HILL WEST
Primary
FOUR OAKS

Home Learning Pack
Year 4; Squirrels
Week Beginning 16.11.20

Home Learning Links

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

BBC Bitesize
With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.
https://www.bbc.co.uk/bitesize

Phonics English Hubs
Online phonics lessons for the Letters and Sounds phonics programme.
https://www.wandleenglishhub.org.uk/lettersandsounds

World Book Online
World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.
https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUj
A5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw
%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/Eggspress
https://readingeggspress.com/

Year Four
Monthly Medium Term Overview for November

Reading	Writing	Speaking and Listening
Phonics • I can apply my knowledge of root words, prefixes and suffixes. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I can check that the text makes sense, and can discuss my understanding and explain the meaning of words in context. **Reading** • I can visualise what I am reading and I can describe this in detail. • I can use background knowledge to help me understand a text. • I can discuss words and phrases that capture the reader's interest and imagination. • I can ask and answer questions to improve my understanding of a text (in the moment and after the text). • I can draw inferences such as inferring characters' feelings, thought and motives from their actions, justifying inferences with evidence from the text. • I can use evidence to justify my predictions of what might happen from details which are stated and implied. • I can identify the main ideas drawn from more than one paragraph and summarise these. • I can use scanning and skimming to find information and work out the gist of a text.	**Handwriting** • I can use the diagonal and horizontal strokes that are needed to join letters. • I can show which letters, when adjacent to one another, are best left unjoined. • I can increase the legibility, consistency and quality in my handwriting. **Spelling** • I can use further prefixes (un, auto, anti, im, im, il) and suffixes (ation, ous, sion, tion) learning all of the rules. • I can spell further homophones. • I can spell the words that are often misspelt. **Writing** • I can progressively build a varied and rich vocabulary and an increasing range of sentence structures. • I can confidently organise paragraphs around a theme. • I can use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. • I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements. • I can edit my work proposing changes to grammar and vocabulary to improve consistency.	• I am beginning to use relevant strategies to build my vocabulary. • I can justify my arguments, answers and opinions. • I am beginning to give well-structured descriptions and narrative.

Maths
Arithmetic • I can calculate fractions of amounts. • I can add and subtract fractions with the same denominator. • I can divide whole numbers by 10 and identify the values of the digits in the answers. **Reasoning** • I can recognise equivalent fractions and show them using diagrams. • I can simplify improper fractions to show them as mixed numbers. • I can place mixed numbers on a number line. **Problem solving** • I can calculate fractions of amounts. • I can round decimals with one decimal place to the nearest whole number. • I can recognise and write decimal equivalents of hundredths. • I can use a formal written method to calculate the division of two and three-digit numbers by one digit numbers. • I can use bar modelling to represent scaling and division problems across a range of contexts.

Personal Development and Wellbeing	P.E	Science
• I can make choices about how to develop a healthy lifestyle, knowing the importance of a healthy diet and exercise and how this may impact upon my future life. • I understand the effects of smoking and its effect on the body and the definition of drugs (medicinal and non-medicinal). • I understand the benefits of good oral hygiene.	**Hockey** • I can understand and apply simple tactics in small sided games of hockey. • I can perform the roles of different positions in a small sided game. • I can retrieve a ball with increasing efficiency, over a variety of distances and directions. • I can use physical and teamwork skills to approach an outdoor and adventurous activity recognising the importance of planning and thinking.	• I can describe the function of basic parts of the digestive system in humans • I can identify and describe the function of the different types of teeth in humans

Maths

An **analogue clock is a circular-faced clock with the numbers one to twelve around the outside and two hands**, a shorter one to measure hours and a longer one to measure minutes.
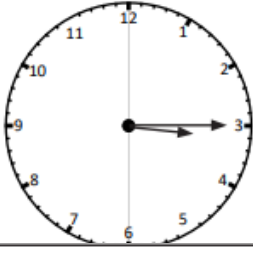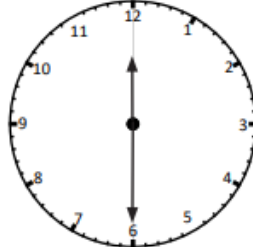
A **digital clock is a clock which simply shows numbers to denote the time**. It is usually battery or electricity powered.
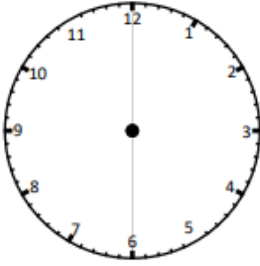
Telling the time recap song - https://www.youtube.com/watch?v=sZJL1-34I3E&feature=youtu.be

