



HILL WEST  
*Primary*

FOUR OAKS

**Home Learning Pack**

**Year 4**

**Week Beginning 01.02.21**



## 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](http://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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2MjE1cW%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**

<https://readingeggs.co.uk/>

**Key Question Week 5:** What happened on Tuesday?

**Key Text for Linked Learning:** Tuesday by David Wiesner

**Linked Learning:** English, Computing, Art

The children will begin this week by exploring the text 'Tuesday', working in groups to try and ascertain the events of the story. This will lead to us using drama to interview characters about the strange events that took place. The children will then use their knowledge of newspaper reports to write their own about the events of Tuesday, making sure the children include the correct tense in each paragraph, and include correctly punctuated direct and reported speech for key witnesses. In Art, children will discuss the use of illustration in their key text 'Tuesday', using their prior learning on colour tone and perspective. The children will add their own event to the plot of 'Tuesday' and create an illustration using multimedia techniques.

**Maths:** The topic of decimals continues this week, rehearsing equivalence then multiplying and dividing by 10 and 100.

**Science:** Children will extend their knowledge of working scientifically to draw technical circuit diagrams using the correct symbols.

**Geography:** Children will compare atlases and globes with different symbols and keys.

**History:** Children will identify the Allies and Axis of World War 2.

**Computing:** Children will use Kahoot to create an online quiz.

**Art:** See linked learning.

**Design Technology:** Children will learn that food is grown, reared and caught in the U.K, Europe and the wider world.

**PDW / R.E:** Children will celebrate Children's Mental Health Week

**P.E:** In PE, children will continue to develop their multi-skills, performing a range of moves and completing throwing and catching drills.

**MFL:** Children will be learning the months of the year in French.

# Timetable

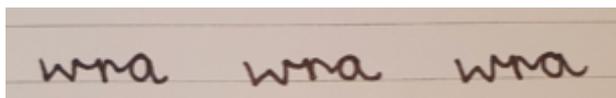
Here is the timetable we follow each day at school. Lessons will be taught on the corresponding days and you may wish to use the timetable to help you structure your day.

	9:05-9:10	9:10-9:15	9:15-9:30	9:30-10:20	10:20-10:35	10:35-11:45	11:45-12:15	12:15-12:35	12:35-12:45	12:45-13:00	13:00-13:45	13:45-14:00	14:00-15:00	15:00-15:20	15:20-15:30
MON	Quiet reading Register	Class Novel	Hand-writing and Vocabulary Deconstruction	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	Geography	BREAK	Science	Times Tables	Class Novel Pack up
TUES	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	Computing	BREAK	PE	Times Tables	Class Novel Pack up
WED	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	MFL	BREAK	DT: Design criteria for a seismograph	Times Tables	Class Novel Pack up
THURS	Quiet reading Register	Class Novel	Hand-writing	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly	P2W	BREAK	Art	Times Tables	Class Novel Pack up
FRI	Quiet reading Register	Class Novel	Hand-writing and No Nonsense Spellings	Reading Into Writing	BREAK	Maths	Lunch (eat)	Lunch (play)	Class Novel	Assembly/ Homework	History	BREAK	PE	Times Tables	Class Novel Pack up

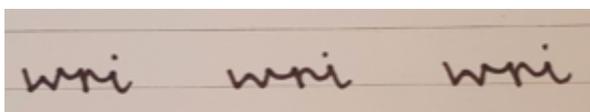
# Handwriting Monday - Friday

- Please practise the following joins for 5 minutes each day:

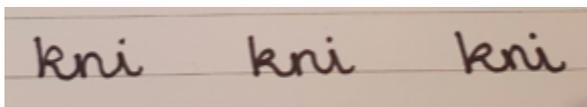
wra



wri



kni



# Monday Vocabulary

Here are two words from chapter 10 of 'Goodnight Mr Tom'.

- unearthed
- disgruntled

Use our vocabulary grid, a dictionary and online research to help you deconstruct each word.

<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
	<u>Word:</u>		<u>Opposite:</u>

<u>Definition:</u>	<u>Synonyms:</u>
<u>Put it in a sentence:</u> Remember ABC 🗣️ ●	

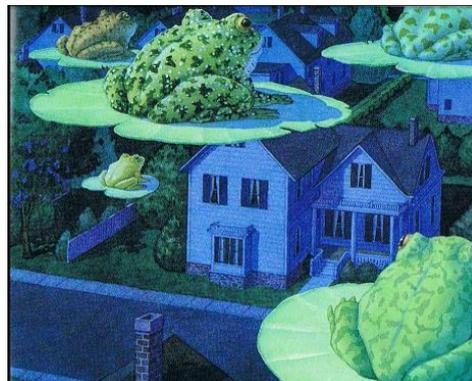
<u>Etymology:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
	<u>Word:</u>		<u>Opposite:</u>

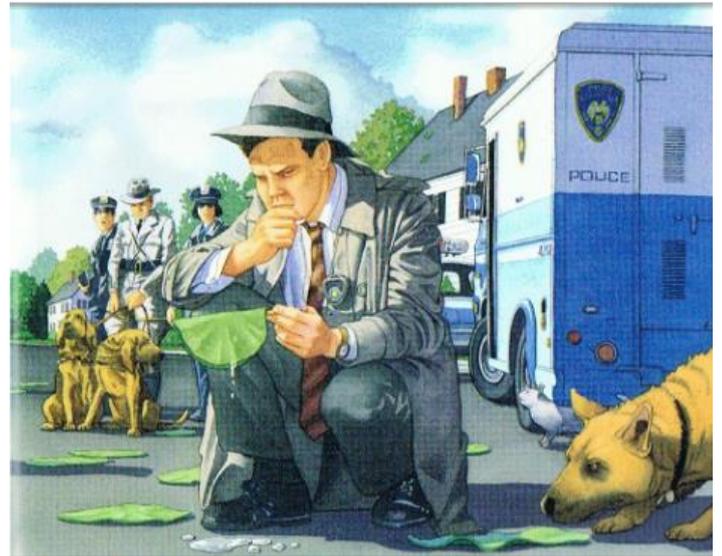
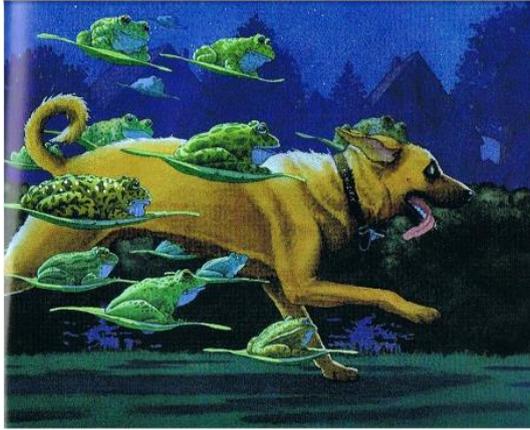
<u>Definition:</u>	<u>Synonyms:</u>
<u>Put it in a sentence:</u> Remember ABC 🗣️ ●	

# Monday English - Inferring and Predicting



Welcome reporter, to the crime scene - PLEASE, do not touch anything! You are welcome to look at the witness photos here...do you think you could help us put the events in order, and work out what is happening and why?



