



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 4

Week Beginning 12.10.20



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Phonics English Hubs

Online phonics lessons for the Letters and Sounds phonics programme.

<https://www.wandleenglishhub.org.uk/lettersandsounds>

World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%3D%3D>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Beanstalk

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and

spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs
<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggs

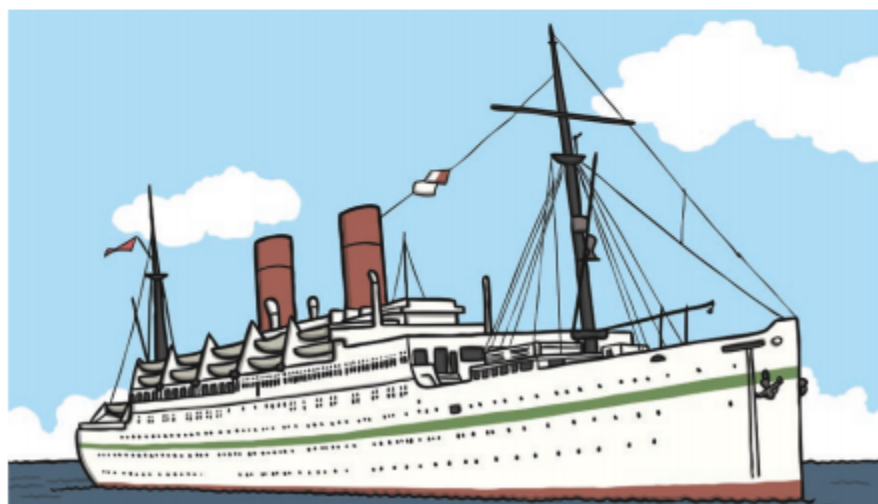
Monthly Medium Term Overview for October

Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> I can apply my knowledge of root words, prefixes and suffixes. I can read further exception words, noting the unusual correspondences between spelling and sound. I can return to words if they are unfamiliar or if I know that I have pronounced them incorrectly. I can check that the text makes sense, and can discuss my understanding and explain the meaning of words in context. I can continue to read suitable texts with fluency, understanding and expression. I can predict what might happen from details stated. I can check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context. I can identify a range of strategies that I can use when I have a meaning breakdown in a text. I can independently choose and apply a suitable breakdown strategy when I find a word in a text that I don't understand. 	<p>Handwriting</p> <ul style="list-style-type: none"> I can show an increasing amount of legibility, consistency and quality in my handwriting. <p>Spelling</p> <ul style="list-style-type: none"> I can use further suffixes (ing, ly, er, ed). I can spell further homophones. I can spell some of the words that are often misspelt. I can place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys'). I can use the first two or three letters of a word to check its spelling in a dictionary. I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Writing</p> <ul style="list-style-type: none"> I can demonstrate that I know the grammar for year 3, (e.g. vowel, consonant, adverb, preposition, prefix, clause, subordinate clause). I can place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys'). I can proof read for spelling and punctuation errors. I can use fronted adverbials. I can indicate grammatical and other features by using commas after fronted adverbials. I can use and punctuate direct speech. I can place the possessive apostrophe accurately in words with irregular plurals (for example, children's). I am beginning to organise paragraphs around a theme in my draft narrative. I am beginning to use a range of increasing vocabulary to widen my range of sentences 	<ul style="list-style-type: none"> I can contribute relevant ideas in discussions. I can participate in collaborative conversations about a topic and begin to initiate comments. I am beginning to give descriptions and a basic summary of a narrative.