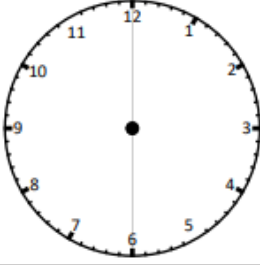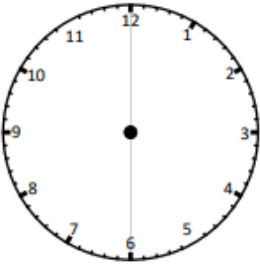## What's the time?
Sheet 1

Draw a line to match the time in words to the correct analogue clock face and then the correct digital time.

Time	Analogue	Digital
Quarter past three in the afternoon		9.52 am
Seventeen minutes past midday		5.36 am
Eight minutes to ten in the morning		12.17 pm
Half past midnight		12.30 am
Five thirty six in the morning		3.15 pm

What's the time?
Sheet 2

Complete the chart to show what the time is on an analogue and a digital clock.

Time	Analogue	Digital
Fourteen minutes past three in the afternoon		
Seventeen minutes past midday		
Eight minutes to ten in the morning		
A minute past midnight		
Five thirty six in the evening		

Find the finish time
Sheet 1

Fill in the finish times for the following sports centre activities:

Sports Centre activity	Start time	Length of activity	Finish time
Fitness assessment	11:00 am	20 minutes	
Badminton	9:30 am	30 minutes	
Aqua aerobics class	2:10 pm	40 minutes	
Dodgeball	10:15 am	15 minutes	
Tennis	7:20 pm	25 minutes	
Multi sports	1:40 pm	35 minutes	
Football	12:25 pm	45 minutes	
Pilates class	4:45 pm	55 minutes	
Aerobics class	8:55 am	38 minutes	
Netball	5:25 pm	42 minutes	
Hockey	3:05 pm	56 minutes	
Yoga class	6:50 pm	65 minutes	
Spinning class	7.10 am	73 minutes	

Challenge

There are 6 back-to-back sessions of football (lasting 45 mins each) and 9 back-to-back sessions of badminton (lasting 30 mins each). The first session for each starts at 10am. Work out all of the start times for each session. Can you see any patterns? Which football and badminton sessions will start at the same time?

Problem Solving
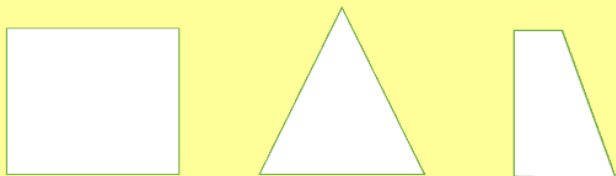
1. $2 + 3 + 7 + 8 =$

2. How much money does Mrs Grant have altogether?

3. a) Can you draw a pentagon?

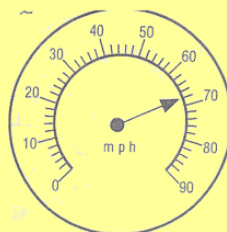b) Tick the shape with 4 sides and 4 right angles

4. There are 12 girls and 18 boys in my football club.
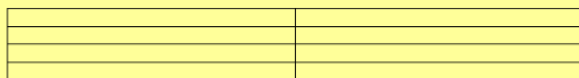
a) How many children in the club altogether?

b) How many more girls than boys are there?

5.

I increase the speed of my car by 3 miles per hour. How fast am I going now?

6. Shade 1/4 of this shape

7. What number is halfway between 200 and 300?

---

1. Write the missing numbers in the sequence.

9   14   ___   24   29   ___   39

2. Draw a square.

3. 4 children each have a bag of sweets. There are 12 sweets in each bag.
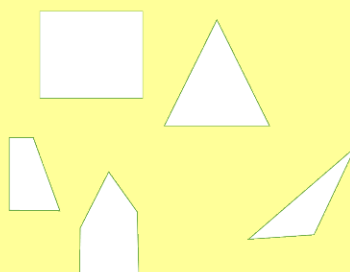
How many sweets do they have altogether?

