




Week Beginning Monday 18th May 2020


Weekly Spellings: Adding the prefix 'in' meaning not: **insecure, incurable, inactive, incorrect, invisible, inadequate**(there are opportunities during the online lessons for children to practice these, otherwise set aside 10 minutes a day to find definitions, synonyms, antonyms and to practice accurate spellings).

Times Table Focus for the Week: **9 times table** – revisit the pattern with children to see if they can remember what we learned in class! **Challenge children to write down the 9 times table up to 12 x 9 and see if they can spot the pattern.**

If you have any queries about the content in the maths or English online learning videos, please do not hesitate to contact me via email and I will be more than happy to help 😊

	Reading/Writing Genre Focus: Story	Maths Online Focus: Hundredths	Maths Practical Activity Ideas	Foundation	Physical
Mon	<p>Lesson 1: Reading comprehension: word meaning</p> <p>https://www.thenational.academy/year-4/english/story-reading-comprehension-word-meaning-year-4-wk2-1</p> <p>Fantastic Beasts</p>	<p>Lesson 1: Divide 2 digits by 10.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Scroll to the bottom of the page and look for the tab labelled 'Week 2'.</p> <p>Children may remember from dividing whole numbers by 10 that each digit moves one place to the right when dividing by 10.</p>	<p>If you are unable to access the online lessons, choose from the suggested activities below to fill your daily maths slot: (you will need to zoom in to read the instructions on the latter challenges):</p> <p>Build your own balance scale. Find a coat hanger, plastic ones work best. Tie a piece of string around each end of the hanger. The string needs to be the same length on each side. Attach a cup or a bucket to the end of each piece of string. Hang your balance up and you can now use it to compare the weight of lots of different things in your house. If you have scales in your house, you could weigh each of your two items and compare their weights in pounds, grams or kilograms. You</p>	<p>Art (digital option)</p> <p>Henri Rousseau – painting, collage and printmaking!</p> <p>https://www.bbc.co.uk/bitesize/articles/zigi7nb</p>	<p>PE with Joe Wicks</p> <p>Available each morning via his YouTube channel:</p> <p>https://www.youtube.com/user/thebodycoach1</p>
	<p>Alternative: Choose a fiction book, it may be something which you are already reading. Read a chapter on your own and jot down two lists of words: one list of words which you are</p>				

	<p>unsure of and another list of words which you like (they may sound interesting, effective or you may like them for another reason!). With your grown up, see if you can guess the meaning of some of the words in your list by using the rest of the sentence/paragraph to help you (this is making an inference). Check the dictionary definition to see if you were correct – you may remember this activity when we read ‘Varmints’. Now look at your second list of words with your grown up – can you explain why you chose each word? Do you know what type of word it is (verb, adjective, adverb, noun)? Use a dictionary to help you and you could then write a sentence using some of your ‘magpied’ words!</p> <p>Challenge: Can you find the definition of the word ‘diminutive’? Can you use it in an effective sentence to impress your grown up?</p>		<p>could record the comparison using the < > = symbols.</p> <p>Brilliant bridges The world’s longest bridge is in China and is 164.8km long. It would take more than two days to walk the length of this bridge. Try building a bridge big enough for a toy car. You could use paper, Lego or any other building materials you might have at home.</p> <p>Fun with flight Design and make a paper aeroplane that will travel the furthest. Does changing your design make it go further? Why?</p> <p>Car Journey</p> <p>Age 7 to 11 ★</p>  <p>Here are three little cars, each going on a journey. For this activity, you will need three little cars. We are going to see how far they can travel. You might use a small wooden ramp, like this:</p>  <p>Or you could make one using materials you have got. You may like to use a big slide, like this one:</p>  <p>If the ramp is wide enough, place all three cars at the top and LET GO! Which went furthest? How do you know? How far did each one travel from the bottom of the slope? What could you try next?</p>	
Tues	<p>Lesson 2: Reading comprehension – fact retrieval</p> <p>https://www.thenational.academy/year-4/english/story-</p>	<p>Lesson 2: Hundredths.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p>	<p>Art (practical option)</p> <p>Design a sports kit Design a sports kit suitable for a sport you choose. Think about where this sport takes place (e.g. indoors, outdoors, on</p>	<p>Cosmic Kids Yoga</p> <p>Choose a yoga session of your own, from the Cosmic Yoga YouTube channel:</p>

