



HILL WEST *Primary*

FOUR OAKS

Home Learning Pack

Year 4

Week Beginning 11.01.21



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/>

Key Question Week 2: Where's the seismograph? We've detected a sizable, seismic shock wave!

Key Text for Linked Learning: Earth-shattering Earthquakes

Linked Learning: English, Geography

This week the children will be exploring the causes and common locations of earthquakes. In geography, children will develop their understanding of wider environmental issues caused by natural disasters, this will link to their DT, in which they will begin to design their own seismographs. Continuing their English from last week, children will be writing a non-chronological report about earthquakes. Children will focus on the use of technical language, causal connectives, formal vocabulary and cohesive devices. Then, finally, children will edit and improve their work ready to create a final piece.

Maths: In maths this week, children will draw circles and study polygons then identify and explore 3D shapes.

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 learn about the events leading up to WWII.

Geography: See above

Computing: Children will use Garageband to explore how to sequence musical patterns.

Art: Children will explore ideas of relative size and scale.

Design Technology: Children will develop their own design criteria for a seismograph.

PDW / R.E: Children will learn about the Hindu and Sikh Festival of Vaisakhi

P.E: This week, children will be exploring multi-skills activities.

MFL: Children will recap their French phonics from Year 3 to include all 16 phonemes.

Monday English

This week, we are going to create a non-chronological report about earthquakes.

- Read the non-chronological report you have been given, how many features on our list can you find?

The FEATURES of a Non-Chronological Report					
Tick the relevant features as you identify them in your example text					
FEATURE	✓	Example(s)	FEATURE	✓	Example(s)
Topic Title (The subject)			Factual Language		
Brief Introduction (who, what, where)			Present Tense		
Paragraphs			Technical Language		
Sub-headings			Third Person		
Fact Boxes or Bullet-points			Formal Tone		

Aim of the game

There are six players in a standard volleyball team.

Teams try to score points by hitting a ball over a net so that it bounces in the other team's half of the court or the other team cannot return it.

Players who cross the centre line lose a point.

The first team to score 25 points wins a set, except in the last set where the first to 15 points wins. Teams can only win a set by two clear points.

A volleyball match is made up of five sets.

After each point won, players move around the court in a clockwise direction. This means that all players have a chance to serve and play in every position.

Volleyball

Volleyball is an amazingly popular sport that is played in nearly every country on the planet. It can be played outdoors, indoors, and even on the beach!

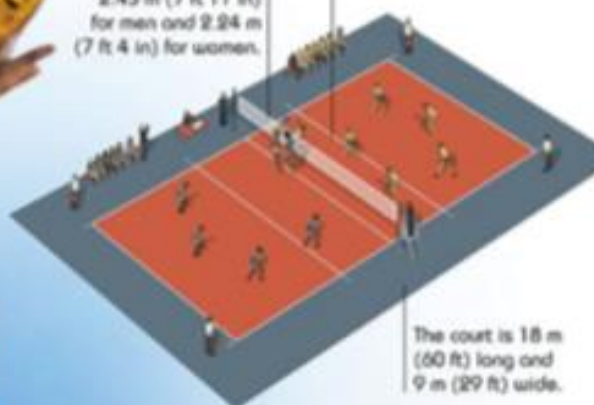
The ball weighs between 260–280 g (9–10 oz) and is 22 cm (8.5 in) in diameter.

On the court

While matches can be played on many surfaces, professional courts are made of wood or artificial materials. Lines on the court show where players should stand at the start of each point. The attack line is behind the centre line and a team's attackers stand in front of it. The area behind the attack line is called the back zone and this is where the defenders stand.

The net height is 2.43 m (7 ft 11 in) for men and 2.24 m (7 ft 4 in) for women.

Attack line



Over the net

After a serve, teams have up to three touches to get the ball over the net. They can use any body part to get the ball over the net, as long as they do not catch or carry the ball.

On the beach

An Olympic sport since 1996, beach volleyball is played on a smaller court of sand. There are just two players in each team and a softer, smaller ball is used.



The two players in a beach volleyball team have to work very hard to cover their half of the court.

Netball

Netball is a fast-paced sport that was developed from basketball. It sees players run, leap, pass, and catch a ball to out-smart the opposition and score points.

Scoring points

A game of netball starts in the centre circle, with one player passing the ball to a team-mate. Players must move the ball down the court to get it to the goal circle, while defenders try to stop them. Attacking players then try to shoot the ball through the hoop to score a point.



The court is divided into thirds, with shooting circles at each end and a centre circle in the middle.

A 3.05-m (10-ft) high goalpost is in the middle of the shooting circle.



A netball court is 30.5 m (100 ft) long and 15.25 m (50 ft) wide.

Aim of the game



There are seven players on a netball team.

A netball match is divided into four periods, called quarters. Each quarter lasts 15 minutes.

One point is scored every time the ball goes down through a netted hoop on a goalpost.

When they catch a ball, the first foot a player puts down is called the landing foot. A player cannot take another step with this foot until the ball has been passed.

A player has three seconds to pass the ball after catching it.

Penalties are awarded if players obstruct their opponents, make contact, and for other discipline issues. During a penalty, the offending player must leave the court until the ball has left the penalty-taker's hands.

Moving about

Netballers wear initials to show their playing positions. The positions are Goal Shooter (GS), Goal Attack (GA), Wing Attack (WA), Centre (C), Wing Defence (WD), Goal Defence (GD), and Goal Keeper (GK). Their positions determine where players are allowed to go on the court. The Centre can move in any area, except the two shooting circles. The Goal Shooter can move in the attacking third and the shooting circle.

Tuesday English

We know that a non-chronological report must include lots of facts divided into paragraphs.

- Devise four questions you would like to answer about earthquakes in your report - use the 5 Ws to help you.
- Use internet research to find the answers to your questions. Here are some useful websites in 'kid language':
 - <https://kids.nationalgeographic.com/explore/science/earthquake/>
 - <https://www.weatherwizkids.com/weather-earthquake.htm>
 - Some brilliant videos from Oak National Academy:
<https://classroom.thenational.academy/units/mountains-volcanoes-and-earthquakes-e02a>
- When you have found lots of facts about your four important questions, start a 'Fun Facts' section where you can tell your reader some extra interesting earthquake facts.

