

## ENGLISH Learn at Home Packs: Year 4, Spring 1 Week 5

The 'timetable' for this week's teaching and learning is as follows

- **Day 1** – Read the story of *Icarus* by Ruth Merrittens and Anne Holm Petersen and answer a series of questions. Read a longer text version and express a preference. Sequence the story and retell it orally to family members.
- **Day 2** – Re-read *Icarus* and compare the two written stories with an animated version of the myth. Read a diary entry as if written by Daedalus and then write a diary entry as if written by Icarus.
- **Day 3** – Begin to read a longer and more complex version of the story of Icarus, responding to a series of questions about the tale as you read. Read a set of instructions, noting the key features of instruction texts, before then writing Daedalus's instructions for how to escape the labyrinth.
- **Day 4** – Finish reading the longer and more complex telling of Icarus and then watch a live-action version of the story. Consider all the versions of the myth heard or seen, offering opinions on each and selecting the best of the set.
- **Day 5** – Read the poem 'Hope is the thing with feathers' by Emily Dickinson. Look up some difficult words and answer questions about the poem. Write about hopes for the future for family and friends.

### Summary of content

**Day 1** – Read a classic Greek myth, *Icarus*; make responses to the text. Read a longer text version and express a preference. Sequence and retell the story orally.

**Day 2** – Re-read a Greek myth to develop familiarity with its themes and characters; compare three versions of a story; write a fictional diary entry.

**Day 3** – Begin reading a more demanding version of a Greek myth; read and note the key features of instructions; write a set of instructions.

**Day 4** – Finish reading a more demanding version of a Greek myth; offer opinions about different versions of a Greek myth.

**Day 5** – Read a classic poem, 'Hope is the thing with feathers'; look up some difficult words and answer questions about the poem; write in response to the themes and ideas of the poem.