



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 4

Week Beginning 04.01.21



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

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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%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/>



Next Week at Hill West

Key Question Week 1: Where's the seismograph? We've detected a sizeable, seismic shock wave!

Key Text for Linked Learning: Earth-shattering Earthquakes

Linked Learning: English, Geography

Our Geographical learning this week will be based around earthquakes. As part of our geography work, the children will use atlases to learn about the make-up of the earth's surface and how this contributes to the occurrence of earthquakes. This will also help us to understand why some areas of the world are more prone to earthquakes than others. The children will complete a case study of the Kathmandu earthquake of April 2015 and how it affected the lives of those living in Nepal, including the effects on economy and trade. In English, the children will begin by writing a diary entry, using our knowledge of Earthquakes to imagine what it would be like to experience one. Towards the end of the week the children will begin studying the non-fiction text type of non-chronological reports. In order to become familiar with the genre, the children will study a range of reports about Earthquakes, identifying and discussing their key features. This will be in preparation for writing our own newspaper reports next week. In PDW, learning this week will be based around the text *Dogs Don't do Ballet*. Children will discuss what it means to be assertive and why this can sometimes be hard. To explore this, they will create and perform role-plays.

Maths: In maths, children will be learning multiplication facts and using them to solve problems.

Science: Children will begin their topic on electricity by identifying common appliances that run on electricity and creating a simple electrical circuit.

History: Children will explore the differences between primary and secondary sources.

Geography: See above

Computing: Children will use Garageband to explore music production.

Art: Children will explore how to show perspective using size, foreground and background

Design Technology: Children will learn the history of the seismograph and how it has helped shape the world.

PDW / R.E: See above.

P.E: This week, children will explore individual and partner balances, identifying what skills and balances they can perform confidently.

MFL: Children will revise the language learnt in Year 3, including numbers to ten, days of the week, months of the year and colours.


Mini Quiz: Children will complete a quiz to consolidate their learning.


Vocabulary

Here are two words from 'The Demon Dentist':

- Distinguish
- Unravelling

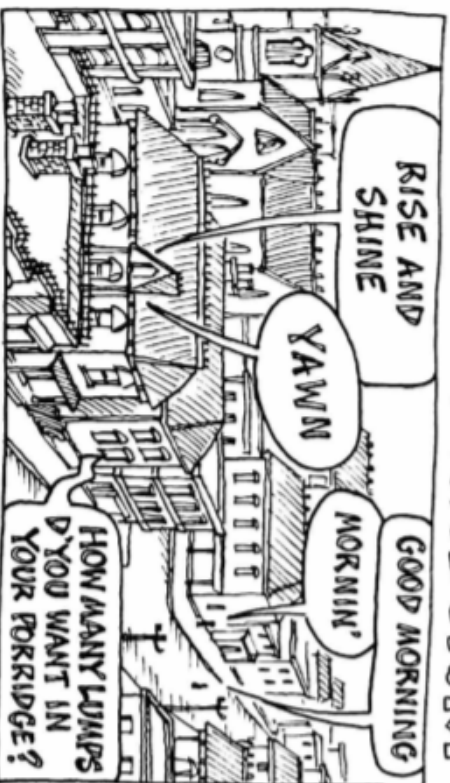
Use our vocabulary grid, a dictionary and online research to help you deconstruct each word.

<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  ●			

Reading

A SHOCKING TRUE STORY:



It was early in the morning on Wednesday, 18 April 1906. The city of San Francisco, the Pride of the West, lay slumbering in the darkness. Soon dawn would break over the sleeping city and the morning mist would give way to another beautiful day. Soon San Francisco would transform itself into a bustling city of half a million people, going to school and work. But for now, most people's curtains and blinds were still drawn. Some early risers were beginning to stir. Cable car drivers, factory workers and dockers on the early shift yawned, stretched and rubbed the sleep from their eyes. Time to get up and get ready for work. Just like any other day.

And then all hell broke loose...

At 5.13 a.m., without any warning at all, the earth beneath San Francisco gave a sudden, sickening lurch. For 40 earth-shattering seconds, the Earth shook the city to its core. Then there was a 10-second pause, followed by another massive shock. An angry, ominous, rumbling roar rose menacingly from the ground. Then the city was plunged into chaos.