		Maths
Personal Development and Wellbeing	Science	<p>Arithmetic</p> <ul style="list-style-type: none"> I can represent numbers to 1000 using apparatus and diagrams, showing hundreds, tens and ones. I can explain the value of any given digit in a three-digit number. I can read and write numbers up to 1000 in both numerals and words. <p>Reasoning</p> <ul style="list-style-type: none"> I can compare and order numbers up to 1000 using mathematical language and $<$ $>$ $=$ symbols. <p>Problem solving</p> <ul style="list-style-type: none"> I can add and subtract two three-digit numbers using a formal written method where regrouping is not required. I can add and subtract two three-digit numbers using a formal written method where regrouping is required. I can use mental strategies to add a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds. I can add and subtract two three-digit numbers using a formal written method where regrouping is not required. I can identify multiples of given numbers. I can recall multiplication and division facts up to 12×12. I can multiply three one-digit numbers together. I can partition two-digit numbers to divide them by one-digit numbers. I can partition three-digit numbers to divide them by one-digit numbers. I can use a formal written method to multiply two-digit numbers by one-digit numbers. I can use a formal written method to calculate the division of two and three-digit numbers by one digit numbers. I can use bar modelling to represent scaling and division problems across a range of contexts.
<ul style="list-style-type: none"> I can explain how my actions impact upon others. I can recognise hurtful behaviour and the impact this has on others (bullying) both online and offline. I can use strategies taught to manage my feelings. I can confidently and articulately express my views. I can understand the characteristics of friendships including mutual respect, truthfulness and kindness. I can understand that most friendships have ups and downs and that these can often be worked through so that the friendship is repaired. I can recognise what makes a healthy relationship between friends and family. I understand the behaviours that makes someone feel like an outsider and also know how to make someone feel welcome. 	<ul style="list-style-type: none"> I can use, and spell correctly, appropriate scientific vocabulary With support, I am beginning to ask relevant questions about the world around me and discuss which type of scientific enquiry I could use to answer them With support, I am beginning to use different types of scientific enquiries (observing over time, identifying/classifying, pattern seeking, research, fair testing) to answer scientific questions I am beginning to recognise when a simple fair test is necessary; talk about criteria for grouping/sorting/classifying; use simple keys I am beginning to help to set up a simple practical enquiry, comparative test or fair test I am beginning to help to decide what systematic and careful observations/ measurements should be taken accurately in standard units (using equipment including thermometers and data loggers) <p>P.E.</p> <ul style="list-style-type: none"> I can understand and apply simple tactics in small sided games of basketball/tag-rugby I can perform the roles of different positions in a small sided game. I can retrieve a ball with increasing efficiency, over a variety of distances and directions. 	

The Windrush

HMT (Her Majesty's Treasure) Empire Windrush was originally used as a cruise ship and passenger liner and began sailing in 1930. Her first name was actually MV Monte Rosa. However, during the Second World War, she was used as a **troopship** to transport German soldiers from country to country. At the end of the war, she was seized by the United Kingdom as a 'prize of war' and was used to transport British troops instead. It was then that she was given the new name Empire Windrush. She served as a British vessel until March 1954 when, on her way back to the UK, a fire broke out killing four engine crew members. Fortunately, all 1276 passengers survived but she could not be rescued and eventually sank in the Mediterranean Sea. The wreck still lies 2600 metres below the sea.



In 1948, Britain was recovering from the ravages of war. After losing so many soldiers and young men, Britain had a serious shortage of labourers. The British Government tried to encourage immigration to members of the British Empire by offering cheap travel to anyone who wanted to come and work in the UK. This attracted many African-Caribbean people. As a result, the Empire Windrush made one of its most famous voyages and transported 492 passengers from Jamaica to London. These people later became known as the Windrush generation. Although many only planned to stay for a few years, the majority of these **immigrants** remained in the UK permanently. Many of them worked in industries such as transport, rail and the National Health Service and created a large proportion of British workers.