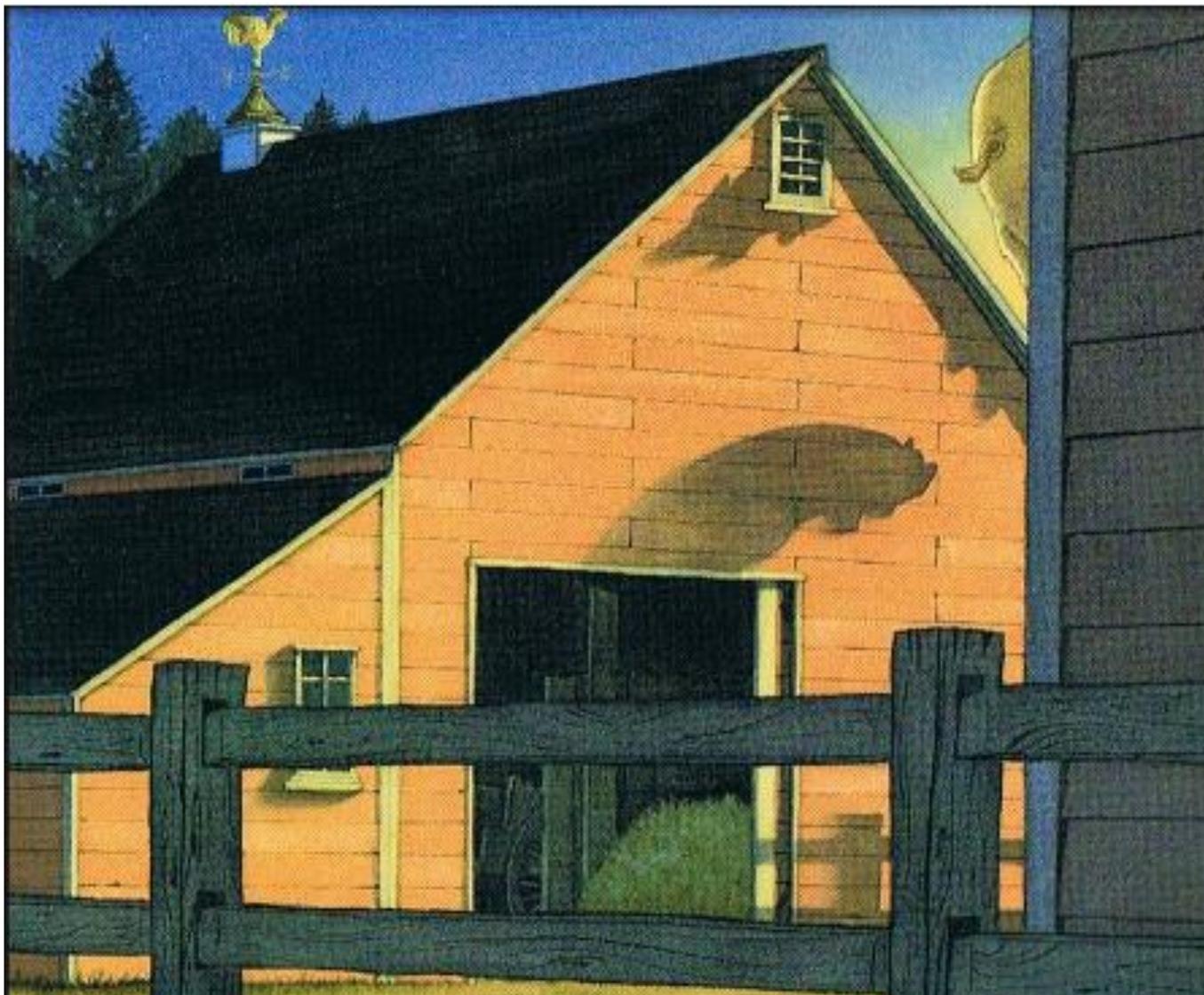


### Inference Task!

- Cut out and order or number the photos: what order do you think these events occurred in?
- Create a reporter's notebook for the witness photos: what is happening? What small details can you spot? Why might this be happening?
- Make an inference about the story: what do you think it is about? Why do you think this is happening? Remember to use **evidence** from the pictures!

***I think.....because in the pictures I can see.....and I know.....***

**Hold the press! This just in! A witness photo taken seconds ago, exactly one week after last Tuesday's bizarre events!**



**Prediction Task!**

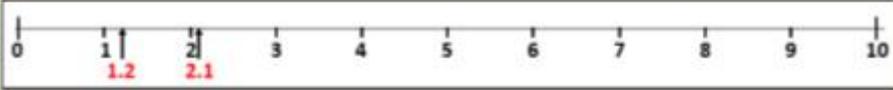
- Look very closely at the new witness photo...what can you see?
- Using your knowledge of the story so far, what do you think is going to happen next?

***I predict that.....because.....***

Do you want to know the secret? If you have made a super inference and prediction, you have earned insider knowledge - read the story of 'Tuesday' by David Wiesner here: <https://www.youtube.com/watch?v=0nIMDQA1zIw>

# Monday Maths - Comparing numbers with a decimal place

Day 3: Compare numbers with 1 decimal place.



Which is more, 1.2 or 2.1?  
What **whole number** lies between?

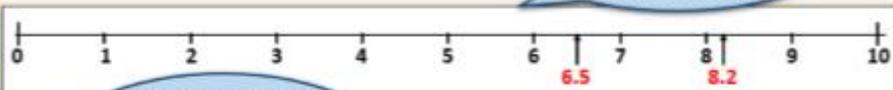
We can place both numbers on the number line to check.

$2.1 > 1.2$

The **whole number** between them is 2.

Day 3: Compare numbers with 1 decimal place.

Let's play *Higher or Lower*.



Roll the 0-9 dice four times and write each digit in a space. Once it's placed you can't move it!

First roll is an 8.  $8.\square > \square.\square$

Second a 6.  $8.\square > 6.\square$

Next a 5.  $8.\square > 6.5$

Lastly a 2.  $8.2 > 6.5$

Is our number sentence  $8.2 > 6.5$  correct?

We can check on the number line.

Write < or > between each pair of numbers.

4.6 7.1      2.8 2.5      4.5 5.4      7.2 2.7

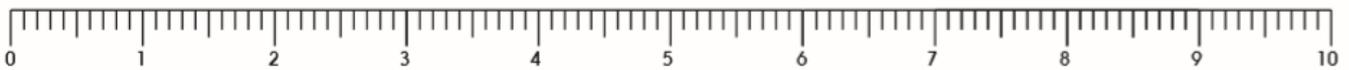
Now write all eight numbers in order, smallest first.

Use the digits to make a pair of numbers in the correct order.

$\square.\square > \square.\square$        $\square.\square > \square.\square$        $\square.\square < \square.\square$        $\square.\square > \square.\square$   
1, 2, 3, 4      4, 5, 2, 7      3, 5, 7, 8      9, 7, 5, 3

Write a number between each pair of numbers so that the three numbers are in order, smallest to largest or vice versa.

3.4  $\square.\square$  5.1      8.4  $\square.\square$  7.8      5.7  $\square.\square$  6.2      3.9  $\square.\square$  4.1



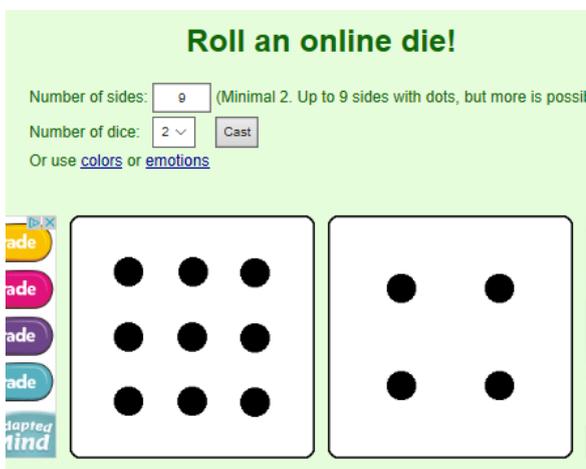
**Challenge**

Drew says '7.9 is larger than 9 because it has more digits.' Do you agree with him?

**More Practice**

Roll two 9-sided dice using the virtual dice linked below to create a number with one decimal place. Do this 10 times and write down each number as you go. Can you put the 10 numbers into ascending order?

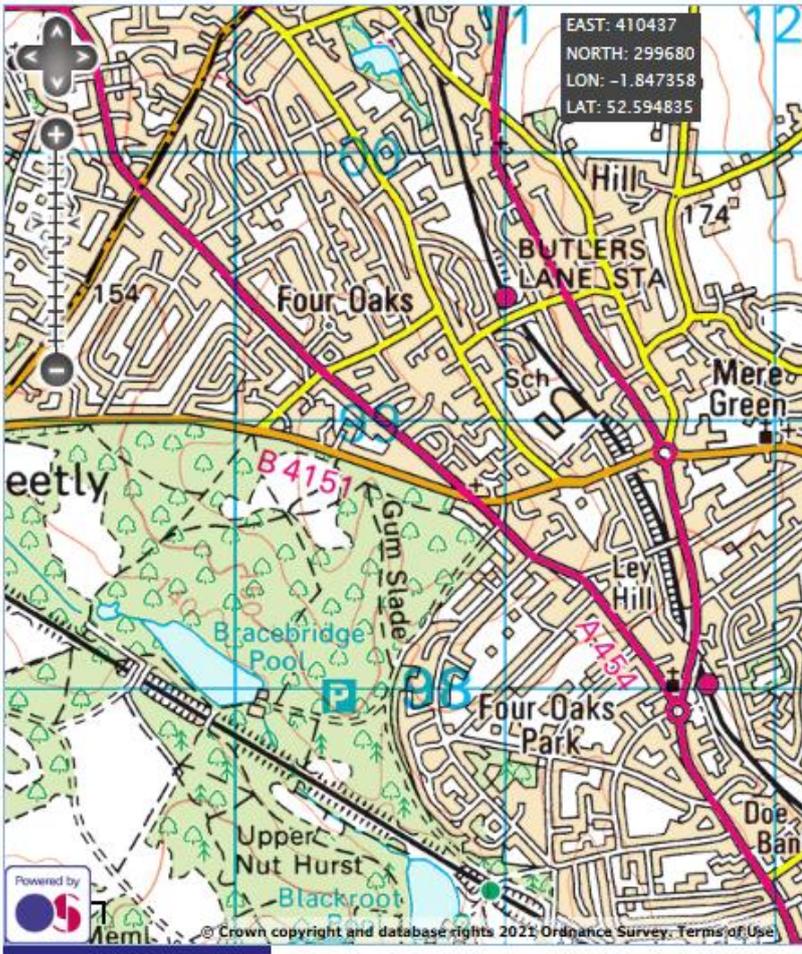
<https://dice.virtuworld.net/?sides=9&nr=2>



EXAMPLE: Here I made the number:  
9.4

# Monday Geography - OS Maps

- **Challenge One:** How many of the OS symbols can you find on the map of our local area?