It was early morning. The streets were deserted, apart from the milkmen on their rounds, and a policeman on his beat. Police Sergeant Jesse Cook saw the earthquake tearing down the street towards him.

"The whole street was undulating," he said. "It was as if the waves of the ocean were coming towards me, and billowing as they came."

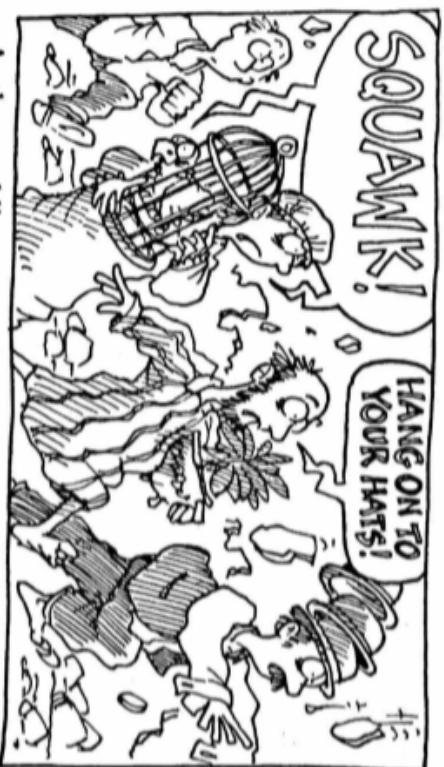
Elsewhere in the city, the famous Italian opera singer, Enrico Caruso, was staying at the luxurious Palace Hotel, after a sell-out performance in the city's Opera House the evening before.

"Everything in the room was going round and round," he said, later. "The chandelier was trying to touch the ceiling and the chairs were all chasing each other. Crash! Crash! Crash! It was a terrible scene. Everywhere the walls were falling and clouds of dust were rising. My God, I thought it would never stop!"



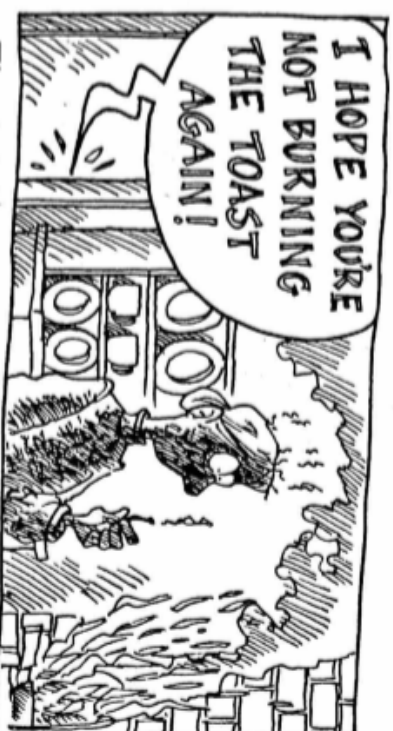
Across the city, the shock sent buildings "reeling and tumbling like playthings". Glass and windows shattered into thousands of pieces. Pictures tumbled from cracked walls. Roadways buckled and heaved. Eerily, all the church bells in

the city began to ring out at once. It sounded, one witness said, like the end of the world. Terrified people, shaken screaming from their beds, rushed into the streets, still in their nightwear. In their rush, they grabbed whatever they could. Some carried pet parrots or canaries, squawking in their cages. One man was seen wearing three hats. They were all he could find. Another man clung to a coal scuttle as though it was the most precious thing in the world. Other people wandered through the streets, or sat silently on the pavements. They were too shocked to cry, or even speak. No one could believe what had happened. They had never seen such devastation before. Not surprisingly. For that April morning San Francisco was struck by one of the deadliest earthquakes ever known.