Keep all of your facts organised into these sections - this makes up your plan which you will need for the rest of the week!

Wednesday English

In a non-chronological report we need to create **cohesion**.

Text has cohesion if

- ★ it is **clearly organised** so readers can find their way round the ideas
- ★ it includes **words and phrases that act like 'signposts'**, helping readers to follow the author's train of thought
- ★ the writing **'holds together'**, so that it is easy to read and understand.

Coherence

Some ways of helping the reader see how your ideas are organised.

- Headings and subheadings** give an overview of the text's organisation.
- Paragraph breaks** show shifts of time, place, viewpoint, topic, etc.
- Layout conventions** show what sort of text it is, e.g. diary, letter, newspaper, article.
- Punctuation** shows where one chunk of meaning ends and another begins. (See The Punctuation Book)
- Presentational devices** draw attention to sections of text and make meaning clearer e.g. speech bubbles, timelines, flowcharts, etc. bullet points, boxed information.

* Plan your writing in advance on a skeleton framework.
* Frequently re-read your work to check organisation is clear.

Cohesive devices

conjunctions
These show links between ideas within a sentence, e.g. when, because, until, although.

Words and phrases
can act like signposts to help readers see significant links in the text.

sentence connectives
Words and phrases that show links between one sentence and the next, e.g. However, Consequently, On the other hand...

punctuation
Some punctuation marks (: ; -) can show links between clauses.

sentence frames
Where nouns or verbs act as signposts, you can make a 'sentence frame', e.g. Begin by... The reason that... is...

Collect examples from texts you read. Read sentences aloud to get the feel of the language patterns.

Use these 'signposts' to link your own ideas. Practise the sentences in speech before you write.

Cause and effect

conjunctions linking clauses

The room is cold *because* the window is open.
When the window is open, the room is cold.
If the window is open, the room is cold.
The window is open *so* the room is cold.

sentence connectives

The window is open. *Therefore*, the room is cold.
Consequently, the room is cold.
As a result, the room is cold.

sentence frames

The window is open. *This means that* the room is cold.
This results in the room *being* cold.
This causes the room *to be* cold.

The reason (that) the room is cold is that the window is open.

Note that some sentence frames lead to changes in the *form of the verb*.

Cause and effect links are particularly important in explanation writing.

Clarity

Definitions and examples help make meaning clear. Use key words and sentence frames to introduce them.

Introducing definitions

- a bloop, *which is a*
- a, *known as* a bloop
- a *called* a bloop
- a bloop (a)

Introducing examples

e.g. *such as* *including*
For example, *For instance*,
This can be seen in ...
This is illustrated by ...
Examples include ...

Tectonic plates can move **which results in** changes to the landscape. **For example**, earthquakes have formed large mountain ranges **such as** the Andes and Himalayas.

Your Task

Use the cohesive devices on the next page or your own to create cohesion between my pairs of sentences. You can join the two sentences as one, or add a sentence starter to the second sentence.

1. Natural events such as volcanic eruptions and meteor impacts can cause earthquakes. Most naturally-occurring earthquakes are triggered by movement of the earth's plates.
2. Almost 80% of all the planet's earthquakes occur along the rim of the Pacific Ocean. It has been named 'The Ring of Fire'.
3. Earthquakes can happen under the sea. A tsunami can happen.

Although...	Normally,	Fortunately,
Amazingly,	Often,	Frequently,
An important thing...	On average,	Furthermore,
Are you aware that...?	Sometimes,	Generally,
As a result,	Strangely enough,	Have you ever wondered...?
As well as that,	Surprisingly,	If...
Because of this,	There are...	Imagine,
Consequently,	This is...	In addition,
Despite...	Unfortunately,	In summary,
Despite the fact that...	Unusually,	Incredibly,
Did you know that...?	Usually,	Interestingly,
Even though...	When...	Like many...
Finally,	Would you believe...?	Mainly,

Thursday English

Today you are going to write your non-chronological report about earthquakes, using your plan and the cohesive devices we worked on yesterday. Remember the key features to include:

The FEATURES of a Non-Chronological Report					
Tick the relevant features as you identify them in your example text					
FEATURE	✓	Example(s)	FEATURE	✓	Example(s)
Topic Title (The subject)			Factual Language		
Brief Introduction (who, what, where)			Present Tense		
Paragraphs			Technical Language		
Sub-headings			Third Person		
Fact Boxes or Bullet-points			Formal Tone		

Friday English

Time to edit and improve your non-chronological 'Earthquakes' report

Capital Letters	Punctuation	Grammar and Spelling	Organisation
1. I have checked for capitals at the beginning of sentences.	1. I have checked all full stops are where they should be.	1. I have checked all sentences are complete and contain a noun and a verb.	1. I have checked paragraphs have been used to break up text.
2. I have checked that proper nouns begin with a capital letter.	2. I have checked question marks and exclamation marks are used where necessary.	2. I have checked spellings by using a dictionary.	2. I have checked topic sentences are included for each paragraph.
	3. I have checked commas and apostrophes have been used correctly.		3. I have checked the text makes sense.

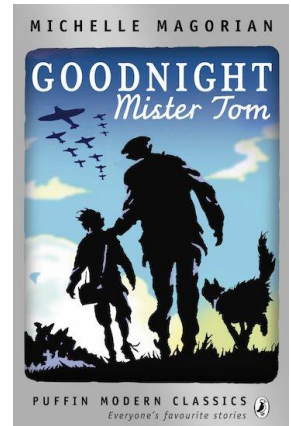
- When you have edited and improved your writing, set it out in neat in the style of the non-chronological reports we looked at on Monday. You can put your paragraphs in boxes, add pictures and captions, a big title and colour to make it eye-catching.

We can't wait to see your finished product!

Class Novel

We will read 'Goodnight Mr Tom' this half term. Here is a link to Chapter 1:
<https://thebookstheartandme.files.wordpress.com/2014/07/1goodnight-mister-tom-extract.pdf>

You can also listen to the whole audiobook on YouTube
<https://www.youtube.com/watch?v=89-zcxZqLPE>



Vocabulary

Here are two words from chapter 1 of 'Goodnight Mr Tom'.