## Communications

### ROADS AND PATHS

Not necessarily rights of way

- Service area
- Junction number
- M1 or A6(M) Motorway
- A35 Dual carriageway
- A30 Main road
- B3074 Secondary road
- Narrow road with passing places
- Road under construction
- Road generally more than 4 m wide
- Road generally less than 4 m wide
- Other road, drive or track, fenced and unfenced
- Gradient: steeper than 20% (1 in 5); 14% (1 in 7) to 20% (1 in 5)
- Ferry; Ferry P - passenger only
- Path

### RAILWAYS

- Multiple track standard gauge
- Single track standard gauge
- Narrow gauge or Light rapid transit system (LRTS) and station
- Road over; road under; level crossing
- Cutting; tunnel; embankment
- Station, open to passengers; siding

### PUBLIC RIGHTS OF WAY

(Rights of way are not shown on maps of Scotland)

- Footpath
- Bridleway
- Byway open to all traffic
- Restricted byway (not for use by mechanically propelled vehicles)

## General Information

### VEGETATION

Limits of vegetation are defined by positioning of symbols

- |  |                      |  |                                   |  |         |
|--|----------------------|--|-----------------------------------|--|---------|
|  | Coniferous trees     |  | Scrub                             |  | Orchard |
|  | Non-coniferous trees |  | Bracken, heath or rough grassland |  |         |
|  | Coppice              |  | Marsh, reeds or saltings          |  |         |

### GENERAL FEATURES

- |  |  |  |                     |  |                                  |
|--|--|--|---------------------|--|----------------------------------|
|  | Place of worship   |  | Gravel pit          |  | Sand pit                         |
|  | Current or former place of worship with tower                  |  | Other pit or quarry |  | Landfill site or slag/spoil heap |
|  | Current or former place of worship with spire, minaret or dome |  | Boundary post/stone |  |                                  |
|  | Building; important building                                   |  | Cattle grid         |  |                                  |
|  | Glasshouse   |  | Clubhouse           |  |                                  |
|  | Youth hostel   |  | Footbridge          |  |                                  |
|  | Bunkhouse/camping barn/other hostel                            |  | Milepost; milestone |  |                                  |
|  | Bus or coach station   |  | Monument            |  |                                  |
|  | Lighthouse; disused lighthouse; beacon                         |  | Post office         |  |                                  |
|  | Triangulation pillar; mast                                     |  | Police station      |  |                                  |
|  | Windmill, with or without sails                                |  | School              |  |                                  |
|  | Wind pump; wind turbine  |  | Town hall           |  |                                  |
|  | Electricity transmission line                                  |  | Normal tidal limit  |  |                                  |
|  | Slopes   |  | Well; spring        |  |                                  |

### BOUNDARIES

- National
- County (England)
- Unitary Authority (UA), Metropolitan District (Met Dist), London Borough (LB) or District (Scotland & Wales are solely Unitary Authorities)
- Civil Parish (CP) (England) or Community (C) (Wales)
- National Park boundary

### HEIGHTS AND NATURAL FEATURES

- 52 - Ground survey height
- 284 - Air survey height
- Vertical face/cliff
- Contours may be at 5 or 10 metres vertical interval
- Loose rock
- Boulders
- Outcrop
- Scree
- Water
- Mud
- Sand; sand & shingle

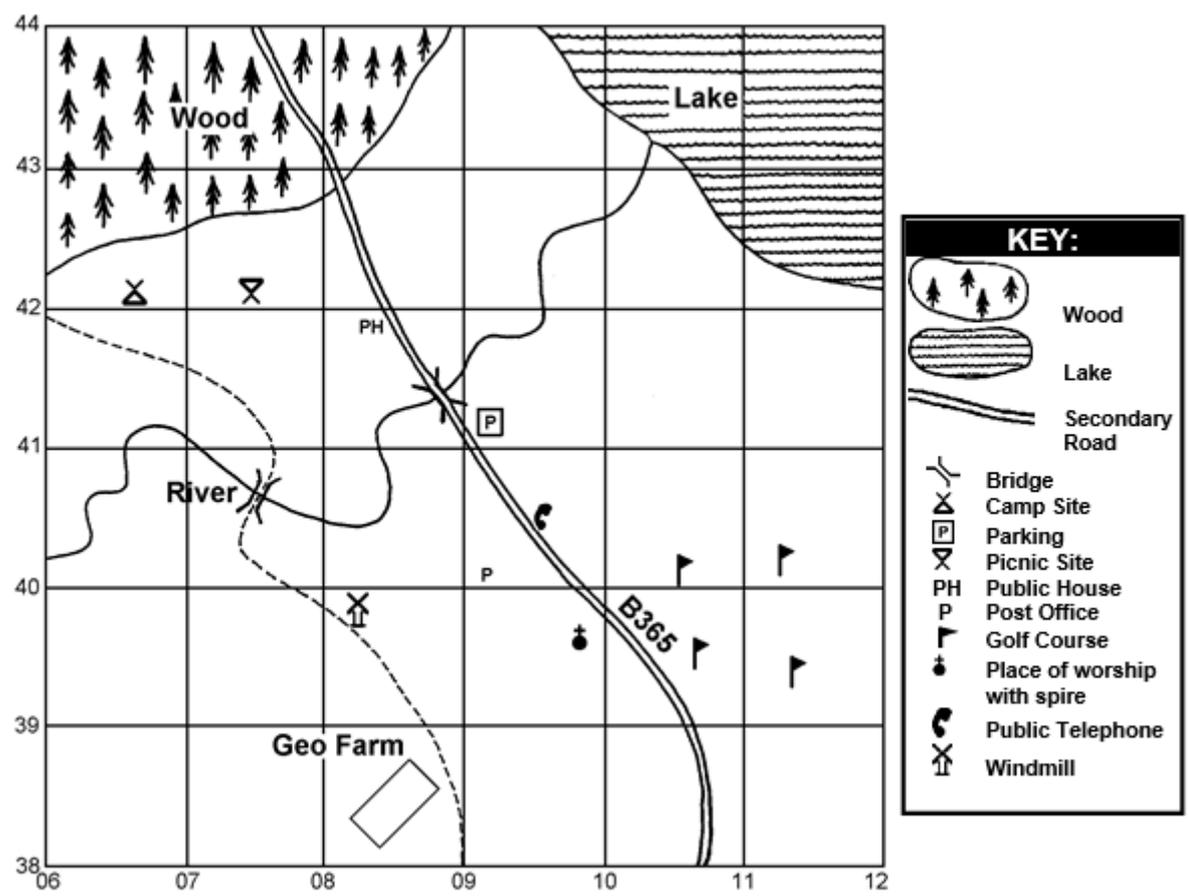
### ARCHAEOLOGICAL AND HISTORICAL INFORMATION

- Site of antiquity
- Site of battle (with date)
- Visible earthwork
- VILLA Roman
- Castle Non-Roman

Information provided by English Heritage for England and the Royal Commissions on the Ancient and Historical Monuments for Scotland and Wales

- Watch the video about how grid references are used on OS maps: <https://www.rgs.org/schools/teaching-resources/subject-knowledge-animation-map-skills/>

• **Challenge Two**



1. Give a 4-figure grid reference to locate the lake \_\_\_\_\_.
2. Give a 4-figure grid reference to locate part of the wood \_\_\_\_\_.
3. Give a 4-figure grid reference for a bridge \_\_\_\_\_.
4. Give a 4-figure grid square containing part of the golf course \_\_\_\_\_.

5. Answer; public telephone, windmill, car park, place of worship with spire, post office or public house to the following questions;

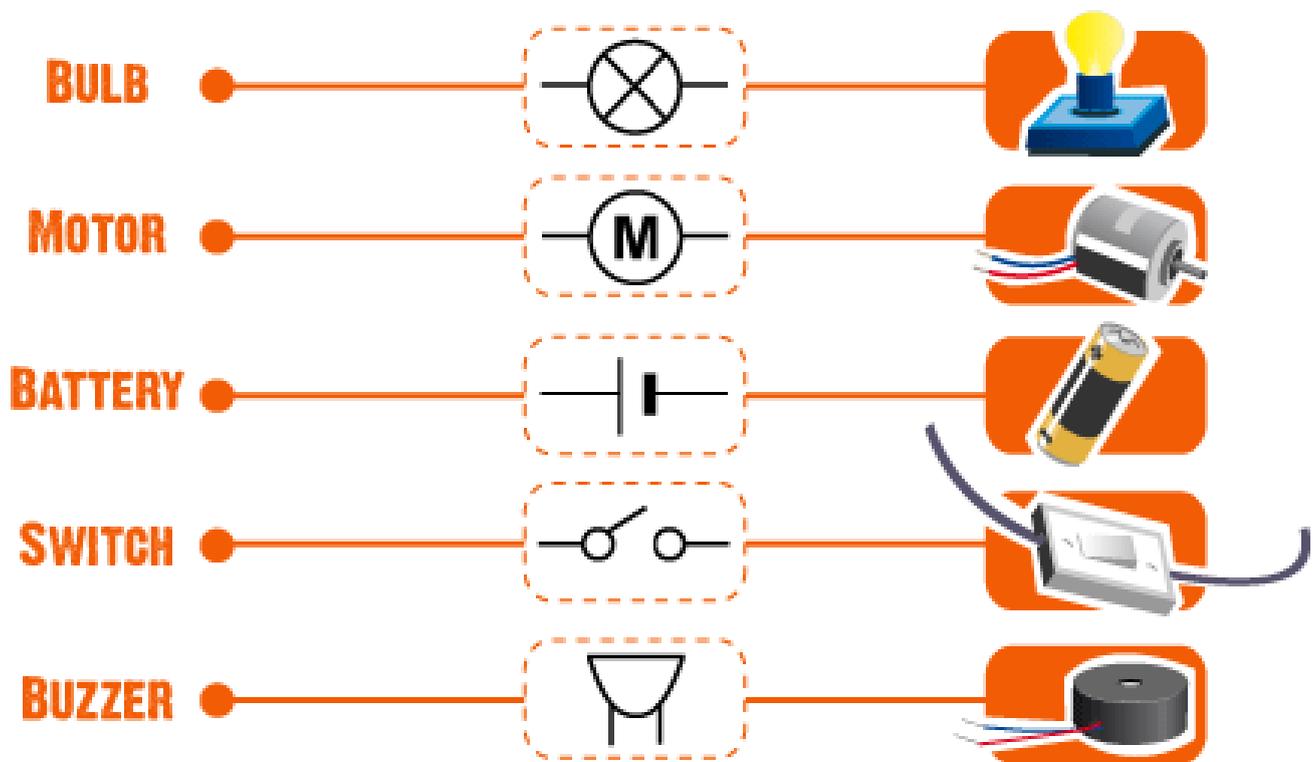
(a) The _____ is in square 0839.	(b) The _____ is in square 0841.
(c) The _____ is in square 0939.	(d) The _____ is in square 0941.