As the rumbling stopped and the earth became still again, people tried to take stock. A heart-breaking sight met their eyes. Whole districts of the city had simply collapsed, or sunk into the ground. Almost every building in the downtown part of the city had been destroyed. Hundreds of people had been crushed to death under the falling rubble, and many more were badly injured. Some could be heard

crying out from the shattered ruins. Then, just as it seemed things couldn't get any worse, things got worse. It was about 10 a.m., five hours after the first terrible tremor. Thinking the worst was over, a woman started cooking bacon and eggs for breakfast. She lit a match and threw it on to the fire. Then she watched in horror. . . The chimney had been damaged by the shaking and the fire set the roof of the kitchen alight. Within seconds, the whole wooden house had gone up in flames. The flames spread like wildfire to the rest of the block, then to the rest of the city. Unless something could be done, and fast, San Francisco would burn to the ground.



The city's brave firefighters rushed to the scene. They fixed their hoses to the nearest water pipe and waited for the water to flow. A thin trickle of water spurted out, then nothing. . . What on Earth was going on? Then they made a dreadful discovery. The earthquake had shattered the city's water mains and 300 million litres of water was slowly but surely leaking away, into the ground. With no water to use, the firefighters were helpless to put out the fire. All they could do was watch as the city went up in flames. San Francisco was doomed.

EARTH-SHATTERING FACT FILE

LOCATION: San Francisco, USA

DATE: 18 April 1906

TIME: 5.13 a.m.

LENGTH OF SHOCK: 65 seconds

MAGNITUDE*: 8.3

DEATHS: 700

THE SHOCKING FACTS:

- The quake was the deadliest ever to strike the USA. Two thirds of the city was wiped out. Some 28,000 buildings were destroyed including 80 churches and 30 schools. About 300,000 people were left homeless.
- The city shook because it lay near the San Andreas Fault, a ghastly gash in the Earth's surface. An earthquake deep underground ripped the fault apart.
- San Francisco has grown so much that if such an enormous earthquake struck the city today, it could kill thousands of people and cause billions of dollars of damage.



*That's how seismologists like me measure the size of an earth-shattering earthquake. And this was a seriously big one. You can find out more about measuring earthquakes on page 57.



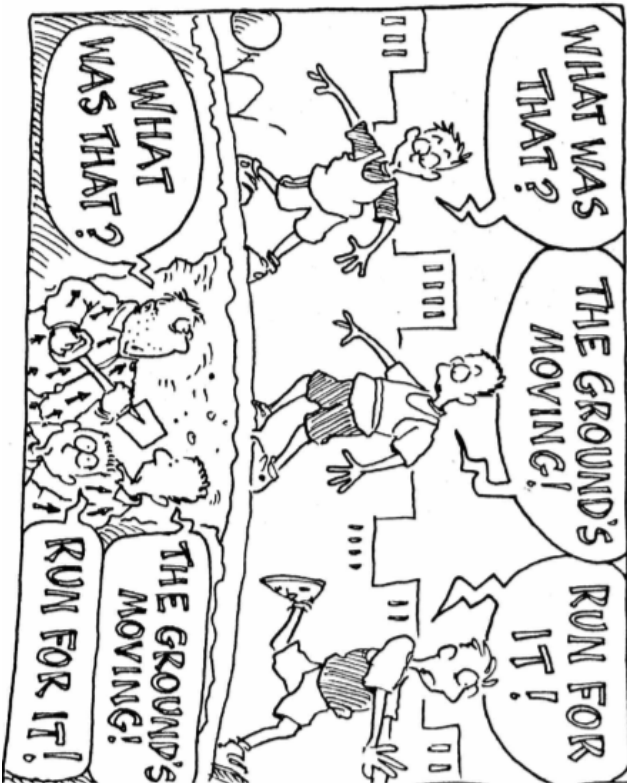
From their makeshift camps in the hills, thousands of people who'd escaped from the city also watched it burn. One shell-shocked eyewitness later wrote:

A sea of liquid fire lay beneath us. The sky above us seemed to burn at white heat, deepening into gold and orange and spreading into a fierce glare. The smoke had gathered into one gigantic cloud that hung motionless, sharply outlined against a vast field of exquisite starry blue... As night fell, it grew cold, and men and women walked up and down between the lines of sleepers, stretching their stiff limbs. Eyes, bloodshot from weariness and the pain from the constant rain of cinders, tried to turn away from the fire, but it held them in a dreadful fascination.