	reading-comprehension-fact-retrieval-year-4-wk2-2 Fantastic Beasts	Scroll to the bottom of the page and look for the tab labelled 'Week 2'.	<div> <h3>Stringy Quads</h3> <p>Age 7 to 11 ★★ You will need a loop of string for this activity and three other friends.</p>  <p>Stretch the string out so that each of you is holding a corner to make a quadrilateral.</p> <p>Try to make one which has exactly one line of symmetry. Is it possible? How could you convince someone else that your shape has just one line of symmetry? Can you make any other quadrilaterals with just one line of symmetry?</p> <p>Try again, but this time answer the same questions for a quadrilateral with exactly two lines of symmetry.</p> <p>Try again, but this time answer the same questions for a quadrilateral with exactly three lines of symmetry.</p> <p>Try again, but this time answer the same questions for a quadrilateral with exactly four lines of symmetry.</p> </div>	water etc.). Think about the type of material you will use and why you have used it.	https://www.youtube.com/user/CosmicKidsYoga
	<p><u>Alternative:</u> Fact retrieval guidance for parents: fact retrieval is all about finding and fetching information from within a text. Children should be encouraged to skim read the text to find key words from the question and to then copy information exactly as it is written in the text, into their answer.</p> <p>Choose a fiction book (this may be the book you are currently reading). Read the first chapter (or the chapter you are up to), with your grown up. They are going to question you on what you have just read to check whether you can find the answers within the text – remember to check and check again!! (grown ups see image underneath timetable for an example of fact retrieval questions).</p>				
Wed	<u>Lesson 3: Identifying the features of a text.</u>	<u>Lesson 3: Hundredths as decimals.</u>		<u>Science</u>	Heart beaters Take your pulse rate at rest (counting how many

<https://www.thenational.academy/year-4/english/story-identifying-the-features-of-a-text-year-4-wk2-3#slide-3>

Fantastic Beasts

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

Scroll to the bottom of the page and look for the tab labelled 'Week 2'.

Straight to Curves

Age 5 to 11 ★★

For this activity, you'll need:

- A square piece of plain paper (side length of 15-20cm would work well)
- Several sheets of differently coloured or patterned paper
- Scissors
- Glue
- Pencil
- Ruler
- A sheet of plain backing paper, larger than your square piece of paper

Cut three or four strips of paper from different sheets of the coloured or patterned paper. These strips should be the same length as the side of your square sheet of paper but they can be different widths.

Stick the strips onto the square of paper so that they are parallel to each other and parallel to the sides of the square, like this:



On the other side of the square piece of paper, mark out straight lines that are about 1cm apart, parallel to each other and at right angles to the coloured strips.

Cut along these lines so that you are left with many strips of equal length and equal width, like these:



How could you make a curve using these straight strips of paper?

Experiment with the strips, laying them out on the sheet of backing paper. Stick them down when you are happy with your curve.

Could you make a different curve?

You will need: 5 glasses, food colouring (red, yellow and blue – or any colours available), kitchen roll paper towels.

First, line up the glasses and fill the first one with a **good squirt of red food colouring**, the third with yellow, and the fifth glass with blue. Leave the other glasses empty. Next, **add water to the glasses** with colour until the coloured water almost reaches the top.

Move the glasses into a circle (see image at the bottom of timetable for how to arrange glasses) and **add the paper towels**. Starting with the red, add one end of the paper towel and then put the other end in the empty glass next to it. Continue around until the last paper towel is placed into the red glass.

The Science Behind It

The coloured water travels up the paper towel by a process called **capillary action**. Capillary action is the

pulses you have in 15 seconds and multiplying by four may be easier than taking your pulse for 60 seconds). Do star jumps for one minute, then take your pulse rate. What has happened? Take your pulse rate every minute for five minutes after the star jumps – is it back to your resting rate yet?

				<p>ability of a liquid to flow upward, against gravity, in narrow spaces. This is the same thing that helps water climb from a plant's roots to the leaves in the tree tops. Paper towels, and all paper products, are made from fibres found in plants called cellulose. In this demonstration, the water flowed upwards through the tiny gaps between the cellulose fibres. The gaps in the towel acted like capillary tubes, pulling the water upwards.</p> <p>The water is able to defy gravity as it travels upward due to the attractive forces between the water and the cellulose fibres.</p>	
	<p><u>Alternative:</u> You are going to consider what a story looks like:</p> <ul style="list-style-type: none">• What are the key features of a story?• Can I magpie any successful elements to improve my own writing? <p>Study a chapter, or part of a chapter, with your grown up to see if you can find any of the</p>				

	<p>following key features of a story:</p> <ul style="list-style-type: none">• 3rd person• Setting description• Character description• Use of speech (punctuated with speech marks)• Figurative language (metaphors and similes)• Problem• Solution <p>*You could jot down some examples which you particularly like!</p>			
Thurs	<p>Lesson 4: SPaG focus – fronted adverbials.</p> <p>https://www.thenational.academy/year-4/english/story-spag-focus-fronted-adverbials-year-4-wk2-4</p> <p>Fantastic Beasts</p>	<p>Lesson 3: Hundredths on a place value grid.</p> <p>https://whiterosemaths.com/homelearning/year-4/</p> <p>Scroll to the bottom of the page and look for the tab labelled ‘Week 2’.</p>		<div><div><p>Computing</p><p>Learn to code with Lightbot</p><p>Download the free App</p><p>Lightbot: Code Hour and code your way through each of the puzzles. Program Lightbot to light up the blue squares on each of the progressively harder stages.</p><p>https://lightbot.com/hour-of-code.html</p></div><div><p>Captain, yes captain</p><p>This one can involve everyone in the family - and the more who can play, the better.</p><p>To play, you first select a “captain”.</p><p>The captain yells out orders and the crew have to follow the orders.</p><p><u>Here are the orders:</u></p><p>Bow: Run to the front of the boat (front of room)</p></div></div>