- Imminent
- Bewildered

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

Etymology:

Prefix:

Root word:

Suffix:

Word:

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC



Etymology:

Prefix:

Root word:

Suffix:

Word:

Opposite:

Definition:

Synonyms:

Put it in a sentence: Remember ABC



SPELLING WORKOUTS:

plazoom

'ou' words

Tips

Does your word use 'u' or 'ou'?

u

bundle

ou

courage

Can you add another example to each row?

The 'u' sound can be made using 'u' or 'ou'. Most of the time, the letter string 'ou' does not make a 'u' sound.

There are no rules for when to use these. You just have to learn them!

Check

Circle the words which are spelt correctly.

enough

enugh

nourish

nurish

doubling

dubling

armour

armur

famous

famus

Place each word from the box on the right into the correct sentence below.

There were only a _____ of benches in the park, so we had nowhere to sit.

Australia is in the _____ half of the world.

The climb to the top of Mount Snowdon was very _____.

My dad is very funny and has a good sense of _____.

Now that my aunt has had another baby, I have three

_____.

cousins

couple

humour

southern

tough

Use

Below each picture is a word. Use that word in a sentence to describe the picture.



double



trouble

Change

Read each sentence and change the underlined word or phrase for a new word. Your new word should have the same meaning and contain the letter string 'ou'.

Our dog is still very youthful so we haven't finished training it yet.

I can always tell if my sister has come into my room and handled any of my things.

You need to have a lot of bravery to be a lion tamer.

You need to have a passport if you want to visit another nation.

I got into a lot of difficulty with my mother after I broke her favourite vase.

Apply

What is going to happen next? Write a short story about this image. How many of these blue words can you include in your writing?

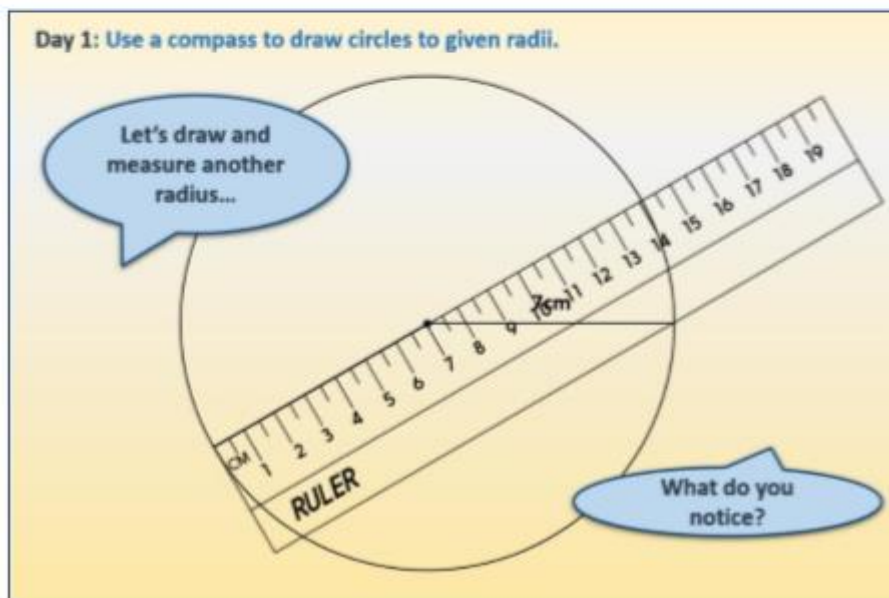
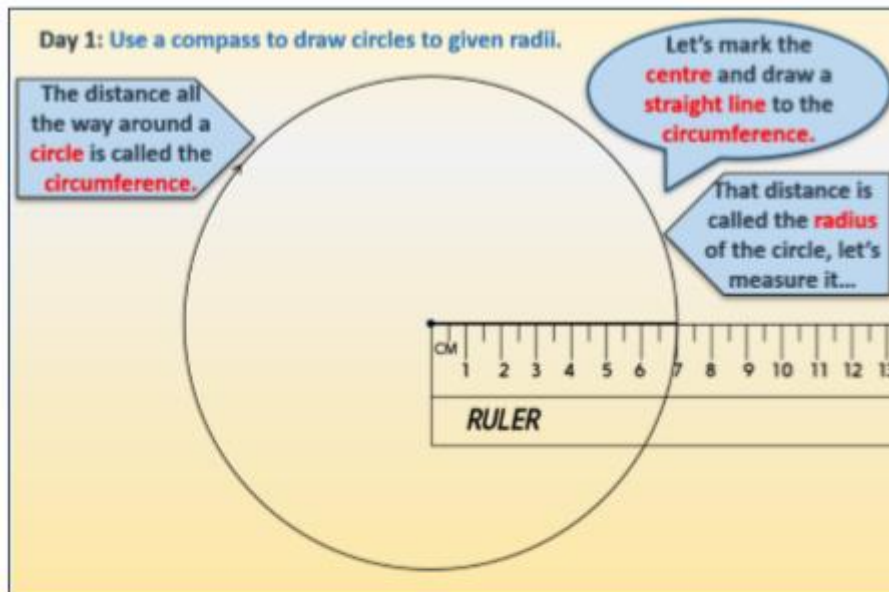


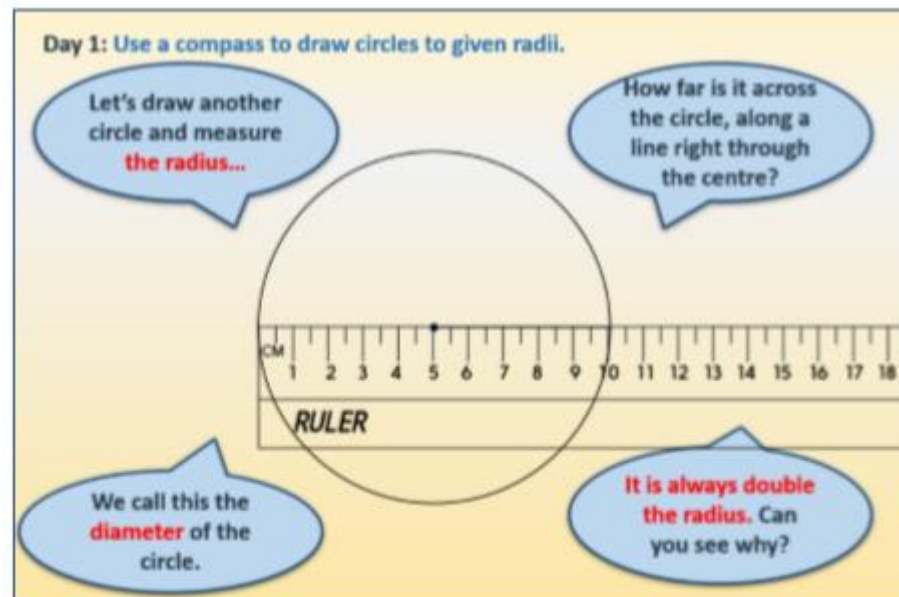
courage
touch
tough
trouble
young

Lined writing area with 20 horizontal lines.