4. Write in the missing numbers in each sum to equal 74

74 = ____ + 4

74 = ____ + 34

74 = 50 + ____

5. Tick the shapes that have a line of symmetry.

Arithmetic – Monday

Round to the nearest 10...

1. 14
2. 36
4. 75
4. 95
5. 122
6. 199
7. 364
8. 762
9. 99
10. 103

Circle that digit, look next door
5 or greater? Add one more!
Numbers in front stay the same
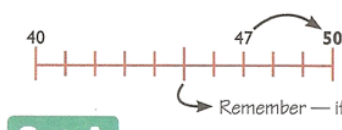Numbers behind, zero's your name

Rounding makes numbers easier to work with. It's super handy for helping you estimate things in your head, like what the cost of your shopping will be. First up, rounding to the nearest 10.

Example

Round 47 to the nearest 10.

47 is between 40 and 50.
47 is closer to 50, so round up to **50**.

Remember — if the number is exactly halfway, you round it **up**.

Round to the nearest 10:

1. 19

2. 823

3. 305

4. 121

5. 2732

6. 1687

7. 596

Copy the number line below.

```
┠─────┼─────┼─────┼─────┼─────┨
110  120  130  140  150  160
```

Round to the nearest 10 and mark on your number line:

8. 112

9. 161

10. 137

11. 123

12. Which number in the box rounds to 80, when rounded to the nearest 10?

| 74 | 85 | 88 | 78 | 86 |

List all the whole numbers that:

13. round to 40 when rounded to the nearest 10.

14. round to 400 when rounded to the nearest 10.

Round to the nearest 10 cm:

1. 13 cm
2. 333 cm
3. 485 cm
4. 1234 cm
5. 2099 cm
6. 5201 cm
7. 7404 cm

Round to the nearest 10, giving your answers using digits:

8. thirty-six
9. two hundred and forty-seven
10. seven hundred and ninety-two
11. one thousand, eight hundred and sixty-eight
12. three thousand, five hundred and twelve

Which number is being described?

13. "One of the digits is a 9. It rounds to 20, when rounded to the nearest 10."
14. "One of the digits is a 2. It rounds to 110, when rounded to the nearest 10."
15. "One of the digits is a 7. It rounds to 3220, when rounded to the nearest 10."

Arithmetic – Tuesday

Draw the grid - where does each number go?

Rounds to 150 | Rounds to 140 | Rounds to 160

145

161

154

147

142
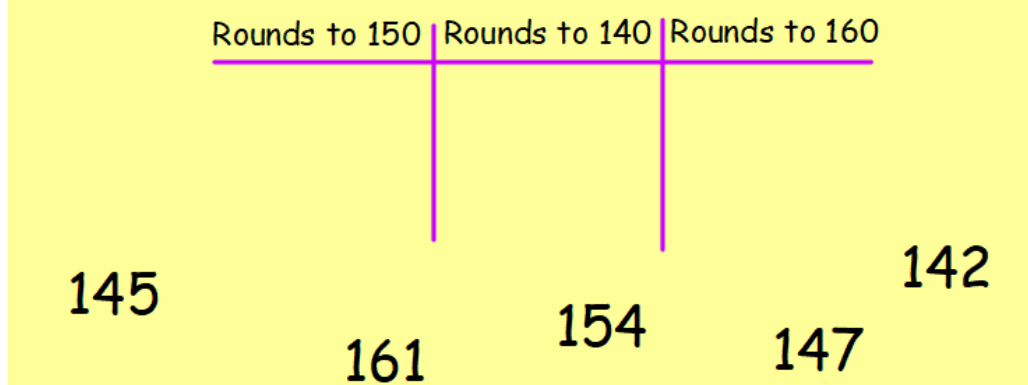
Now try these independently!

Round to the nearest 100...

1. 144
2. 360
4. 275
4. 103
5. 150
6. 550
7. 364
8. 762
9. 909
10. 950

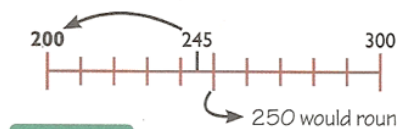Circle that digit, look next door
5 or greater? Add one more!
Numbers in front stay the same
Numbers behind, zero's your name

You've rounded to the nearest 10, so now it's time to give these questions about rounding to the nearest 100 and 1000 a good go.