Fanned by fierce winds, the fateful fire blazed for three days and two nights. Then, on Saturday night, 21 April, at long, long last, it began to rain. Just in time. Next morning, the air was clear apart from dozens of wispy plumes of smoke rising from the smouldering ruins. All that was left of block after block of houses was charred, black remains. The city was unrecognizable. What buildings were still left standing were ghostly, burned-out shells. Old San Francisco had gone for ever.

In the nineteenth century, San Francisco had grown from a small village into a brand-new, booming city. No wonder people were proud of their town. And even though many of them lost everything in the earthquake, they knew they could make the city great again. In just a few years, they'd rebuilt the city, bigger and better than ever before. But the danger isn't over yet. Everyone in San Francisco knows only too well that they're living on very shaky ground. Another earthquake could strike anytime. The trouble is no one knows when. But what on Earth makes the seemingly rock-solid ground split apart at the seams? Where does the shocking force come from that can smash a city to smithereens? Forget the nice, tame bits of nature like pretty spring flowers and babbling brooks. This is geography at its wildest. And it's happening right beneath your feet. . . Are you ready to take the strain?



Warm up questions

- | | |
|--|--|
| 1. At what time of day did the earthquake happen?
<input type="checkbox"/> Morning
<input type="checkbox"/> Lunchtime
<input type="checkbox"/> Evening | 2. How many people lived in San Francisco at the time?
<input type="checkbox"/> A million
<input type="checkbox"/> Half a million
<input type="checkbox"/> The text doesn't say |
| 3. How long did the first part of the earthquake go on for?
<input type="checkbox"/> 10 seconds
<input type="checkbox"/> 20 seconds
<input type="checkbox"/> 40 seconds | 4. The city is described as being:
<input type="checkbox"/> Angry
<input type="checkbox"/> In chaos
<input type="checkbox"/> Shocked |

More challenging questions (go back to the start of the text now)

5. Name **two** types of job the people in San Francisco may have had back in 1906. (p.8)

6. Look at the sentence on page 8 which starts with “At 5.13am...” What clue in this sentence tells us that the earthquake was unexpected?

7. How do we know the earthquake was loud? (Look for words in the text – p.8)

8. What does Police Sergeant Jesse Cook say the earthquake was like? (p. 9)

9. Name **three things** that happened across the city as a result of the earthquake. (p.9)

10. How did people in San Francisco react to the earthquake? (p.10)

English

Read the diary entry - what features of writing can you find?

Monday 28th January 2019

Dear Diary

If someone told me yesterday that I'd be writing this today, I'd say they were completely mad. Totally bonkers. Off their rocker. However, in less than 24 hours, my whole world has been turned upside down, inside out and back to front. It all started last night...

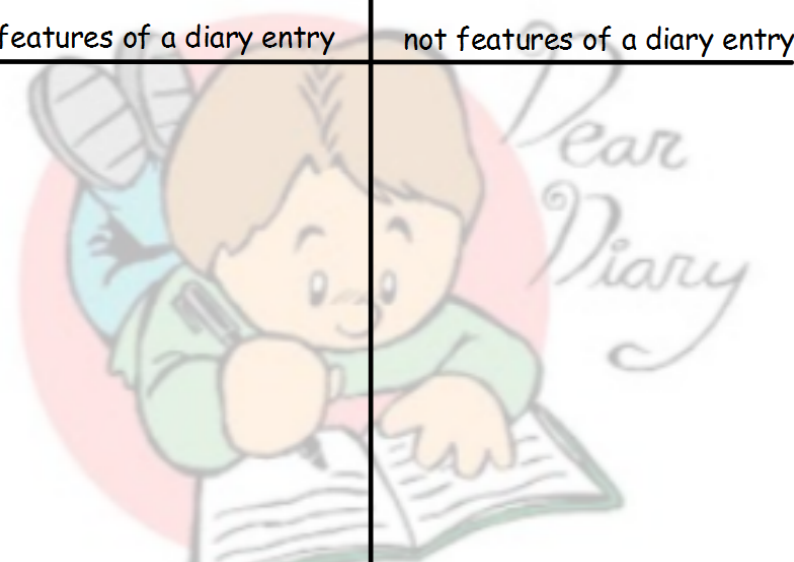
As usual, I protested when mum suggested it was bedtime. There was no point arguing though - it was a school night and I must have yawned about one hundred times since supper. Reluctantly, I sloped upstairs, planning to turn my bedside light on anyway and read my magazine secretly like I've done every other night this week. While I brushed my teeth slowly, which I only do to annoy mum, I heard the rain tapping on the bathroom window rhythmically. I'm not sure exactly when it started - all I know is it got worse and worse.