					<p>Stern: Run to the back of the boat (back of room)</p> <p>Port: Run to the left side of the boat</p> <p>Starboard: Run to the right side of the boat.</p> <p>Hit the deck: Lay down on your stomach</p> <p>Salute: Salute and yell, "Aye, aye captain!"</p> <p>Scrub the deck: Drop to your knees and pretend to scrub the floor.</p> <p>Captain's quarters: Everyone ran towards the captain.</p> <p>SHARK!: Everyone must run to a designated base. The last player to the base is eliminated.</p>
	<p><u>Alternative:</u> <u>Word of the day:</u> Transfixed. <i>Can you find out its definition, synonyms, antonyms and can you use this word in a sentence?</i></p> <p>*Grownups: Please see poster underneath this timetable for explanation of a 'fronted adverbial'.</p>				

	<p>Using the same fiction book which you have chosen to read this week, you are going to choose a 'chunk' of the book to read and study for fronted adverbials. This could be a paragraph, a couple of paragraphs or a whole chapter may allow you to find the best selection.</p> <p>Look at the poster below with your grown up, can you figure out of which column each of your fronted adverbials would fall into? What kind of information is it giving to the reader?</p> <p>I have attached a further poster of examples which you can magpie from for your story writing task tomorrow!</p>			
Fri	<p>Lesson 5: Continue a story</p> <p>https://www.thenational.academy/year-4/english/story-continue-a-story-year-4-wk2-5</p> <p>Fantastic Beasts</p>	<p>Times Tables practice!</p> <p>Use your Rockstars login to practice your 9 times table. Ask your grown up to write out 60 9 times tables multiplication and division calculations and see how many you can get correct in 5 minutes! E.g. $9 \times 3 = ?$</p>		<p>Music</p> <p>Making Music A kazoo is a simple wind instrument that create a humming sound. Take a cardboard tube and cover the end with greaseproof paper held on with an elastic band. Make a hole in the tube close to the elastic band. Now hum down the tube from the open end.</p> <p>KidzBop Kids</p> <p>Choose a guided dance via the Kidz Bop YouTube channel:</p> <p>https://www.youtube.com/user/KidzBopKids</p> <p>OR</p>

				<p>What can you hear? What is making the sound?</p> <p>https://www.stem.org.uk/sy-stem/files/elibrary-resources/legacy_files_migrated/30511-Soundslikescience_FULL.pdf</p>	<p>Can you set up your own garden obstacle course? Can you include a balance, a turn, a jump and at least 2 different ways of travelling? See if your grown up can complete your course after you.</p>
	<p><u>Alternative:</u></p> <p>Use the structure below to continue a sci-fi story of your own (use the story starter at the end of this document).</p> <p>Allow yourself time to plan – you may want to draw a story map of the events in your story or you may wish to draw your main character to help with your description.</p> <p>Structure:</p> <ul style="list-style-type: none"> • Write in 3rd person • Can you include speech marks? • Can you include a simile or metaphor to add extra detail? • Who will be your main character? Can you include a short description? 				

	<ul style="list-style-type: none">• How will the main character solve this problem?• Can you include any of the fronted adverbials magpied yesterday, or from the attached adverbial word mat. <p>*Remember to use paragraphs!</p>			
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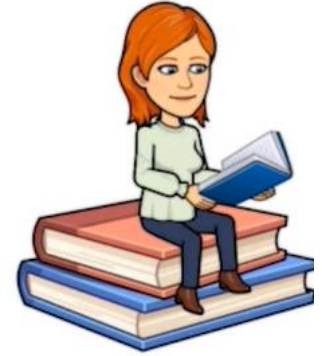
My Turn

Look at the first paragraph.

According to the text, which **two** things could have caught the Niffler's attention?

- 1) _____
- 2) _____

Meanwhile, at the very top of the steps, a man exiting the bank, flipped a coin and whether it was the sound of it as it bounced down the steps, or the smell of the metal - who knows - but something caught the Niffler's attention! Razor-sharp, diminutive claws began to prise open the side of the case inside which he was concealed.





Fronted adverbial examples:

Fronted adverbial phrases are useful in descriptive writing, as they can easily describe where, when and how an action occurred.

Time	Frequency	Place	Manner	Degree
After a while, As soon as, Eventually, In the morning, Already,	Often, Sometimes, Rarely, Again, Once,	Above the clouds, Below the sea, In the distance, Nearby	Bravely, Like a..., As quick as a flash, Without warning,	Almost unbelievably, Maybe, Perhaps, Completely confused,



Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



Continue the Sci-Fi Story...

The emergency alarms rang loudly around the spacecraft. The crew looked out of the shuttle window to see an unidentified object approaching them at warp speed. There was no time to change direction and impact was imminent...