Sadly, it was not plain sailing for many of the Windrush generation. A lot of white people did not welcome them to Britain and treated them as inferior. Caribbean immigrants struggled to find housing simply because of the colour of their skin. They felt excluded from much of the social and economic life around

them and faced much racial discrimination. Clashes between white people and black people was so serious at times that riots broke out in some major cities. However, despite facing these prejudices, the Windrush generation have played a vital role in changing British culture and by the start of the 1970s, British West Indians had become a familiar and established part of the population. In 1959, the Notting Hill Carnival was created as a celebration of **diversity** and is now an annual event in London, helping to bring people from different communities together and to promote social **cohesion**. It is famous for its colour, exotic dances and vibrant atmosphere.

Although things are getting better, many immigrants still suffer the effects of discrimination and racism today - in 2018, many people who had lived in Britain for years since immigrating were wrongly arrested, and sometimes even deported from the UK (even if they had been living there since they were a child). This has become known as the Windrush scandal.



Glossary

troopship	a ship designed for transporting troops
immigrants	people who come to live permanently in a country
diversity	having different things or different people
cohesion	the action of forming a united whole
vibrant	full of energy and life

1. **Find** and **copy** a phrase which means a **reward** for winning the war.

2. Where can the Empire Windrush be found today?

3. When did the British Government look to the British colonies for labourers? Tick **one**.
 - ☐ 1954
 - ☐ 1948
 - ☐ 1930
 - ☐ 1959

4. How did the British Government encourage people to come and work in the UK?

5. Fill in the missing words.

These Caribbean people later became known as _____

6. Why has the author of this text decided to use the sentence:

'Sadly, it was not plain sailing for many of the Windrush generation.'

7. Number the events below to show the order in which they happened.

- ☐ The Notting Hill Carnival begins.
- ☐ The Windrush sank.
- ☐ The Monte Rosa was renamed.
- ☒ 2 The Empire Windrush transports 492 Jamaicans to London.
- ☐ The Windrush Generation are established in British life.

8. What would you expect to see at the Notting Hill Carnival? **Explain** your answer fully.

Windrush Diary Part 1

Dear Diary,

I am still in shock. Today has been one of the most overwhelming days of my life! Today was the day that I learnt we are going to be moving to England. As I sit here, looking out over Kingston, my heart is beating at a million miles an hour in anticipation as questions race through my mind: what will England be like? Will it be hot like Jamaica? Where will we live? Will we be able to find work?

1. What do you think the word 'overwhelming' means?
2. Where do you imagine the writer is writing this?
3. Tick the word that is closest in meaning to 'anticipation'?
 - ☐ expectation
 - ☐ faith
 - ☐ despair
4. What do you think the writer means by 'my heart is beating at a million miles an hour'?

Windrush Diary Part 2

It all began when my husband arrived back in Jamaica having been discharged from the British Royal Air Force. He had served for two years and had been based in Oxford, which he described as a quaint, picturesque city. For the last two months, he has been rambling on about moving the whole family to England - he is SO enthusiastic, he will hardly chat about anything else! This morning he woke up particularly early - seeing as he doesn't have a job - and rushed down to Kingston Harbour where there was a meeting for ex-service people. While he was there, I cooked ackee and saltfish for the kids before I sent them off to their primary school.

1. Write down the verb which means the same as 'released'?
2. Does the writer's husband have a positive or negative opinion of Oxford? How do you know?
3. What does the writer mean by 'rambling on'?
4. Underline examples of time adverbials.
5. What do you imagine 'ackee and saltfish' is?

Windrush Diary Part 3

Throughout my shift in the hospital, I felt uneasy and when I returned home I was met with the news..... He has bought tickets for us all to travel on a massive boat, which is departing from Kingston to England! As he told me the news, his eyes sparkled and his face was flushed with colour - he was, it seemed, ridiculously excited. When the children returned from school, we told them the news and we were met with screams of joy and what seemed like a million questions. I am excited too, but apprehensive about leaving my friends, my work and my sister. I suppose I'll just put on a brave face for them even though I'm not sure how I feel!

Sitting here now, three words are etched into my mind – 'the Empire Windrush'. The words mean nothing to me, but represent the future, a new life and hopefully better opportunities for us. Despite my stomach still churning, I must go to bed now as tomorrow I need to start packing.