Extra challenge:
Can you include
adverbs?

Monday Maths





Now try the practice sheet for Day 1. If confident try the Challenge!

Use a ruler and a compass to accurately draw these circles in your books.

1. Radius = 6cm
2. Diameter = 8cm
3. Radius = 7cm
4. Diameter = 10cm
5. Radius = 10cm
6. Diameter = 6cm

Challenge

Use different colours to create this pattern:

- Draw a circle with radius 3cm.
- Insert a different colour pencil in your compass. Keep the radius the same.
- Put the point of your compass on the circumference of your first circle.
- Draw another circle.
- Insert another colour. Keep the radius the same.
- Put the point of your compass on one of the points where your two circles cross.
- Draw another circle.
- Continue like this to draw another two circles.

Tuesday Maths

Day 2: Draw different polygons; identify their properties.

How many sides has a 50p piece?



A closed shape with 7 straight sides and 7 vertices is called a **heptagon**.

The shapes we are going to draw today will have **straight sides** only!



The sides on a 50p coin and on this 20p are very slightly curved and the corners are rounded.

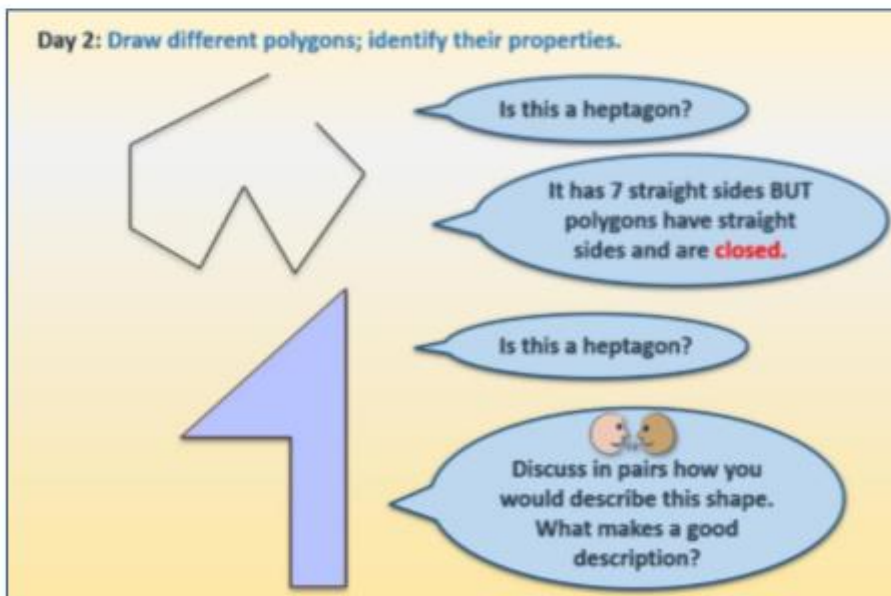
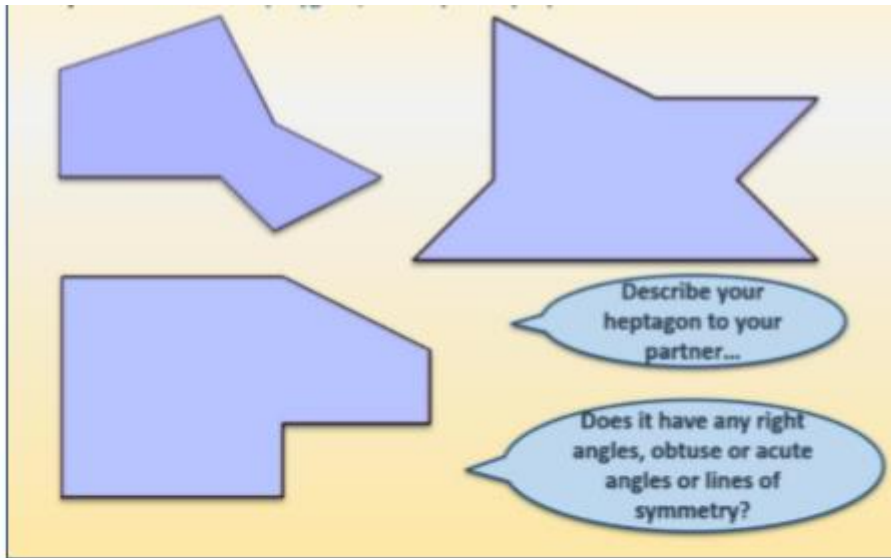
Day 2: Draw different polygons; identify their properties.

This is a **regular heptagon**. All 7 sides are the same length and all angles are the same size.



Draw your own **irregular heptagon** on your whiteboard. Try to make it look different from your neighbour's.





Now choose a practice sheet to suit you. You can select Day 2 Sheet 1 (easier) or Sheet 2 (harder).

Shape properties

Day 2 Sheet 1

Draw a shape to match each description. Write the name of your shape.