# Monday Science - Circuit Diagrams

- Follow the link below to an online lesson all about circuit diagrams. You will need a pencil, ruler and something to write on.
- Complete the tasks given in the lesson.
- When you have finished the lesson, complete the Exit Quiz.

<https://classroom.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c>

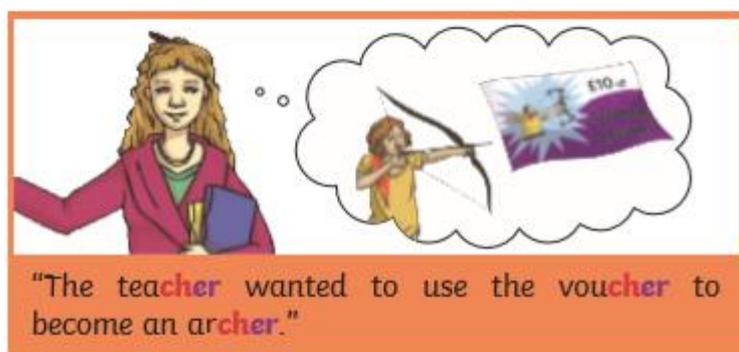


# Tuesday Spelling - the suffix '-ture'

Words which end in the /chuh/ sound usually have the word ending **-ture**, such as:



However, if the root word ends in the spelling pattern **'ch'** or **'tch'**, the word ending **'er'** is added to the end of the word instead, such as:



- Can you think of '-ture' words to fill in each gap?
  1. The \_\_\_\_\_ in Spain is much hotter than in England.
  2. A \_\_\_\_\_ of me is hanging on the wall.
  3. I made a \_\_\_\_\_ out of clay.
  4. The weird \_\_\_\_\_ I saw had five eyes and big teeth.
  5. We buy new \_\_\_\_\_ every couple of years.
  6. "Let's go on an \_\_\_\_\_ !" shouted Jake.
  7. I like to lick the cake \_\_\_\_\_ off the spoon when we bake.
  8. I enjoy walking at the \_\_\_\_\_ reserve.

# Tuesday English - Quoting using speech marks

In 'Tuesday' there are two witnesses to the strange goings on...here they are!



**Man in dressing gown**

**Who**

Mr Jeffries, lived in the village for 5 years

**When**

Saw the toads wave at him at 11:20pm

**Where**

In his kitchen

**What**

Eating a peanut butter sandwich before bed

**Why**

He thought he was hopping mad!



**Old Lady**

**Who**

Mrs May, lived in the village all her life

**When**

Woke up at 2:00am

**Where**

In her living room

**What**

Discovered a dripping wet carpet, slimy remote control and the channel had been changed

**Why**

She thought a pipe had burst!

## Reporter Task

- Write two really interesting questions about the events for each witness - make sure they are open questions that don't just require a yes or no answer.
- EXAMPLE: Can you describe exactly what you saw on Tuesday night?
- Now, either find somebody to take the role of the witness or imagine that you are them! What would their answer be?
- Write down the answer to each of your witness questions.

Question \_\_\_\_\_  
Answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Question \_\_\_\_\_  
Answer \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Question \_\_\_\_\_  
Answer \_\_\_\_\_

# Punctuation, speech mark, say what you want to say, punctuation, speech mark

Use the chant to help you punctuate this speech accurately (reporting clause first).

## Punctuation

What punctuation do you  
could you include here?

## Speech mark

Mrs May told us   When I  
woke up, the carpet was soaking  
wet... I thought a pipe had burst or  
I'd left the tap on. I reached for the  
remote and it was covered in  
green slime

**Say what you want to say**  
(what is being said)

## Punctuation

What punctuation do you  
could you include here?

## Speech mark

**Remember – Start  
speech with a capital  
letter.**

**Remember – New  
speaker, new line!!**

---

**Writing Task**

- Take the witness statements you have made and write one answer for each as a quotation. Use the frame below to help you!

In an exclusive interview with the Tuesday Times Mr Jeffries

told us

He reported that

Mrs May exclaimed

# Tuesday Maths - Equivalent Fractions

Day 1: Identify equivalent fractions and mark them on a number line.

Find pairs of equivalent fractions on these fraction strips.

For each pair which is the **simplest form**?

$\frac{2}{10} = \frac{1}{5}$    
  $\frac{4}{10} = \frac{2}{5}$    
  $\frac{6}{10} = \frac{3}{5}$    
  $\frac{8}{10} = \frac{4}{5}$    
  $\frac{5}{10} = \frac{1}{2}$

Day 1: Identify equivalent fractions and mark them on a number line.

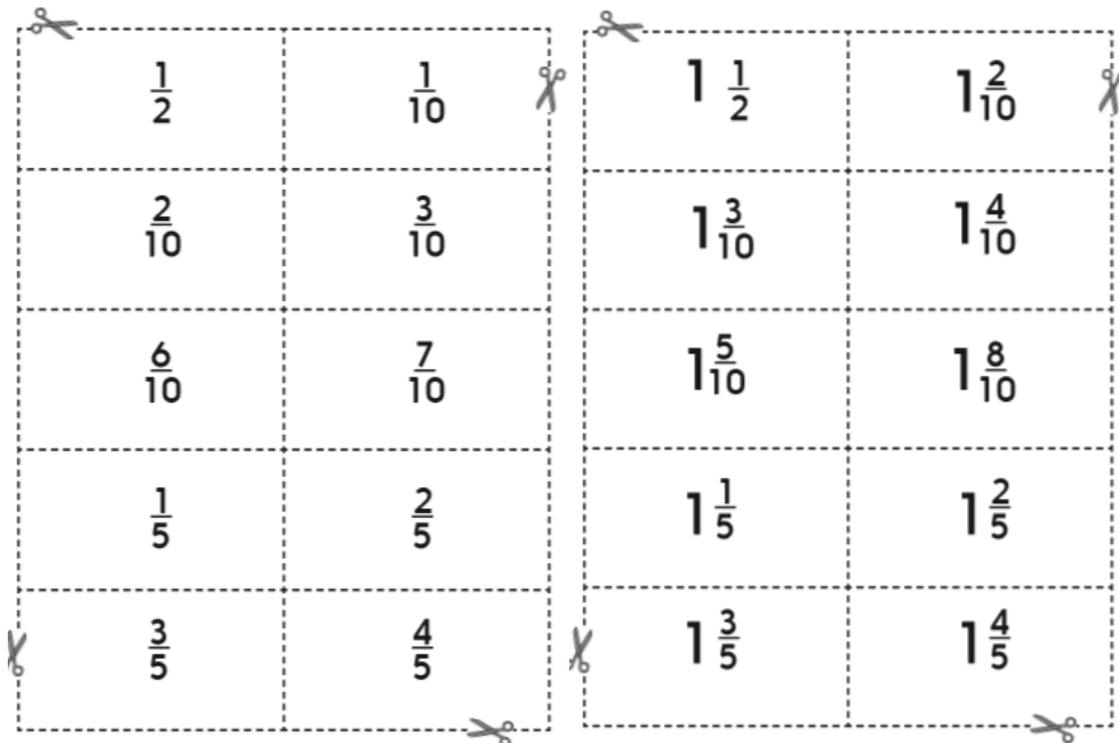
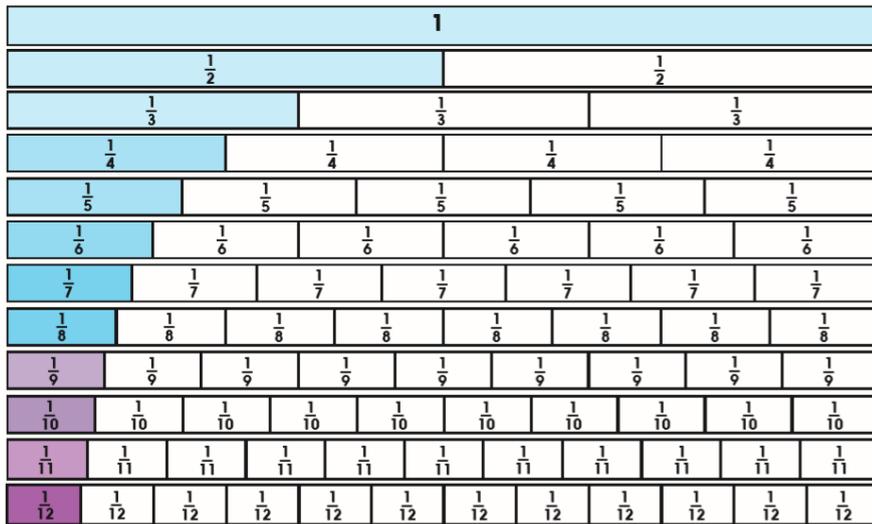
The number line is divided into tenths so where does  $\frac{1}{5}$  go?