I'm not sure what time it was exactly, but I was woken by the sounds of sheer panic coming from downstairs. Mum was shouting and I could hear dad trying his best to calm her down. Sitting bolt upright in bed like a jack-in-the-box, I threw off my duvet and ran to the top of the stairs, my heart pulsating so hard in my chest I swore it was going to burst right out at any moment. I couldn't believe my eyes. Water. Everywhere. The bottom few stairs had disappeared under the muddy pool which filled the downstairs of our house. I watched, open-mouthed, as our belongings floated before me. What on earth was happening? I began to race down the stairs towards mum but she shouted at me stay put, telling me to go to my bedroom. Throwing open my curtains, I peered outside at the devastation before me. Our village looked completely unrecognisable and there was a river racing through it, picking up rubbish, bins, even cars on the way. The rain still hadn't stopped.

Time dragged. It felt like I was stuck in that room for an eternity. This evening mum let me come downstairs and have a look at what was once our cosy family home. The carpets were sodden, and tears filled my eyes as I looked around at all of our possessions, most of which are now utterly ruined. I know they are just 'things' - that's what mum and dad keep saying - but it doesn't feel like home anymore (and I can tell they feel the same). I wish there was something I could do to help. There's

nothing else to say anyway, so I suppose I'll write again tomorrow. I'd better make mum a bit happier tonight by going to bed without a fuss like she's asked...

- Sort the text features

features of a diary entry		not features of a diary entry	
first person		informal tone	
technical vocabulary		secrets	
third person		bullet points	
past tense		figurative language	
facts		causal conjunctions	
speech		pictures	
opinions		present tense	
formal language			

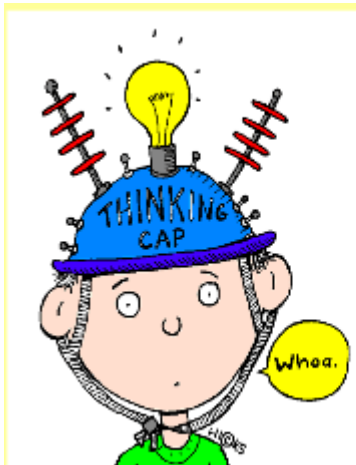
Your first learning challenge:

Read through the diary entry we looked at yesterday. What is the topic of each paragraph?
How do you know?

- Use your paragraph topics to plan and write your own diary entry imagining you have been in an earthquake.

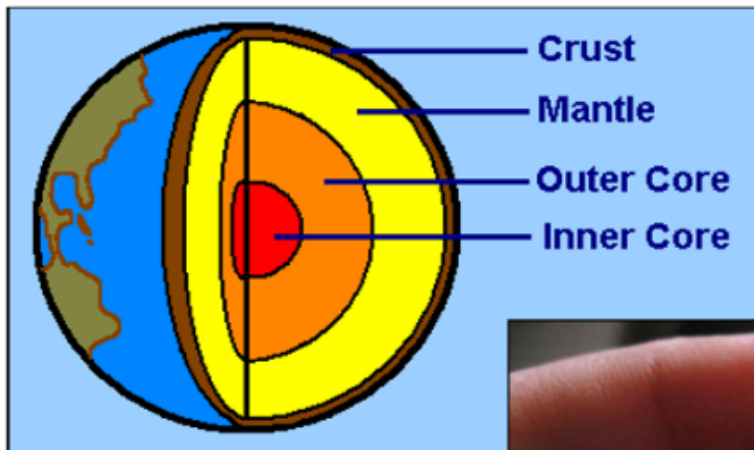
1		
2		
3		
4		

Geography



What do you think causes an earthquake?