Example

Round 245 to the nearest 100.

200   245   300

245 is between 200 and 300.
245 is closer to 200, so round down to **200**.

250 would round up to 300.

Los Angeles: 8750 km

Sofia: 2018 km

Kingston: 7542 km

Round to the nearest 100:

1 405

2 945

3 58

Round to the nearest 1000:

4 3100

5 5010

6 950

7 Copy the number line below.

```
+----+----+----+----+
0   100  200  300  400
```

Round 350 to the nearest 100 and mark it on your number line.

Find the missing values:

8 8150 to the nearest ☐ is 8000

9 7920 to the nearest ☐ is 7900

The distances from London to other cities are shown below.

Round to the nearest 1000 km:

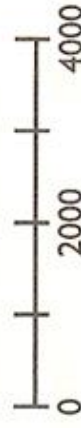10 Los Angeles: 8750 km

11 Kingston: 7542 km

12 New Delhi: 6725 km

13 Lagos: 5004 km

14 Sofia: 2018 km

Round to the nearest 100 ml:

1 782 ml

2 167 ml

3 1116 ml

4 7088 ml

5 2715 ml

6 8050 ml

7 6948 ml

Copy the number line below.

```
|------|------|------|------|
0      2000         4000
```

Round to the nearest 1000
and mark on your number line:

8 3026

9 2034

10 958

11 44

Is each number rounded to
the nearest 100 or 1000?

12 1570 ⟶ 1600

13 932 ⟶ 1000

14 8140 ⟶ 8000

15 1785 ⟶ 2000
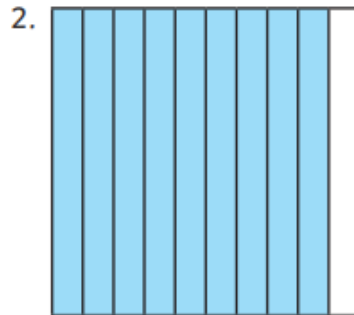
16 7098 ⟶ 7100

17 3332 ⟶ 3300

Arithmetic - Wednesday

All the squares below have been separated into ten equal parts. Each part is $\frac{1}{10}$. To write this as a decimal fraction you would write 0.1. For all the squares below, write the fraction shaded both as a fraction and a decimal fraction.
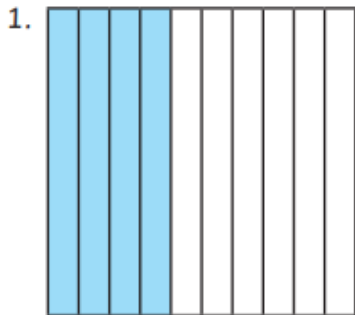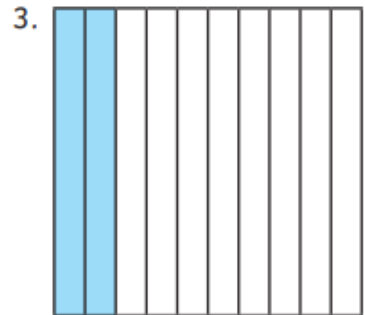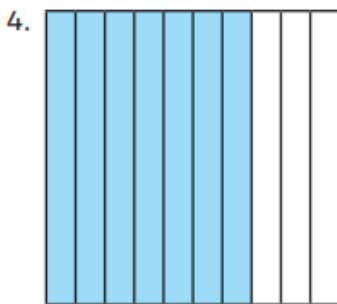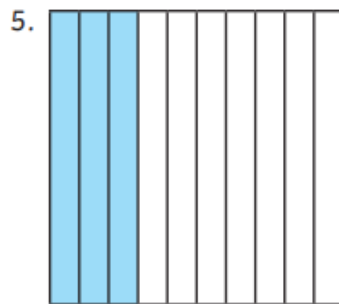
1.

Fraction: _____

Decimal: _____

2.

Fraction: _____

Decimal: _____

3.