It is equivalent to  $\frac{2}{10}$ .

Where does  $\frac{9}{10}$  go? Can it be simplified? **No.**

What about  $\frac{14}{10}$ ? Can it be simplified? **Yes,  $\frac{7}{5}$ .**

- **Task One:** Find as many equivalent fraction pairs as you can from the cards below, using the fraction wall to help you



- T
- **Task Two:** Can you place the fraction pairs you have made on a 0-2 number line, marked in tenths? TOP TIP: Draw a large number line on paper so it is easier to fill in the fractions!



## More Practice



Mark the following fractions below the line:

$$\frac{5}{10} \quad \frac{4}{10} \quad \frac{15}{10} \quad \frac{8}{10} \quad \frac{13}{10}$$

Write them in their simplest form where you can, above the line.

Write as many other pairs of equivalent fractions as you can for fractions on this line.

### **Challenge**

Can you mark  $\frac{10}{20}$  on the line? What about  $\frac{30}{20}$ ? Do these have simpler equivalent fractions? Can you write other twentieths on the line, with simpler equivalents?

# Tuesday Computing - Creating a Quiz

Your task this week is to create a Kahoot! Quiz for your classmates all about what we have learnt so far this term. Here are some ideas:

- Earthquakes
- Electricity
- Goodnight Mr Tom
- 2D and 3D shapes
- French numbers
- Our new vocabulary
- Spelling rules
- Or a mix of all of the above!

1. Open the Kahoot! app and tap **Create** in the navigation bar at the bottom of the screen.
2. Add a title, description and cover image. You can use an image from your camera roll, snap a new one as you're creating, or choose one from our built-in image gallery.
3. Tap the cog icon next to the title field to adjust additional settings. Choose if you want to keep this kahoot private, make it visible to everyone.
4. Tap **Add question** and choose the question type you'd like to add. With a free account, you can add multiple choice quiz and true or false questions. By upgrading, you can unlock more question types: puzzle, type answer, word cloud, and more.
5. Add the question and answer options. Toggle correct and incorrect answers. Change time limit to fit question type.
6. Remember to add images and videos! Check progress against our **Question checklist** - it'll hint if something is missing.
7. At any time, you can preview your kahoot to see what it'll look like for players. Tap the 3-dot icon in the top right corner of the screen, and choose **Preview**.
8. Ready? Hit **Save!** The kahoot checklist will notify you if any essential info is missing in order to be able to play this kahoot

# Tuesday & Friday PE

This week, you can choose your PE activities! Here is a list of options:

- Continue with lessons 5 & 6 of Proper PE with Mr Dineen
- Search 'Cosmic Yoga' on YouTube for some relaxation and flexibility work
- Create your own obstacle course in your house or garden and see how quickly you can complete it (we would love to see a photo!)
- Another activity of your choice that raises your heart rate for at least half an hour.

## Mr Dineen Links

Lesson 5: <https://www.youtube.com/watch?v=dGNtbx2zQAE>

Lesson 6: <https://www.youtube.com/watch?v=vVtEH5dbcHw>

# Wednesday Spelling - ture

Rewrite these sentences using the correct spelling of the word from the choices given.

1. The unusual **creacher/creature** had six green ears.

---

2. Grandma polishes her **furnitcher/furniture** every day.

---

3. The **teacher/teature** stayed behind to mark the books.

---

4. I painted a **picher/picture** of my family.

---

5. I love to visit the **nacher/nature** reserve.

---

6. "Let's go on an **advencher/adventure!**" shouted Lee.

---

7. Jake was the best **catcher/cature** the team had ever had.

---

8. The **temperacher/temperature** in this room is 24°C.

---

9. The king was **richer/ricture** than all of his subjects.

---

10. They carried the wrestler out on a **stretcher/streture**.

---

# Wednesday English - Planning a News Report

**Starter Challenge:** How many headline ideas can you think of for the events of 'Tuesday'?

TOP TIP: 'pun' means play on words. Example: AN UNFROGETTABLE NIGHT!

Rhyme	
Alliteration	
Pun	

- Today we are going to plan what is going in each paragraph of our news report about 'Tuesday'.
- Look back at the pictures and story, make a list of all the different things that happened in chronological (time) order. Look at the times below and think of which events happened at each time.

Around 8pm	6:00am
6:30am	11:20pm
Midnight	8:57pm

- Now fill in the plan, which events go where? Where will you put each witness statement?

Orientation: 5 Ws

What happened first?

What happened next?

How did the events end?

Re-orientation: Summarise events, What could happen next?

# Wednesday Maths - Equivalent Fractions & Decimals

Day 2: Mark equivalent fractions and decimals on a number line.

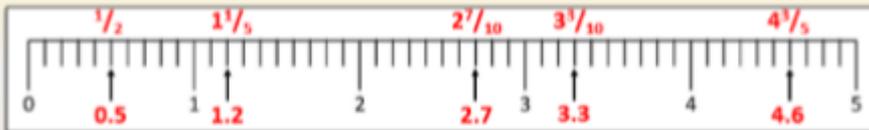


Let's count along the line in tenths....

Write the **decimal** the arrow is pointing to.



Day 2: Mark equivalent fractions and decimals on a number line.



Remember we can write **equivalent fractions** for each decimal, for example  $0.1 = \frac{1}{10}$ .

Write the **decimal** and the **equivalent fraction** the arrow is pointing to. If possible, write the fraction in its **simplest form**.

- **Task One:** Cut out and shuffle the dominoes (cut along the solid lines), match the fractions and decimals to create a domino chain! You can play on your own or find someone at home to join in.

Fractions and decimals dominoes

0.1	$\frac{3}{10}$	0.3	$1\frac{4}{10}$
0.9	$2\frac{2}{10}$	2.2	$\frac{1}{2}$
0.8	$3\frac{3}{10}$	3.3	$6\frac{2}{10}$
5.4	$1\frac{7}{10}$	1.7	$3\frac{9}{10}$

1.4	$3\frac{7}{10}$	3.7	$4\frac{1}{10}$
0.5	$2\frac{6}{10}$	2.6	$3\frac{1}{2}$
6.2	$5\frac{3}{10}$	5.3	$4\frac{1}{2}$
3.9	$4\frac{8}{10}$	4.8	$5\frac{1}{2}$

• Task Two



Label these decimals below the line.

0.1 0.5 0.7 1.2 1.9

Label the equivalent fractions above the line.

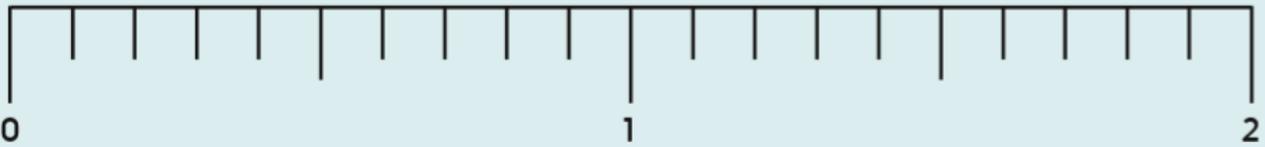
Label these fractions above the line.

$\frac{3}{10}$   $\frac{9}{10}$   $1\frac{1}{2}$   $1\frac{1}{10}$   $1\frac{7}{10}$

Label the equivalent decimals below the line.

**Challenge**

Mark on  $\frac{1}{5}$ s and the equivalent decimals.



Can you use the line to find  $1\frac{1}{2} - \frac{2}{5}$ ? (HINT: Remember Frog!)

# Wednesday French - Months of the Year

 janvier January	 février February
 mars March	 avril April
 mai May	 juin June
 juillet July	 août August
 septembre September	 octobre October
 novembre November	 décembre December

- Practise saying the months of the year in French.

- Listen to the song to help you:

[https://www.youtube.com/watch?v=7\\_u2SigckNQ](https://www.youtube.com/watch?v=7_u2SigckNQ)

## Task One

### C'est quel mois?

Look at the images and write a sentence to say which month you think it is using 'c'est' at the beginning of your sentences

Ex



C'est décembre

1.



\_\_\_\_\_

2.



\_\_\_\_\_

3.



\_\_\_\_\_

4.



\_\_\_\_\_

5.