The cracked crust



Activity



polystyrene cup



container half-filled with water

- Gently pull the plates apart. What do you see in the space where the polystyrene pieces once touched? What might this create?
- Now gently bump two plates together. What might happen on the surface from a bump like this below?
- Push one plate under another. What happens? What might happen here on earth?
- A very large earthquake struck in January 2010. It was caused by the motions of two plates grinding past each other in opposite directions. It is called a strike-slip fault. What would happen on the surface when two plates rub together?

DT

- Research the invention and use of the seismograph - a machine that measures the strength of an earthquake.
- Can you find a picture of one?
- Draw a diagram and label it to show how it works.

Maths - multiplication and division facts

7 times table

Sheet 1

Use this grid to complete the calculations using the 7 times table.

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

$7 \times 4 = \square$

$42 = 7 \times \square$

$\square \times 7 = 21$

$63 \div 7 = \square$

$8 \times 7 = \square$

$7 \div \square = 7$

$\square \div 7 = 6$

$7 \times \square = 14$

$\square = 7 \times 11$

$\square \div 7 = 10$

$\square \times 7 = 49$

$84 = \square \times 7$

7 times table

Sheet 2

Shade all the multiples of 7 on this grid.

Use it to complete the calculations using the 7 times table.

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

$$7 \times 4 = \square$$

$$35 = 7 \times \square$$

$$\square \div 7 = 8$$

$$7 \times 12 = \square$$

$$\square \div 7 = 6$$

$$7 \times \square = 21$$

$$\square = 7 \times 9$$

$$7 = \square \div 7$$

$$7 \div \square = 7$$

Challenge

Shade the multiples of 7 on the right hand grid. Look at the pattern and describe it.

This grid has 8 columns. If the grid had 7 columns, what would the pattern be?

If the grid had 9 columns, what would the pattern be?

What if the grid had 6 columns?

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96

The 11 and 12 times tables

Sheet 1

Section A

Complete these calculations:

a) $3 \times 11 =$

b) $6 \times 11 =$

c) $2 \times 11 =$

d) $7 \times 11 =$

e) $11 \times 11 =$

f) $1 \times 11 =$

g) $9 \times 11 =$

h) $4 \times 11 =$

i) $12 \times 11 =$

j) $8 \times 11 =$

k) $10 \times 11 =$

l) $5 \times 11 =$

Section B

Look at each of the answers above in turn.

Add the first number in the calculation to the answer.

Write a new list: a) to l) with these answers. The first two are done for you.

a) $33 + 3 = 36$

b) $66 + 6 = 72$

c) $22 + 2 =$

d)

e)

f)

g)

h)

i)

j)

k)

l)

Section C

Now do these:

a) $3 \times 12 =$

b) $6 \times 12 =$

c) $2 \times 12 =$

d) $7 \times 12 =$

e) $11 \times 12 =$

f) $1 \times 12 =$

g) $9 \times 12 =$

h) $4 \times 12 =$

i) $12 \times 12 =$

j) $8 \times 12 =$

k) $10 \times 12 =$

l) $5 \times 12 =$

Compare your answers for Section C with your answers for Section B.

Can you explain what has happened?

9 times table

Sheet 1

Complete these calculations:

1) $\square \times 9 = 90$

2) $2 \times 9 = \square$

3) $\square \times 9 = 9$

4) $5 \times 9 = \square$

5) $27 \div 9 = \square$

6) $\square \div 9 = 1$

7) $90 \div 9 = \square$

8) $\square \div 9 = 4$

9) $6 \times 9 = \square$

10) $27 = \square \times 9$

11) $\square \times 9 = 36$

12) $\square = 12 \times 9$

13) $99 \div 9 = \square$

14) $\square \div 9 = 2$

15) $\square \div 9 = 5$

16) $81 \div 9 = \square$

17) $\square \times 9 = 99$

18) $63 = 9 \times \square$

19) $9 \times 8 = \square$

20) $\square = 9 \times 9$

21) $\square = 54 \div 9$

22) $\square \div 9 = 7$

23) $72 \div 9 = \square$

24) $12 = \square \div 9$

Challenge

Try these strategies for multiplying by 9 to find 15×9 and 21×9 :

Double the number three times and add the original number.