1. Although the writer tells us 'he was... excited' how does she also show us his emotion?
2. What word means 'nervous or afraid; worried about a big decision you have made'?
3. What do you think the writer means by the expression 'etched into my mind'?
4. What does the image 'my stomach still churning' reveal to us about the writer's emotions?

In Writing this week we are writing a diary entry as a migrant from Jamaica on the Windrush. Follow the lessons on Oak National Academy.

<https://classroom.thenational.academy/units/the-windrush-diary-writing-6b05>

Speech marks

1) Rewrite the following using speech mark rules.

Ashley's Mum appeared at the door Her smile swiftly turned to an expression of horror My goodness Ashley what have you done exclaimed his Mum Oh hi Mum said Ashley what do you mean Your room it's ruined absolutely ruined she cried Keep your hair on Mum its only a bit of mess A bit of a mess A bit It looks like there has been an explosion in here she wailed

2) Ashley's Dad heard the noise from upstairs and came up to see what was going on. "What's all this about then?" he _____

"Just look at the state of this room!" scowled Ashley's Mum.

"It's really not that bad, Mum" Ashley _____, "You are just making a big fuss over nothing."

Ashley's Mum gasped. "You can't even see the floor!"

Ashley's Dad grinned. "You messy boy Ashley" he _____.

Using a colon to introduce a list

This is a colon ---> :

It can be used after a main clause to introduce a list

Where could we place the colon to introduce the list of emotions? :

I feel such a mix of emotions excitement, anxiety and uncertainty.

Colon - needs no capital letter after it

What else could we list?

Add the colon and then complete the sentence appropriately.

I thought of all the things I would miss about Jamaica ...

I felt excited about all the things that lay ahead...

My mind filled with all the things I had heard about England...

The journey filled me with fear ...

We could also use a colon to introduce a list of questions.

What questions might race through your mind if you were told you would be moving to England from your home Jamaica?

We could also use a colon to introduce a list of questions.
There are so many questions racing through my mind:

_____? CL _____? CL _____?

There are so many questions racing through my mind: will I make new friends? Will the food be nice? Where will we live?

The **present perfect tense** is a way to talk about the past.

It is made by joining **have/has** with a **past tense form of the verb** - sometimes ending in -ed or sometimes in a different form.

I have

She/He has

+

walked

cried

played

jumped

read

eaten

gone

Add have or has to complete the sentences.

We _____ waited in the queue since 10am.

He _____ gone home.

I _____ met that man before.

The rain _____ stopped at last.

Add the correct form of the verb to complete the sentences.

play I have _____ tennis since I was four years old.

live He has _____ here all his life.

drop She has _____ the plate on the floor.

sell We have _____ all of our old toys.

How would we write these sentences in the present perfect tense?

Remember: **have/has** + a **past tense form of the verb**

The children (go) to the fair.

The Windrush (sail) from Kingston Harbour.

James (paint) a beautiful painting.

Present Perfect Tense.

Write these sentences in the present perfect tense changing the verb in brackets.

Remember the present perfect tense uses the word **'have'** or **'has'** in its sentence. |

1. I (drive) to work today.

2. Sam (eat) the last piece of cake.

3. Dave (travel) to Dover for a meeting.

4. We (train) for the match.

5. Troy (fall) off his chair.

6. Carl (see) the new Harry Potter Film.

	I	She or He
talk	I have talked	She has talked
laugh		
worry		
hope		
tell		
cry		
write		
play		
read		
hear		
grow		

Apostrophes

Activity One:

Find the contracted version for each set below:

Did not

They are

It is

I am

We are

We will

You have

Should have

Activity Two:

Rewrite each sentence out, placing the apostrophe in the correct place to show a contraction of two words.

- 1) Theyre going to the cinema today.
- 2) Mary said, "Youve got a lovely house."
- 3) Mum told me Ive got to be home by 7.