<p>1)</p> <p>Name: _____</p> <p>Has four sides, all four sides are the same length, and has four right angles.</p>	<p>2)</p> <p>Name: _____</p> <p>Has six sides, all six sides are the same length, and has six obtuse angles.</p>	<p>3)</p> <p>Name: _____</p> <p>Has five sides and one line of symmetry.</p>	<p>4)</p> <p>Name: _____</p> <p>Has seven sides, has two right angles and no lines of symmetry.</p>
<p>5)</p> <p>Name: _____</p> <p>Has five sides, all five sides are the same length, and has at least one line of symmetry.</p>	<p>6)</p> <p>Name: _____</p> <p>Has eight vertices and no lines of symmetry.</p>	<p>7)</p> <p>Name: _____</p> <p>Has seven vertices, has seven sides all the same length, has no acute angles or right angles.</p>	<p>8)</p> <p>Name: _____</p> <p>Has six sides and six vertices, has three right angles.</p>

Day 2 Sheet 2

Draw a shape to match each description, and write the name of your shape.

<p>1)</p> <p>Name: _____</p> <p>Has five sides, all five sides are the same length, and has at least one line of symmetry.</p>	<p>2)</p> <p>Name: _____</p> <p>Has eight vertices and has no lines of symmetry.</p>	<p>3)</p> <p>Name: _____</p> <p>Has seven vertices, has seven sides all the same length, and has no acute angles or right angles.</p>	<p>4)</p> <p>Name: _____</p> <p>Has six sides and six vertices, and has three right angles.</p>
<p>5)</p> <p>Name: _____</p> <p>Has six vertices, has two acute angles and three obtuse angles.</p>	<p>6)</p> <p>Name: _____</p> <p>Has five sides, has one right angle and one line of symmetry.</p>	<p>7)</p> <p>Name: _____</p> <p>Has eight sides and eight vertices, all eight sides are the same length, and has at least one line of symmetry.</p>	<p>8)</p> <p>Name: _____</p> <p>Has seven vertices, and has one line of symmetry.</p>

Wednesday Maths

Day 3: Describe, name and sort triangles, identifying their properties.



Triangle 3 has a **right angle** and **2 equal sides**. It is a **right angled isosceles triangle**.



Triangle 4 has **2 equal sides** so is also an **isosceles triangle**. Both these triangles have **1 line of symmetry**.

What is the same about Triangles 3 and 4; what is different?

Day 3: Describe, name and sort triangles, identifying their properties.



What do you notice about Triangle 5?

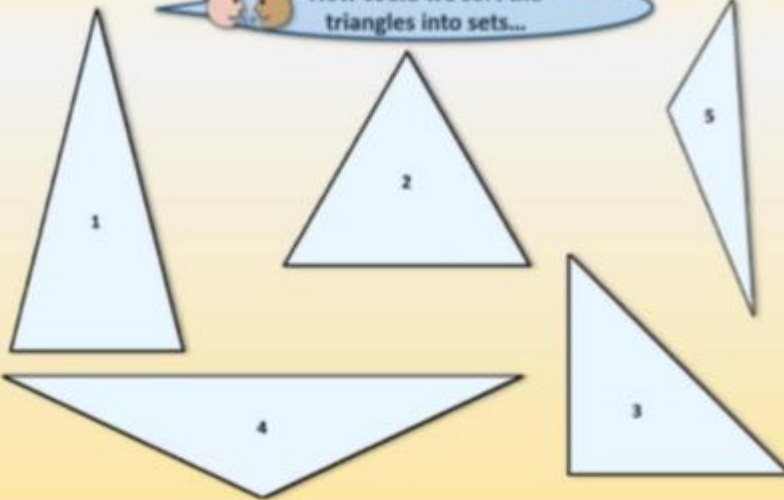
Triangle 5 is neither symmetrical nor has a right angle. Completely irregular triangles are called **scalene**.

On your whiteboard draw another scalene triangle.



Day 3: Describe, name and sort triangles, identifying their properties.

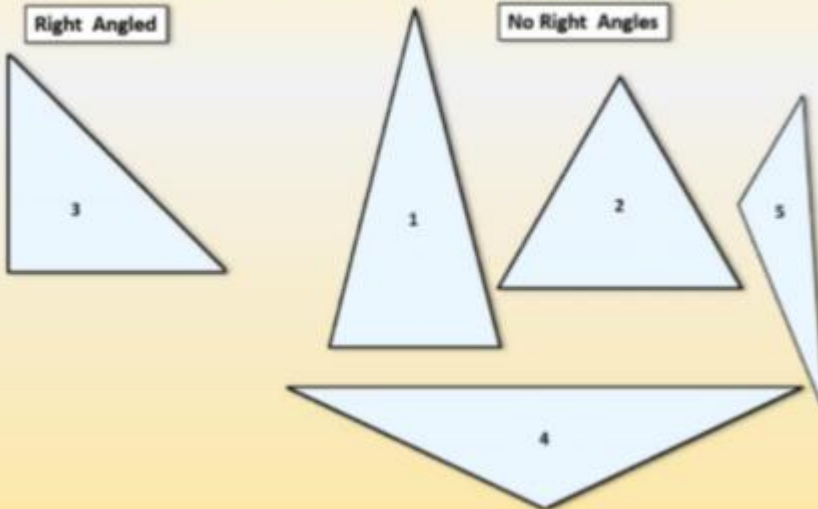
How could we sort the triangles into sets...

