbial agility to climb up into the treetops. They looked down on the surface of the water where the fish were swimming and gracefully jumping out of the water as if they were the only ones enjoying the devastating flood.

One of the monkeys saw the fish and shouted to his companion: "Look down, my friend, look at those poor creatures. They are going to drown. Do you see how they struggle in the water?" "Yes," said the other monkey. "What a pity! Probably they were late in escaping to the hills because they seem to have no legs. How can we save them?" "I think we must do something. Let's go close to the edge of the flood where the water is not deep enough to cover us, and we can help them to get out."

So the monkeys did just that. They started catching the fish, but not without difficulty. One by one, they brought them out of the water and put them carefully on the dry land. After a short time there was a pile of fish lying on the grass motionless. One of the monkeys said, "Do you see? They were tired, but now they are just sleeping and resting. Had it not been for us, my friend, all these poor people without legs would have drowned."

The other monkey said: "They were trying to escape from us because they could not understand our good intentions. But when they wake up they will be very grateful because we have brought them salvation."

*(Traditional Tanzanian Folktale)*

Thursday



## The Poor Man Without Work

Once upon a time there was a poor man who did not have a job or a place to stay. Finally he went with his dog to the palace of the Sukuma chief. The chief warmly received the man with his dog. The poor man was accepted as part of the royal family. The chief fed both him and his dog. Later on enemies came to kill the chief. The dog barked, the alarm was sounded, the chief escaped, and his life was saved.

(Traditional Sukuma, Tanzania Story)



Friday



# Words with the Suffix '-ous'

u s u o e g a r u o c s j z y  
 s u o v r e n p x l u p u r d  
 y p s z m p r o e o z l i w a  
 o u i m h e d r r h j d t n a  
 q w p a m q c o n i i w c a d  
 n x z q v t v u u c s a d m v  
 f z l j z i o s u u r v t r a  
 x q r e b r w l o n e y x w n  
 s u i r o n o e i n o r x q t  
 u r e m o u g v t y a z e t a  
 o h z j s a o u c z o d o n g  
 m o n t r r r i o o s v j a e  
 a g e t o o g x m j y d b o o  
 f l u u u w l t o h j k n w u  
 q o s s p q b n o a a w o g s

famous

porous

nervous

adventurous

ridiculous

courageous

carnivorous

outrageous

herbivorous

advantageous



Friday



## Fronted Adverbials

Fronted adverbials come at the start of a sentence and modify what follows.

*These are examples of **fronted adverbials**:*

**Slipping on the icy surface**, the boy grabbed my hand.

**To be honest**, I can't tell which is which.

**Jumping to her feet**, Violet sprinted back into the house.

**Tomorrow morning**, we'll go to the park.

**Surprisingly**, he didn't want any cake.

**Chatting on his phone**, he crossed the road.

**Last night** I saw a shooting star.

**Determined and angry**, he made his way back.

*Can you make your own?*

Friday



Use the storytelling prompt card to write your own myth. It can be like a native american myth or an African story.

Make sure you use some fronted adverbials to make your story more dramatic.

Storytelling language prompt card			
Once upon a time...	One day...	Early one morning...	
Early one sunny/ frosty/ rainy morning	First, Next, After a while, At that moment, Suddenly, Without warning...	And, but, although, immediately, while,	
Late one moonlit/foggy night...			
How? Carefully..., Slowly..., Quickly..., Skilfully..., Nervously...	Where? On the hot plains..., Deep in the forest, High in the mountains lived...	Clause starter: Running swiftly, the lion..., Creeping slowly, the mouse...	
Sentence of three for description, e.g. He had a golden mane, sharp teeth and fearsome claws. She had huge ears, a long sensitive trunk and wise eyes.			

**Friday**



A series of horizontal lines for writing, consisting of 20 evenly spaced lines across the page.