○	eg	6
○	$6 \times 2 = 12$	$12 \times 2 = 24$
○	$24 \times 2 = 48$	$48 + 6 = 54$

Multiply the number by 10 and subtract the original number.

○	eg	6
○	$6 \times 10 = 60$	
○	$60 - 6 = 54$	

Multiply the number by 3, then multiply that product by 3.

○	eg	6
○	$6 \times 3 = 18$	
○	$18 \times 3 = 54$	

Write a sentence or two to explain why each of these works.

7 times table

Sheet 3

Write the multiples of 7 on this grid.

Use it to complete the calculations using the 7 times table.

1	2	3	4	5	6		8	9	10	11	12
2	4	6	8	10	12		16	18	20	22	24
3	6	9	12	15	18		24	27	30	33	36
4	8	12	16	20	24		32	36	40	44	48
5	10	15	20	25	30		40	45	50	55	60
6	12	18	24	30	36		48	54	60	66	72
8	16	24	32	40	48		64	72	80	88	96
9	18	27	36	45	54		72	81	90	99	108
10	20	30	40	50	60		80	90	100	110	120
11	22	33	44	55	66		88	99	110	121	132
12	24	36	48	60	72		96	108	120	132	144

$$7 \times 4 = \square$$

$$42 = 7 \times \square$$

$$\square \div 7 = 8$$

$$7 \times 12 = \square$$

$$\square \times 7 = 77$$

$$7 \times \square = 21$$

$$9 = \square \div 7$$

$$\square \times 7 = 49$$

$$\square \div 7 = 1$$

Challenge

Shade the multiples of 7 on the right hand grid. Look at the pattern and describe it.

This grid has 8 columns. If the grid had 7 columns, what would the pattern be?

If the grid had 9 columns, what would the pattern be?

What if the grid had 6 columns?

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88
89	90	91	92	93	94	95	96

The 11 and 12 times tables

Sheet 2

Complete these calculations:

1) $11 \times 4 = \square$

2) $10 \times 11 = \square$

3) $\square \div 11 = 2$

4) $12 \times 3 = \square$

5) $5 \times 12 = \square$

6) $12 \times 7 = \square$

7) $\square \div 11 = 9$

8) $\square \times 12 = 48$

9) $66 = 11 \times \square$

10) $12 \times \square = 144$

11) $\square \div 12 = 6$

12) $\square = 11 \times 12$

13) $11 \div \square = 1$

14) $\square = 12 \times 7$

15) $11 \times \square = 132$

16) $\square \times 12 = 108$

17) $\square \div 12 = 8$

18) $\square = 12 \times 12$

Challenge

Look at these strategies for multiplying by 12. Explain why each one works.

Multiply by 3 then double the answer twice.

49	7
7	3×21
21	2×42
42	4×84

Multiply the number by 10 and add twice the original number.

49	7
7	10×70
70	14×84

Multiply the number by 4 then multiply that answer by 3.

49	7
7	4×28
28	3×84

French - make this 'All about me' cube

Me voici...

Quelques faits sur moi !

Âge: _____

Mon maître/Ma maîtresse: _____

Mon meilleur ami/Ma meilleure amie est: _____

Voici ma famille...

Des choses intéressantes sur moi...

Tout sur moi

Par: _____

Mes choses préférées...

Activité

Livre

Nourriture

Matière

Science - Electricity

Fill in the blanks by using the helping words.

damage	circuit	positive	switch	wet
move	light	open	flows	put
socket	cells	gap	negative	alarm clock

1. When the switch in a circuit is , there is a gap in the circuit.
2. Nina can turn the table lamp on or off by using a .