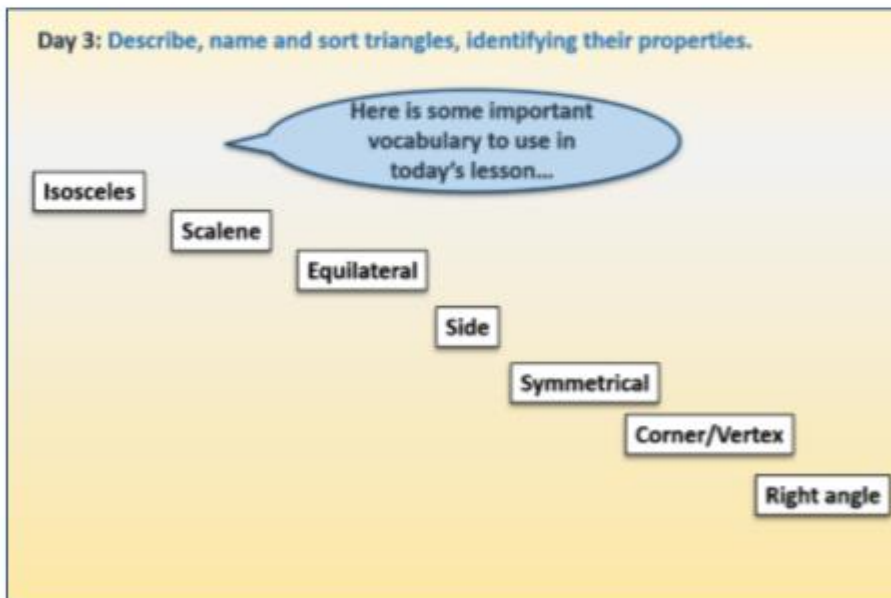
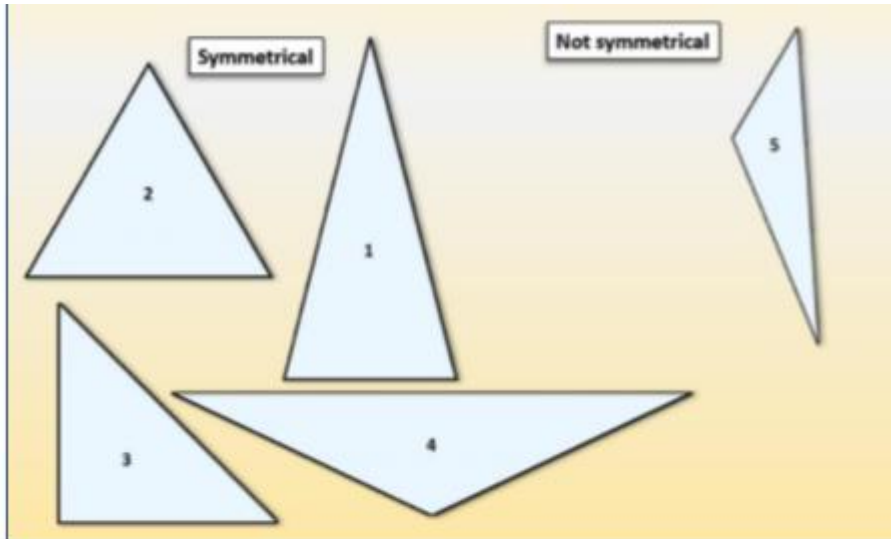


Day 3: Describe, name and sort triangles, identifying their properties.

Right Angled

No Right Angles





Now choose a practice sheet to suit you. You can select Day 3 Sheet 1 (easier) or Sheet 2 (harder).

Day 3 Sheet 1

Use a set square to check if each triangle has a right angle. If it does, mark it on.
Write the name of each type of triangle and write two facts about it.

1.



Name: _____

1. _____

2. _____

2.

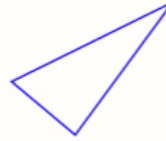


Name: _____

1. _____

2. _____

3.

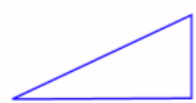


Name: _____

1. _____

2. _____

4.

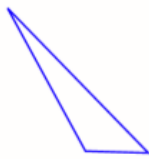


Name: _____

1. _____

2. _____

5.



Name: _____

1. _____

2. _____

6.

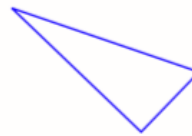


Name: _____

1. _____

2. _____

7.



Name: _____

1. _____

2. _____

8.



Name: _____

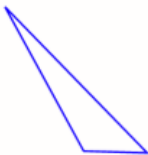
1. _____

2. _____

Day 3 Sheet 2

Use a set square to check if each triangle has a right angle. If it does, mark it on.
Write the name of each type of triangle and write two facts about it.

1.



Name: _____

1. _____

2. _____

2.

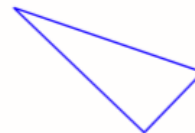


Name: _____

1. _____

2. _____

3.



Name: _____

1. _____

2. _____

4.

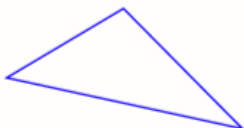


Name: _____

1. _____

2. _____

5.



Name: _____

1. _____

2. _____

6.



Name: _____

1. _____

2. _____

7.

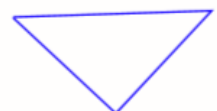


Name: _____

1. _____

2. _____

8.



Name: _____

1. _____

2. _____

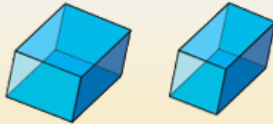
Thursday Maths

Day 1: Describe and name 3-D shapes and identify their properties.

Let's revise the names of 3-D Shapes...



Cube



Cuboids



Cylinder



Sphere



Cone



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1

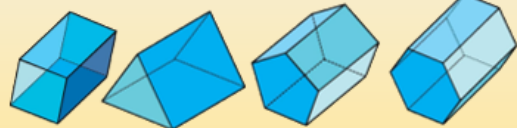
Year 4

Day 1: Describe and name 3-D shapes and identify their properties.

Let's revise the names of 3-D Shapes...



Pyramids



Prisms



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2

Year 4

Day 1: Describe and name 3-D shapes and identify their properties.

Let's check some 3-D shape vocabulary...

Polyhedron – a shape with polygon faces

Polyhedra have **faces, edges and vertices**

Faces – the 2-D shapes that make up the outside of a 3-D shape.

Edges – where the 2-D shapes meet along a joined side.

Vertices – the corners of the 3-D shape.



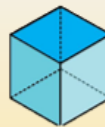
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3

Year 4

Day 1: Describe and name 3-D shapes and identify their properties.

This is a **tetrahedron**...
how can you describe it?
What do you notice
about each of its faces?



A cube also has the same shape for each of its faces. Other 3-D shapes have different 2-D shapes for their faces.

Which shapes have at least one circle for a face?

Which shapes have at least 2 different shapes for faces?

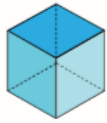


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Year 4

Fill in the missing shape information.