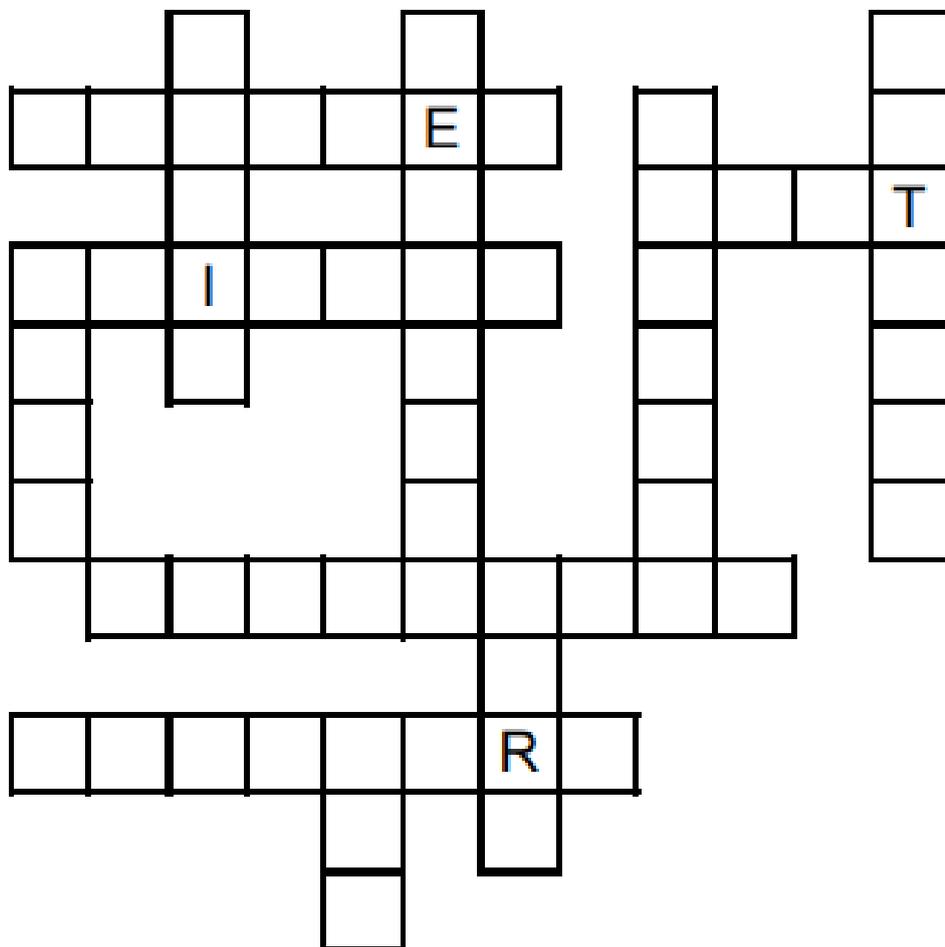


\_\_\_\_\_

Challenge : draw your own picture and say when it is in French

Task Two

# LES MOIS



janvier

juillet

février

août

mars

septembre

avril

octobre

mai

novembre

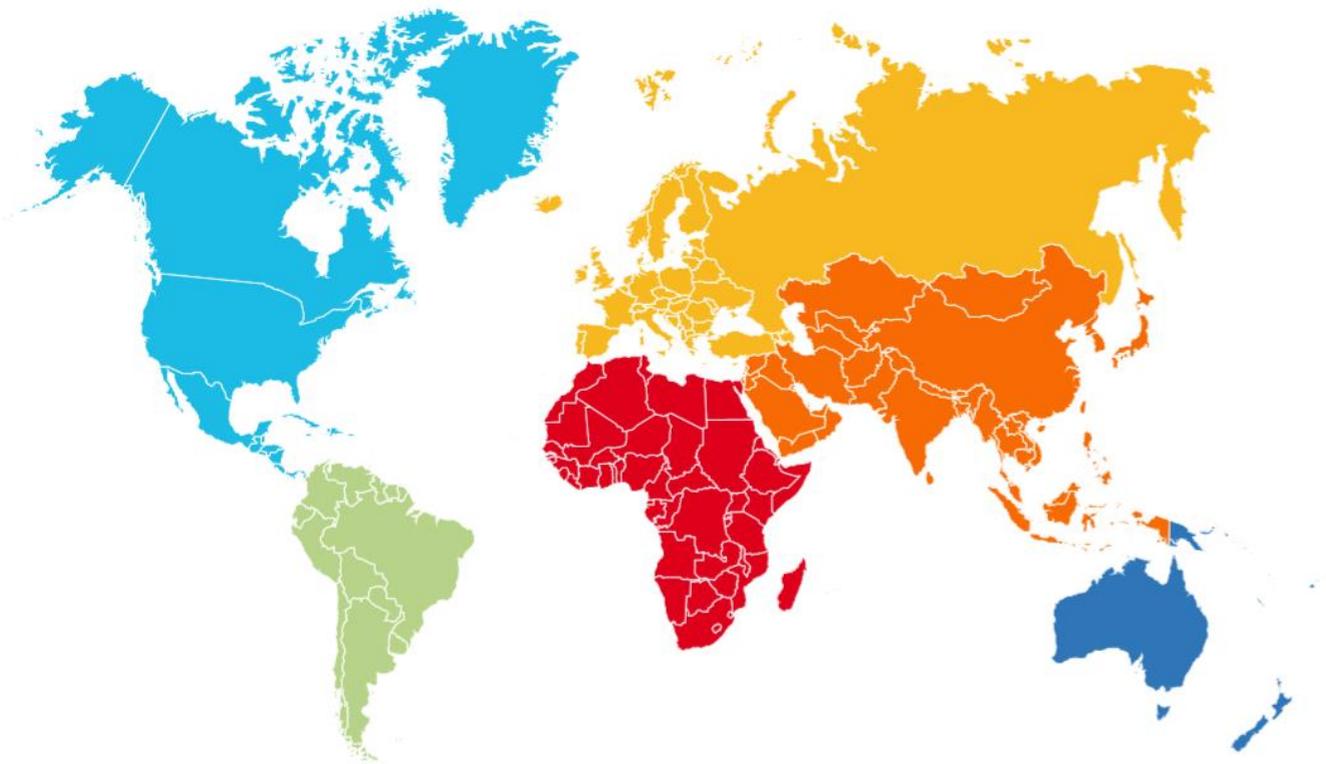
juin

décembre

# Wednesday DT - Where does our food come from?

## Your Challenge

- Explore your fridge, cupboards and fruit bowl and choose 5-10 different food products.
- Examples: Bananas, Grapes, Tomatoes, Chocolate (cocoa), Strawberries, Potatoes, Tea, Coffee, Apples, Avocado.
- Find out where each food comes from and mark it out on the map.



- Now choose one of the food products you have looked at and create a fact file or poster all about it. Use the questions on the next page to help you!

Where does it grow today?

---

---

What kind of climate does it need to grow well?

---

---

Is it seasonal or does it grow all year around?

---

---

Where did it originally come from?

---

---

When did it become a popular food around the world?

---

---

Where is it exported to today?

---

# Thursday English - Writing an Orientation

<b>Who</b>	
<b>What</b>	
<b>When</b>	
<b>Where</b>	
<b>Why</b>	

Can you use your answers to write your lead paragraph?  
Remember not to include too much detail!

---

---

---

---

# Thursday Maths - Adding and Subtracting with Decimals

Day 1: Add and subtract 0.1 and 1 to/from numbers with 1 decimal place.

0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1

The numbers in this grid go up in steps of 0.1 instead of steps of 1. What number will be at the end of the row?

That's **one** at the end ... NOT zero point ten!

Let's count along to find out...

Day 1: Add and subtract 0.1 and 1 to/from numbers with 1 decimal place.

0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1
1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2
									3
									4
									5
									6
									7
									8
									9
									10

What will be the first 3 numbers in the next row?

On a 1-100 grid, when we move down the grid we add 10. Going down, what do we add on this grid?

Day 1: Add and subtract 0.1 and 1 to/from numbers with 1 decimal place.

0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1
1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9	2
			2.4	2.5	2.6				3
				3.5					4
									5
									6
									7
									8
									9
									10

What numbers are to the right, left and below 2.5?

$$2.5 + 0.1 = 2.6$$

$$2.5 - 0.1 = 2.4$$

$$2.5 + 1 = 3.5$$

What numbers would go in the highlighted squares?  
3.8, 4.2 and 7.9





# Thursday PDW - Children's Mental Health Week

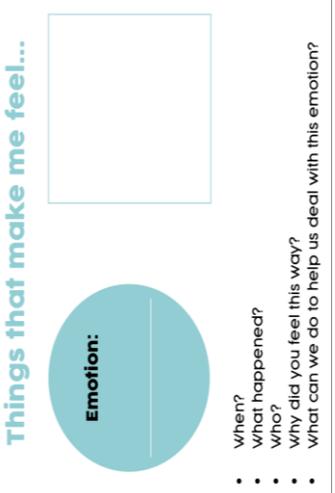
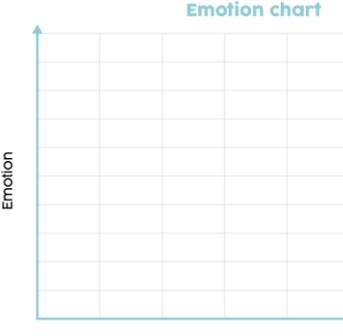
This week is Children's Mental Health Week! The theme is 'Express Yourself'. It's really important to be able to tell somebody you trust if you are not feeling yourself so we can all help each other look after our mental health.

Watch the video about Children's Mental Health Week and then choose as many activities from the grid as you would like to complete. We'd love to see photos of what you do!

<https://www.youtube.com/watch?v=DxIDKZHW3-E>

Listen to the story of 'The Beautiful Oops!', how can you express yourself, even when things don't go to plan?