Activity Three:

Explain the mistake in each sentence before writing it out so it is correct.

- 1) Its cold out'side today.
- 2) I told her I didn'ot do it.
- 3) The dog chased after it's ball.
- 4) We willn't be coming for dinner after all.

Activity Four:

Replace the underlined words in the sentences below with their expanded forms, rewriting the sentence out.

We're going into town later, so I'll buy some bread then. We won't be back late.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.


1. The dog had been very norty.
2. In a minit, the film will start.
3. The dentist asked me a questshun while he looked at my teeth.
4. The wimen were sitting at the bus stop chatting.
5. I was out of breaf after running up that hill.
6. The nurse delivered an inportant message.
7. The fairy godmother made the golden coach disapear in a puff of smoke.
8. I don't suppoze there are any more cakes left?


[illegible]


The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.


1. Put a full stop at the end of a sentents.
2. Jim managed to complet the game.
3. My favrite pie is apple and raspberry.
4. My gran is a very speshial person.
5. Perrhaps there was no one in when I knocked at the door.
6. The match will continyou in an hour.
7. Pete said he has had enouff now.
8. I got the anzer right!


[illegible]


 A. $83 + 8 =$


 B. $67 + 34 =$


 C. $20 - 7 =$


 D. $78 + 10 =$


 A. $67 + 7 =$


 B. $48 + 36 =$


 C. $67 + 30 =$


 D. $20 - 4 =$


 A. $2 \times 0 =$


 B. $75 \div 5 =$


 C. $8 \times 2 =$


 D. $53 + 40 =$


 A. $20 - 11 =$


 B. $33 + 42 =$


 C. $9 \times 2 =$

 D. $46 + 27 =$

 A. $29 - 13 =$

 B. $74 + 14 =$

 C. $7 \times 2 = 14$

 D. $95 \div 5 =$

Complete these grid method exercises

x	60	7	
4			

$$67 \times 4 =$$

x	40	2	
7			

$$42 \times 7 =$$

Fill in the missing numbers and complete the multiplication

x	60	9	
6			

$$69 \times 6 =$$

x			

$$69 \times 8 =$$

x	30	9	
6			

$$39 \times 6 =$$

x			

$$77 \times 6 =$$

3 x 55	
x	3
50	
5	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

5 x 64	
x	5
60	
4	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

3 x 73	
x	3
70	
3	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

3 x 47	
x	3
40	
7	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

3 x 78	
x	3
70	
8	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

5 x 99	
x	5
90	
9	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

10 x 49	
x	10
40	
9	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

5 x 32	
x	5
30	
2	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

2 x 96	
x	2
90	
6	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

5 x 63	
x	5
60	
3	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

2 x 24	
x	2
20	
4	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

5 x 86	
x	5
80	
6	

h t u

$$\begin{array}{r} + \\ = \end{array}$$

The tyres need replacing on 7 cars. How many tyres will be needed altogether?



Neil has bought a length of wood which measures 56cm. He cuts it into 4 equal pieces. How long will each piece be?

At the football game, every player gets an orange to eat at half time. Oranges are sold in bags of 8. If there are 66 players, how many bags will need to be bought?

There are 3 crackers inside every packet. During the week, I ate 5 packets. How many crackers is this altogether?

There are 12 oatmeal bars in a pack. I buy 8 packs. How many bars is that altogether?

Each individual bar costs 8p. How much have I paid altogether?

One table is 2m long. 4 tables are put together, one next to the other, to make one long table for the party food. How long is this altogether in metres?

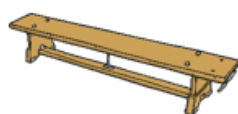
If one table costs £35, how much did the tables cost altogether?



In the school hall, 4 benches are needed in every row for assembly. There are 3 rows altogether. How many benches is this?

What if there were 5 rows, how many benches would be needed?