Name: _____
 Number of faces: _____
 Number of edges: 12
 Number of vertices: 8
 Shape of faces: 6 squares



Name: _____
 Number of faces: 3
 Number of edges: _____
 Number of vertices: 0
 Shape of faces: 2 circles, 1 curved



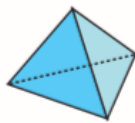
Name: cuboid
 Number of faces: 6
 Number of edges: 12
 Number of vertices: _____
 Shape of faces: _____



Name: triangular prism
 Number of faces: _____
 Number of edges: _____
 Number of vertices: 6
 Shape of faces: 2 triangles, 3 rectangles



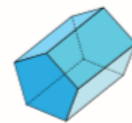
Name: _____
 Number of faces: _____
 Number of edges: _____
 Number of vertices: 5
 Shape of faces: _____



Name: _____
 Number of faces: 4
 Number of edges: 6
 Number of vertices: _____
 Shape of faces: _____



Name: _____
 Number of faces: _____
 Number of edges: 1
 Number of vertices: _____
 Shape of faces: _____



Name: pentagonal prism
 Number of faces: 7
 Number of edges: _____
 Number of vertices: _____
 Shape of faces: _____

Friday Maths - Problem Solving

Shape Unit 1

Problem solving and reasoning questions

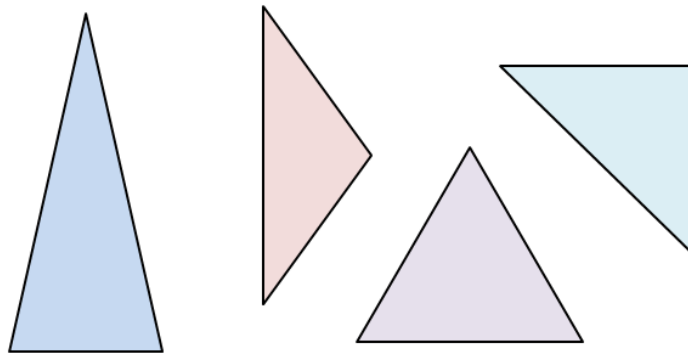
Always true, sometimes true or false?

- The circumference of a circle is the distance across the centre from one side to the other.
 - The radius of a circle is half the diameter
 - A circle is a special type of polygon
 - A pentagon is a regular five-sided polygon
 - A polygon has eight sides
-

Draw triangles to match each description

- i. With a right angle and the shortest side is 3cm
 - ii. Two sides and two angles are equal
 - iii. No equal angles; one side twice as long as one other side
-

Make as many *generalisations* as you can about this collection of shapes:



Shape Unit 2

Problem solving and reasoning questions

Create a net for a tetrahedron.

Fold it up to ensure that it works. Is this the only way to draw a net for a tetrahedron?

Imagine a 3 by 3 by 3 cube hanging in front of you *with just the front face facing you...*

The cube is made up of three 3 by 3 layers, that is 27, small cubes.

You drill a hole through the four corner cubes, which are facing you, all the way through to the back.

A friend looks down on the cube, from above, and they also drill four holes through their four corner cubes all the way through to the bottom.

You and your friend then examine all the 27 small cubes.

How many small cubes will then have holes drilled in them?

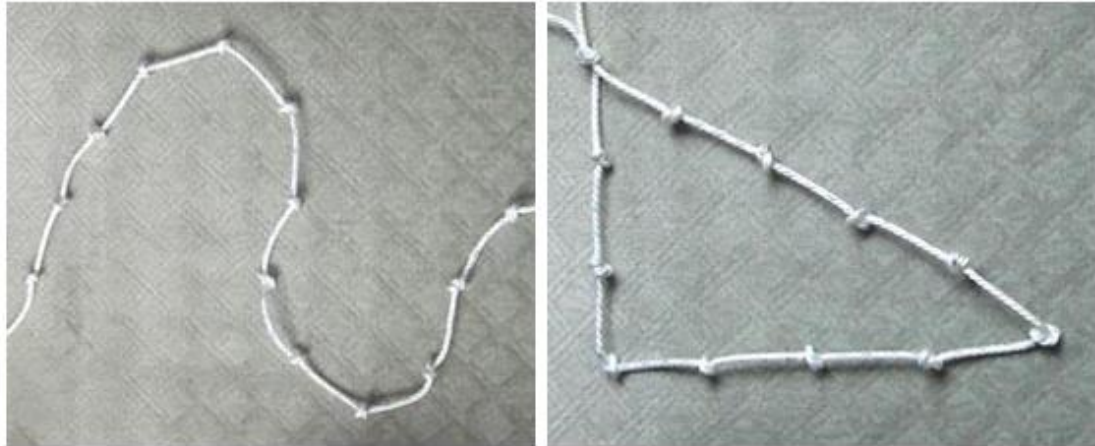
Adapted from 'Start cube drilling' at NRICH [<https://nrich.maths.org/5821/Index>]

Find out what a dodecahedron is. Build one using a construction kit, then write a description of it - using all your best mathematical shape language – for someone who has never seen one...

Egyptian Rope

Age 7 to 11 ★★

The ancient Egyptians were said to make right-angled triangles using a rope which was knotted to make 12 equal sections.