<https://www.youtube.com/watch?v=tjpeb6Xr1nc>

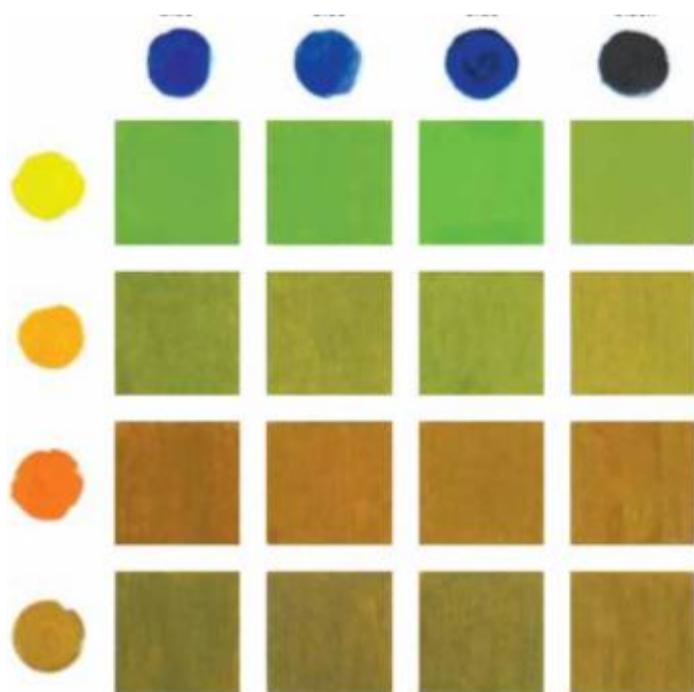
<p><b><u>Art</u></b>  <b>Express yourself</b> – in how many different ways can you express your emotions? Can you create a piece of artwork to describe how you feel? What colours would you use? What shapes?  <b>Activity Idea</b> – Take your pencil for a walk!  <a href="https://www.youtube.com/watch?v=FCcs1YV25kw">https://www.youtube.com/watch?v=FCcs1YV25kw</a></p>	<p><b><u>How do I?</u></b>  What do you do when you're feeling sad or angry? What helps you?  What do you do when you're feeling happy or proud?  Write these bits of advice down for a friend.</p>	<p><b><u>A-Z</u></b>  Can you name an emotion for each letter of the alphabet?  For each emotion you can name, think about a time when you felt this way.</p>	<p><b><u>What is mental health?</u></b>  Watch the video to find out about mental health and record 5 important facts.  <a href="https://www.youtube.com/watch?v=nCrjevX3-Js&amp;feature=emb_logo">https://www.youtube.com/watch?v=nCrjevX3-Js&amp;feature=emb_logo</a></p>	<p><b><u>How can you be a good listener?</u></b>  Make a poster to help give some top tips about how to be a good listener.</p>
<p><b><u>Identify</u></b></p>  <p>Things that make me feel...</p> <p>Emotion:</p> <p>When?  What happened?  Who?  Why did you feel this way?  What can we do to help us deal with this emotion?</p>	<p><b><u>Well-being Calendar</u></b></p> <p>Create a well-being calendar for February – can you plan one small thing you can do each day to look after your mental health?  <a href="https://www.elsa-support.co.uk/wellbeing-calendar-for-june/">https://www.elsa-support.co.uk/wellbeing-calendar-for-june/</a></p>	<p><b><u>Writing</u></b>  Start writing a diary to express yourself. A diary is a safe place to keep your thoughts. It's okay to write down negative things in it too. Or write a letter to yourself.</p>	<p><b><u>Comic Strip</u></b>  Think about a time when you felt a strong emotion – positive or negative.  Can you draw a comic strip of the events that made you feel that way and how you reacted?</p>	<p><b><u>Talking Time</u></b>  Find a time to turn off all devices and talk. Share the best bits of your day or your favourite memories. Talk about the things that are worrying you or you feel unsure about. It's good to talk.</p>
<p><b><u>Emotion Tracking</u></b></p>  <p>Emotion</p> <p>Event</p> <p>Create a chart like this one to chart your emotions throughout the day.</p>	<p><b><u>Letting off Steam</u></b>  What do you need to do when you feel like you need to explode?  What strategies can you do in the classroom that is respectful? What strategies can you use when you're at home to let go?</p>	<p><b><u>Random Acts of Kindness</u></b>  <a href="https://www.randomactsofkindness.org">https://www.randomactsofkindness.org</a>  Scroll to the bottom where you'll find socially distanced kindness resources. Find an idea you like or make a list of several you could do over a week.</p>	<p><b><u>Cool down corner</u></b>  Make yourself a safe corner or space where you can feel your emotions.  You might keep your favourite toy here to cuddle.  <a href="https://classroom.thenationalacademy/lessons/cool-down-corner-6hjkae?activity=video&amp;step=1">https://classroom.thenationalacademy/lessons/cool-down-corner-6hjkae?activity=video&amp;step=1</a></p>	<p><b><u>Happiness Box</u></b>  Make yourself a box of all the things that make you feel happy and safe. You can look at this when you are feeling scared or worried.  <a href="https://classroom.thenationalacademy/lessons/keep-calm-and-carry-on-6cu34c?activity=video&amp;step=1">https://classroom.thenationalacademy/lessons/keep-calm-and-carry-on-6cu34c?activity=video&amp;step=1</a></p>

# Thursday Art - Mixing Colours to Create Tone

- Look at the illustrations from 'Tuesday' - how many different shades of green can you see?



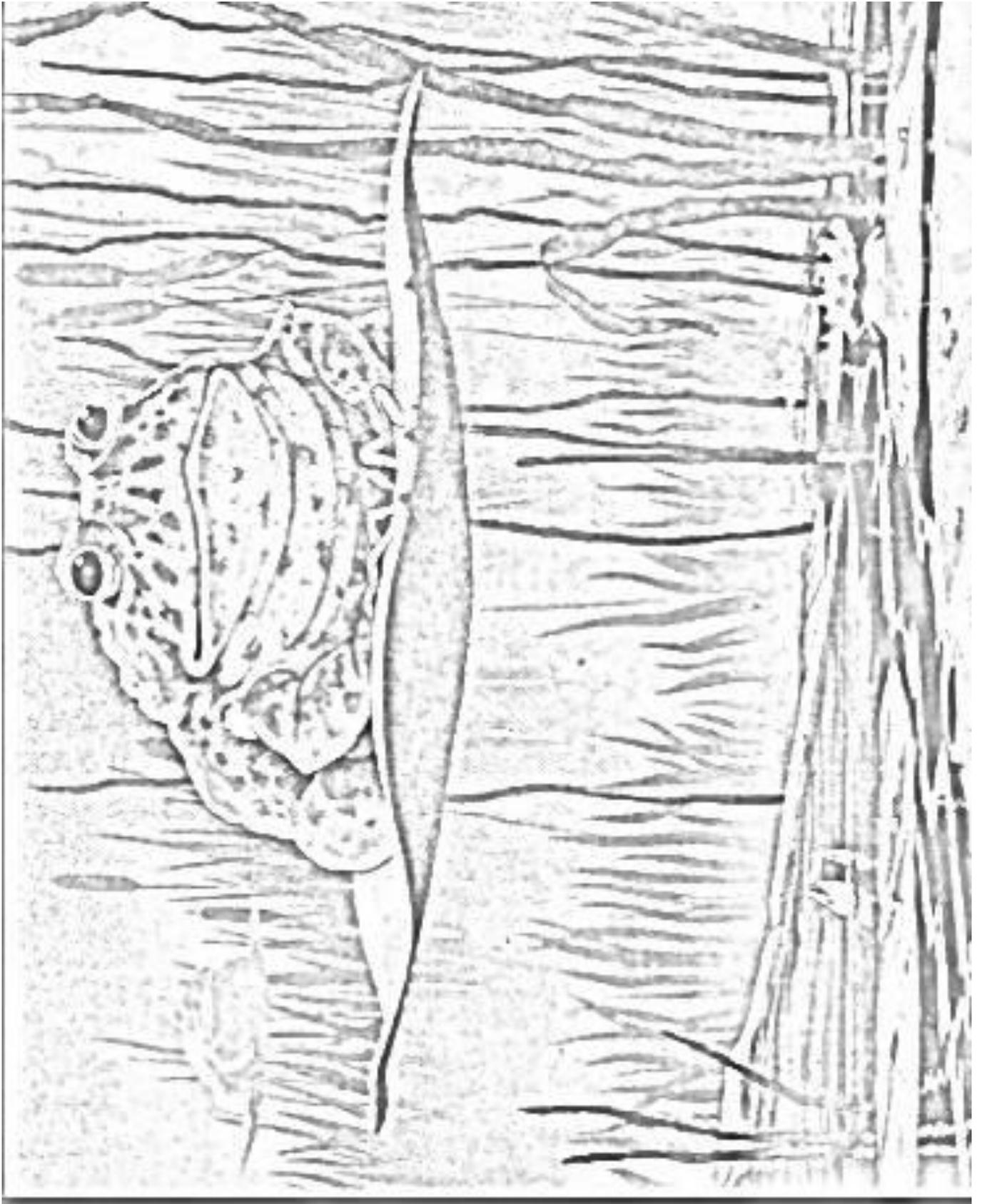
- Using different shades of colour adds tone to our art - making things look more realistic and three dimensional (3D!)
- To create different shades of green, we can mix different amounts of blue and yellow paint, or different shades of blue and yellow paint.



## Options for art

- Draw and paint your own frog or scene from 'Tuesday' using different shades of green.
- Use the outline to practise your tonal painting
- Use the half and half template to help you copy the colours
- If you don't have paints, don't worry! Try creating the same effect with crayons or pens - but watercolours are a good choice if you have them!