How many benches would be needed for 10 rows?



It takes 5 minutes for Sam to walk from his house to his school. He walks back home too. How long is his daily journey?

For how long does he walk to and from school during the week?

Sam is moving house. His journey to and from school will now take him 16 minutes in total. For how long will he be walking to and from school during the week now?

5 footballs fit in one bag. How many bags will be needed to store 35 footballs?

90 eggs are shared between 10 classes for their recipe. How many eggs will each class get?

The farmer shares 16 pints of milk with his 4 friends, how many pints of milk does each friend get?

I need to put 2 sweets in each party bag. I have 36 sweets. How many party bags will this make?

The rope is 88m long. It is cut into 8 equal pieces. How long is each piece?

I decide to share my marble collection between my three brothers. I have 48 marbles in total. How many marbles will each of my brothers get?

Solving Problems

Solve problems, including missing number problems, using number facts and place value

Complete the calculation: $\underline{\quad}1 + 3\underline{\quad} = 57$

A number has two digits and is a multiple of five. The total of the digits is nine.

What could the number be?

Solving Problems

Solve problems, including missing number problems, involving multiplication and division

Complete the calculation: $\underline{\quad} \times 5 = 45$

Three boxes of pencils contain 36 pencils.

How many pencils will there be in each box?

Methods

Add and subtract numbers with support of models or images, including:

- a three-digit number and ones
- a three-digit number and tens
- a three-digit number and hundreds;

$134 + 3 =$

$276 - 5 =$

$246 + 30 =$

$128 - 40 =$

$509 + 300 =$

$641 - 200 =$

Methods

Add and subtract numbers with up to three digits, using simple formal written methods of columnar addition and subtraction

$$\begin{array}{r} 424 \\ + 63 \\ \hline \end{array}$$

$$\begin{array}{r} 197 \\ - 44 \\ \hline \end{array}$$

Calculating

Estimate the answer to a calculation and use inverse operations to check answers

Which calculation could you use to estimate:

$292 + 163 =$

$207 - 87 =$

Which calculation would you use to check:

$382 - 45 = 337$

Number Facts

Recall and use multiplication and division facts for the three and four and eight multiplication tables

$8 \times 3 =$

$32 \div 4 =$

$6 \times 4 =$

$27 \div 3 =$

$7 \times 3 =$

$48 \div 8 =$

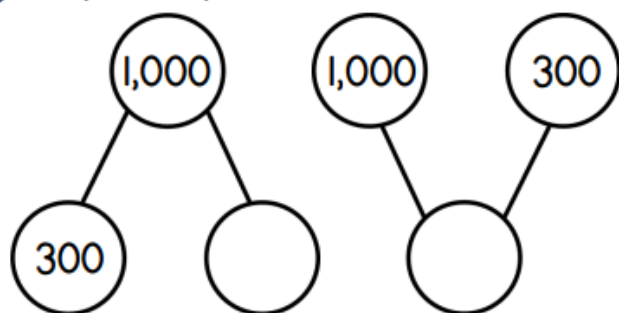
$8 \times 8 =$

$24 \div 4 =$

$4 \times 9 =$

$72 \div 8 =$

- 1 Complete the part-whole models.



- 2 Alex has 262 stickers.
He buys 6 more.
How many stickers does he have now?

- 3 Find the missing number.

$$522 = 8 + \underline{\hspace{2cm}}$$

- 4 Complete the calculations. Show your working.

$$17 + 42 = \underline{\hspace{2cm}}$$

$$55 - 19 = \underline{\hspace{2cm}}$$

$$34 + 82 = \underline{\hspace{2cm}}$$

- 5 Tommy makes this number.



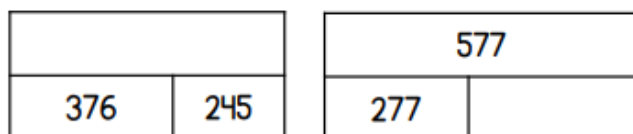
He subtracts forty.