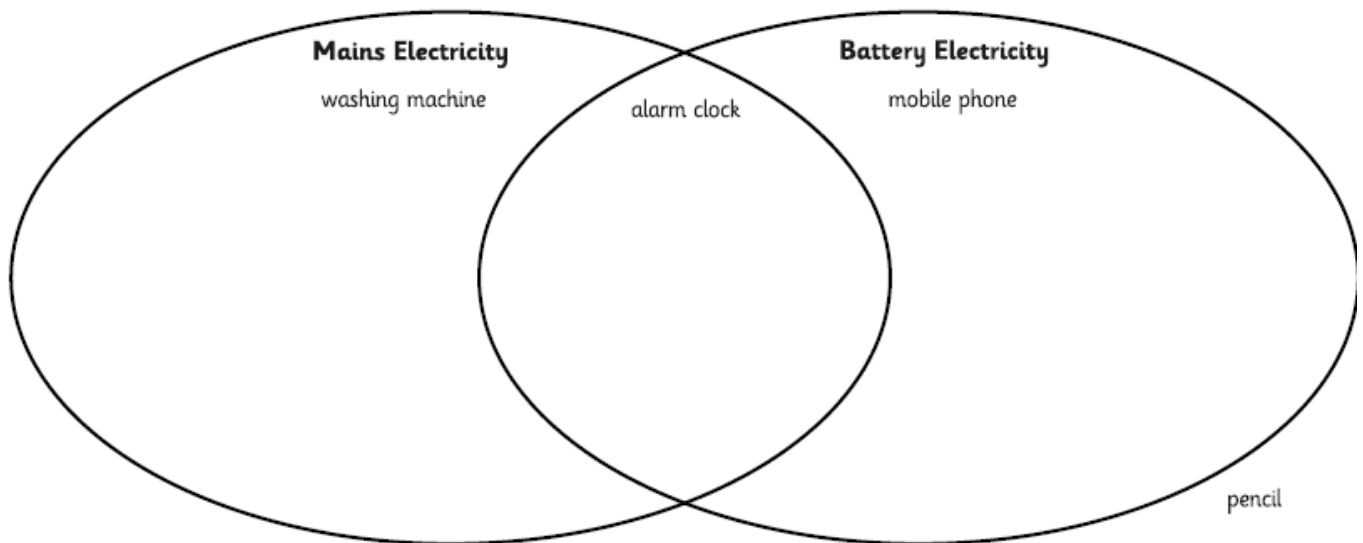


If you have a rope knotted like this, what other triangles can you make? (You must have a knot at each corner.)

What regular shapes can you make - that is, shapes with equal sides and equal angles?

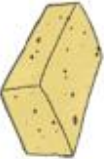



















Science - Electricity

Using the **Appliances Cards**, decide if each appliance uses mains electricity, battery or both or neither. One example each has been done for you.



★

Extension: Can you give your own examples of appliances that fit into these categories?

 sponge	 hairdryer	 fan	 gas oven	 pencil	 cheese grater	 saucpan	 washing machine
 hammer	 coffee grinder	 rake	 fist tip	 lawn mower	 mobile phone	 thermometer	
	 candle	 sewing machine	 television	 toaster	 fork	 bowl	
 iron	 torch	 tablet	 microwave	 toothbrush	 potato peeler		

PDW - Dogs don't do ballet

Watch the story: <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?

- **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 Princess 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-boyfromprincess-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."



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."

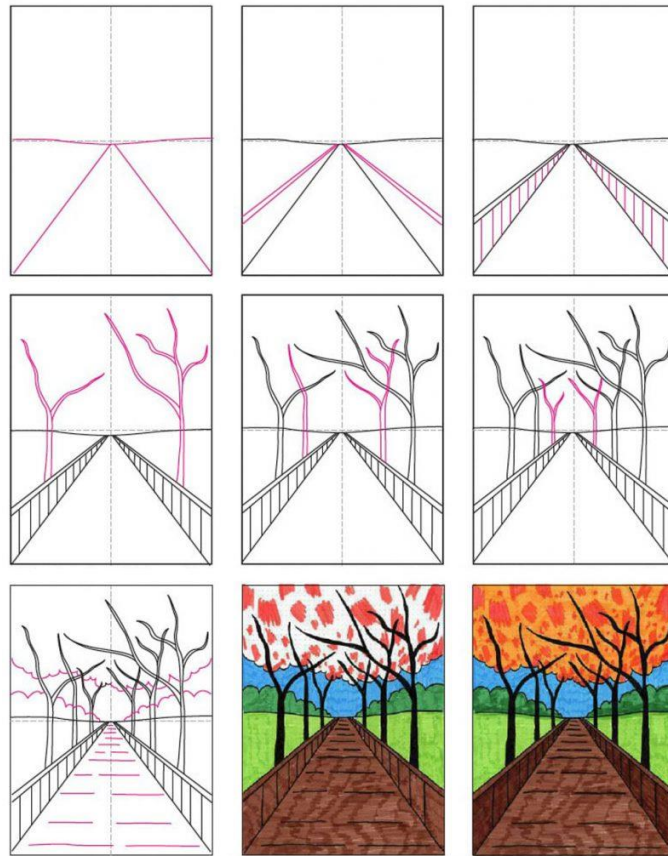
3. What does this show about Disney and about the world today?
4. What is the name of the law in the UK today that says that you should not face discrimination because of your gender? Clue: It was made in 2010. Who else does the law protect?
5. Why is this story about No Outsiders?

Art - Drawing with Perspective

Perspective means when things look smaller the further away they are. It makes our artwork look more realistic.

Follow this step by step lesson to have a go at creating a drawing or painting using perspective.

<https://www.slideshare.net/cisenberg2/one-point-perspective-43917903>



Challenge: Why not try drawing the view out of your bedroom window using perspective? Make the houses and objects closer to you larger and look carefully at how the road thins out as it moves away from you.

DT - Designing a Seismograph

You have learnt all about seismographs and how they work. Soon you will be having a go at making one from materials you can find in your own home! First you need to make a plan.

Here is an example:



I am designing a	
It will be used by or for	
It will need to	
What materials I will use and why	What equipment I will use and why
My design will look like this	
First I will need to	
Next I will need to	
After that I will need to	

RE - Vaisakhi

Access the link below to learn all about the Sikh festival of Vaisakhi

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd/articles/z6qqy9q>

- **Active Task!**

Learn to dance some Bhangra steps by following along with this video.

Bhangra is traditional folk-dancing from the Punjab region associated with the harvest.

Watch a dance, then learn the individual steps and try it yourselves!

<https://www.youtube.com/watch?v=YYX8e8l55zs>




Geography - What happens when there is an earthquake?

Complete this online lesson from the Oak Academy all about an earthquake which took place in Japan in 2011.

<https://classroom.thenational.academy/lessons/what-happens-when-an-earthquake-occurs-6xhp2t>

You do NOT need to complete the intro quiz.

Please complete the tasks set during the lesson and fill in the grid to show what the main impacts of the earthquake were.

	Society	
	Economy	
	Environment	

History

This term, we will start learning about World War II, but how much do you know about British history already?

Can you use what you know about the order of events to match the periods of history with the dates and make your own timeline?

HINT: Remember we learnt recently that Henry VII took the throne in 1485!

Roman Britain 	Victorian Britain 	Tudor Britain 	Viking Britain 	Georgian Britain 
Modern Britain Including World War 2 	Anglo-Saxon Britain 	Pre-historic Britain 	Medieval Britain Normans 	Stuart Britain 

BC	1714	793	1837	1485
450	1066	1603	1902+	43AD