# Friday Spelling - ture

Can you write a story or description of my cute creature using as many '-ture' words as possible?

For example: My cute **creature** can eat a whole piece of **furniture** in one! Although it is tiny, be careful in **temperatures** of over 20 degrees, as in hot weather it has been known to expand to 7 times its original **stature**!



Here are a few words to start you off:

## Word Bank

creature

furniture

picture

nature

sculpture

mixture

temperature

adventure

# Friday English - Completing your News Report

- Use your work from this week to help you complete your news report about 'Tuesday'.

Remember we are looking for...

Events in chronological order	
Witness statements using speech marks correctly	
Different sentence starters - can you try using fronted adverbials?	
An exciting headline	

- Here is some super news report vocabulary to help you vary your sentence starters!

## Sentence Openers

It was discovered that... Interviewed afterwards she said... In addition to this... Eyewitnesses say...

He agreed that... He told our reporter... They confirmed that... She refused to comment...

He claimed that... The suspect said... She reputedly... The witness continued by informing us that...

He also spoke of how... She went on to tell us... A spokesman stated that... Nevertheless...

It has been reported... According to witnesses... He emphasised... She disputed that...

Scientists say... She described...

## Journalistic Words & Phrases

an expert stated heroic actions increasingly concerned raised questions

unsung hero can reveal since records began not yet confirmed unbelievable

without any warning incredible crucial witnesses critics argue sensational

just confirmed doctors worry scientists conclude sources iconic

close to the scene miraculous escape



# Friday Maths - Multiplying and dividing decimals by 10 and 100

Day 2: Multiply and divide by 10 and 100 using 1-place decimals.

1000s	100s	10s	1s	•	0.1s
2	4	2	4		
		0	0		

Let's multiply **24** by **100** on this place value grid...

What is the place value of the **2** now? And the **4**?  
Each digit is worth **100 times** its previous value and has moved **TWO PLACES TO THE LEFT.**

What will happen to 2400 if **divide by 10**?

And **divide by 10** again?

Back to 24.  
Can you explain why?

Day 2: Multiply and divide by 10 and 100 using 1-place decimals.

1000s	100s	10s	1s	•	0.1s
			4		9
	4	9	0		

What is  $4.9 \times 100$ ? 

The digits moved 2 places to the left.

How can we get back to 4.9?

Divide by 100!  
Multiplication and division are **inverse operations.**

• Task One

$34 \times 10$

$34 \times 100$

$3.4 \times 10$

$3.4 \times 100$

$650 \div 10$

$650 \div 100$

$72 \div 10$

$7 \div 10$

$800 \div 100$

$80 \div 100$

$4.5 \times \square = 45$

$4.5 \times \square = 450$

$270 \div \square = 2.7$

$270 \div \square = 27$

• Task Two

Complete these 'balancing' calculations.

$4 \times 10 \times 10 = 4 \times \square$

$65 \times 100 \div 10 = 65 \times \square$

$280 \div 10 \div 10 = 280 \div \square$

$760 \div 100 \times 10 = 760 \div \square$

$4.5 \times \square = 4.5 \times 10 \times 10$

$3.7 \times \square \div 10 = 3.7 \times 10$

$600 \div \square \div 10 = 6 \div 10$

$0.7 \times 100 \div \square = 0.7 \times 10$

Challenge

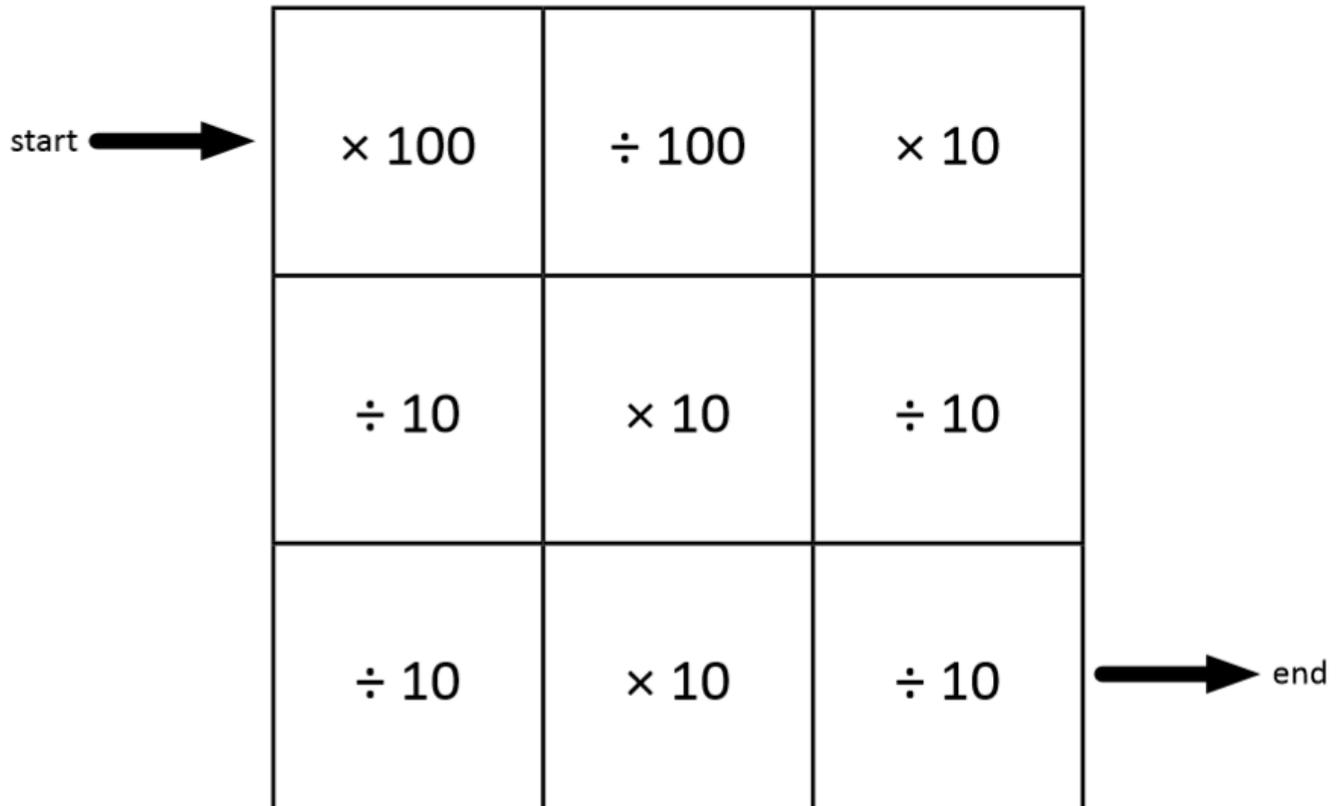
$3.6 \times \square \times \square = 360$

$940 \div \square \div \square = 9.4$

$72 \times \square \div \square = 7.2$

- **More Practice**

Think of a decimal number, or use the dice again (Example: 3.6). Move through the maze, performing the calculations as you go. How many different routes can you take through the multiplication maze? Do you get a different answer each time?



# History - Who were the Allies and the Axis?

## Task One

Watch the video <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-geography-of-world-war-two/zv99rj6>

- Make a table like the one below and fill in all the countries you hear.

Allies	Axis

## Task Two

Who were the leaders of World War 2?

### Adolf Hitler



Side: Axis Powers  
Country: Germany  
Lived: 1889 – 1945

**Did You Know...?**  
Hitler fought for the German Army in the First World War and won the Iron Cross First Class for bravery.

Hitler's Nationalist Socialist Party (the Nazi Party) won power in 1933. Their main beliefs were:

- Germany needed more land;
- all people who spoke German should live in one country and be ruled by one strong leader (Hitler himself was born in Austria);
- that certain groups of people were better than others and people of the Jewish faith weren't as good as others.

### Neville Chamberlain



Side: The Allies  
Country: Great Britain  
Lived: 1869 – 1940

**Did You Know...?**  
Chamberlain came from a famous political family. His father and half-brother were also Members of Parliament.

Neville Chamberlain belonged to the Conservative Party and was an MP for two areas in Birmingham. Following the resignation of the previous Prime Minister, Chamberlain became Prime Minister in 1937. At this time, Germany was building up its army, navy and supply of weapons, as well as invading several areas. All of these things were against the peace terms set out at the end of the First World War. Chamberlain felt the best way to avoid another world war was something called appeasement. This meant allowing Hitler whatever he wanted in order to keep peace.

We already know about Adolf Hitler and Neville Chamberlain, but what about the leaders of the other countries?

Use online research to complete the work on the next page about leaders of the Allied Powers and Axis Powers.

Match up the leader with the side they were on in the Second World War.

Adolf Hitler

Joseph Stalin

Neville Chamberlain

Benito Mussolini

Franklin Roosevelt

Hideki Tojo

Winston Churchill

The Allies

Axis Powers

Complete these sentences:

Hitler was the leader of \_\_\_\_\_.

Stalin was the leader of \_\_\_\_\_.

Chamberlain was the leader of \_\_\_\_\_.

Mussolini was the leader of \_\_\_\_\_.

Roosevelt was the leader of \_\_\_\_\_.

Tojo was the leader of \_\_\_\_\_.

Churchill was the leader of \_\_\_\_\_.