What is Tommy's new number?

- 6 Work out $453 + 537$
You may use the counters to help

H	T	O				
				4	5	3
			+	5	3	7

- 7 Complete the bar models.



- 8 Complete the missing digits.

	3	8	9
+			6
		8	5

- 9 Explain the mistake.

	7	4	2
-		6	7
	7	2	5

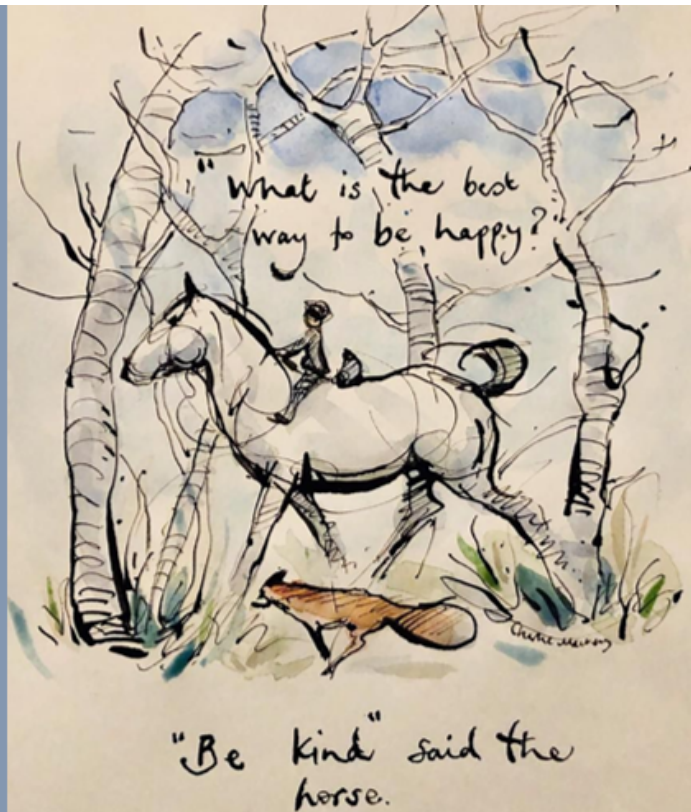
- 10 Rosie wants to work out $102 - 98$ in her head.
Explain a method that Rosie could use.

PDW – We have been thinking about what makes us unique. Fill the lines of the fingerprint with all the characteristics, interests, kind deeds and likes that make you unique.



PDW Kind and Wise Words

WHY DOES KINDNESS MAKE US FEEL
HAPPY?
GIVE AN EXAMPLE OF A TIME WHEN
YOUR KIND ACTIONS MADE YOU AND
SOMEONE ELSE FEEL HAPPY.



"I'm so small," said the mole.

"Yes," said the boy, "but you make a huge difference."

HOW DOES THIS MESSAGE
RELATE TO US?

How do we make a difference?

CAN YOU THINK OF A TIME THAT YOU
REACTED IN A DIFFICULT SITUATION?
HOW DID YOU RESOLVE THIS?

"One of our greatest freedoms is how we react to things"





WHAT DOES 'BE KIND TO YOURSELF' MEAN?

DO YOU HAVE ANY FAVOURITE SAYINGS/MESSAGES OF YOUR OWN?

"Do you have a favourite saying?" asked the boy.

"Yes" said the mole.

"What is it?"

"If at first you don't succeed, have some cake."

"I see, does it work?"

"Every time"

The Boy, the mole,
the fox and the horse



Charlie Mackesy

We are going to have a go at creating our own piece of art work through the inspiration of Charlie Mackesy

- Firstly, you must have a think about a messaging/saying that means a lot to you.
- Next, write it down as beautifully as you can.
- After that you will have a go at drawing an image to go with it. BUT you must include the characters from the book.

The characters are:

- The boy
- The mole
- The fox
- The horse