3. A provides a path for electricity to flow.
4. The sound from the buzzer is so loud!



5. The electric iron uses electricity from the mains when we plug it into .
6. Mobile phone uses electricity from batteries or .
7. Fires caused by electricity can the things.
8. The electric fan and toy car use electricity to .
9. Flashlight uses electricity from batteries to give off .
10. There are two poles in battery, they are and .



11. When the switch is closed, there is no in the circuit.
12. Electricity through the circuit, so the bulb lights up.
13. Electricity is dangerous for us when we touch it using hands.
14. Do not your finger into the socket.



PDW - Dogs don't do ballet

<https://www.youtube.com/watch?v=pHgPQfkB6Tc>

Dogs don't do ballet by Anna Kemp and Sara Ogilvie

In the story, Biff dreams of being a ballerina. Even though lots of people tell him he can't be a ballerina, he never gives up his dream. Do you have a dream? What would you like to be when you grow up? Draw a picture and write a sentence below about what you want to be.

Dogs don't do ballet by Anna Kemp and Sara Ogilvie

Dogs are not the only ones excluded from ballet in this story. What do you notice about the ballet class Biff tries to join? Miss Polly addresses her class as "girls," but is ballet only for girls? Why do you think there are no boys in this class?

There are lots of ways children (or dogs) can feel like outsiders because of expectations or stereotypes. What is a stereotype? What is often the stereotype about ballet?

Write a new version of this story to challenge a stereotype or assumption. For example, "Boys don't do _____," or "Girls don't do _____." Or you could use an animal like Anna Kemp did (the author of this book) "Snakes don't do cricket" or "Horses don't do football."

Look at this picture, what do you see?



The picture shows Noah. Noah is a "Frozen" super-fan and loves to dress up as Elsa. Noah's mum tried to book the "princess for a day" experience at Disney for her son, but she was told he would not be allowed to take part because he was a boy. He was offered a cuddly toy instead.

Noah's mum sent a letter to Disney asking, "What terrible, awful fate may befall her son if he wears a dress?" She said, "If a little girl wants to be a superhero, she can be. If she wants to be a Jedi, she can be. She can be whatever she wants."

What do you think Disney did in response?

Disney apologised to the family and changed the rules. They said the experience was now open to all children aged 3 to 12, not just girls.

The wording on the Disneyland Paris website which used to read,
"Grant every little girls wishes with a Princes experience."

The website now reads,
"Grant every child's wishes with a Princess experience."

Here is the original article from The Guardian in 2017

<https://www.theguardian.com/film/2017/aug/30/disneyland-apologises-for-banning-boyfrom-princess-experience#img-1>



Think about the picture and story above and answer these questions:

1. Why did Noah's Mum feel so angry?

--

2. Why did Disney apologise? Why didn't Disney just say, "It's only for girls, you can't join in."

--

3. What does this show about Disney and about the world today?

--

4. What is the name of the law in the UK today that says that you should not face discrimination because of your gender? Clue: It was made in 2010. Who else does the law protect?

5. Why is this story about No Outsiders?

Spellings

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

Which word classes does the word

centre belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **centre**.

centre

centre

centre

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

I live in the _____ of London.

"I'm in the city _____," replied Jaded.



What was at the _____?

I help at the community _____.



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

lonely **middle** **edge** **town**

Write the syllables of the word

centre inside the hands.



Finish off the word **centre**.

cen _____	_____tre
_____e	c _____

Now write the full word.

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

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

sentre **centur** **center**

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

Which word classes does the word **increase** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

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

There has been an _____ in sales.

"What did it _____ by," asked David.

Was there a big _____ in demand?

Will my wage _____ soon?

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



Finish off the word **increase**.

inc_____	_____ase
_____se	in_____

Now write the full word.

Trace the word **increase**.

increase

increase

increase

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

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

inncrease increase inkrease

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

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

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **promise**.

promise

promise

promise

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

I _____ that I will do my best.

"Do you _____?" asked Jessie.

Don't make a _____ that
you can't keep.

He showed great _____ in class.

Which of these words can mean
the same as **promise**?

vow vote vex valid

Write the syllables of the word
promise inside the hands.



Finish off the word **promise**.

pro_____

_____ise

_____e

p_____

Now write the full word.

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

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

promiss

prommise

promis