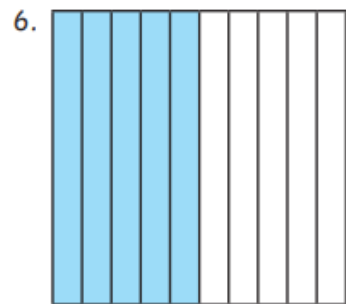Fraction: _____

Decimal: _____

4.

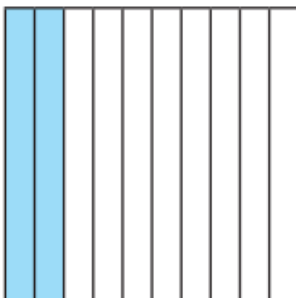Fraction: _____

Decimal: _____
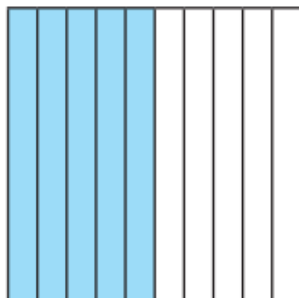
5.

Fraction: _____

Decimal: _____

6.

Fraction: _____

Decimal: _____

Challenge: Look at the two squares below. Write the total number of tenths shaded as a fraction and decimal fraction.

+   =

Fraction: _____

Decimal: _____

Arithmetic - Thursday

Fractions are used to show parts of a whole number.
As always, drawing a number line is really useful to see what's going on.

Examples

Draw arrows to show where these fractions go on the number line.

$\frac{1}{20}$ $\frac{1}{4}$ $\frac{7}{10}$ $\frac{9}{10}$

0 1

Write one sixth as a fraction and shade it on the diagram.

one sixth $=$ $\frac{1}{6}$ $=$

Write as a fraction:

1. one third
2. one fifth
3. four fifths
4. one tenth
5. six tenths
6. five sixths
7. three quarters

Copy the shapes below.

A B C
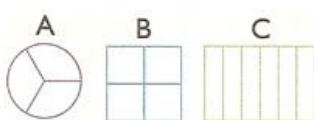
8. Shade $\frac{2}{3}$ of Shape A.

9. Shade $\frac{1}{2}$ of Shape B.

10. Shade $\frac{1}{3}$ of Shape C.

11. Copy out the number line below.

0 1
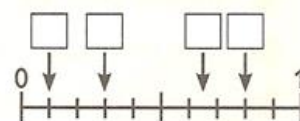
Use the fractions below to fill in the gaps.

| $\frac{1}{10}$ | $\frac{4}{5}$ | $\frac{3}{10}$ | $\frac{2}{3}$ |

Write as a fraction:

1. two quarters
2. five sevenths
3. ten fifteenths
4. eight twelfths
5. one hundredth
6. eleven twelfths
7. fourteen hundredths

What fraction of the blue shape makes the green shape?

8. →

9. →

10. →

11. →

Copy the number line below.

0 1
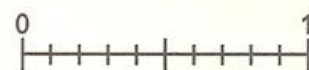
Draw an arrow pointing to:

12. $\frac{1}{2}$

13. $\frac{8}{10}$

14. $\frac{1}{5}$

Arithmetic - Friday

You've seen that whole numbers have thousands, hundreds, tens and ones.
With decimal numbers, you can have tenths and hundredths too.

Examples

Write twelve point zero one as a decimal.

Tens	Ones		Tenths	Hundredths
1	2	.	0	1

What is the value of each digit in 9.8?

Ones		Tenths
9	.	8

9 is **9 ones**
8 is **8 tenths**

9.8

1. Between 23 and 25:
   4, 2, 7

T	O ·	t

2. Between 35 and 37:
   9, 6, 3

T	O ·	t

3. Between 19 and 21:
   8, 0, 2

T	O ·	t

4. Between 63 and 65:
   4, 6, 3

T	O ·	t

5. Between 80 and 82:
   5, 1, 8

T	O ·	t

6. Between 25 and 27:
   6, 2, 2

T	O ·	t

7. Between 12 and 14:
   9, 1, 3

T	O ·	t

8. Between 86 and 88:
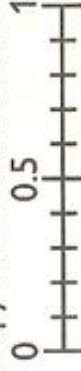   **8, 1, 7**

T	O ·	t

Write as a decimal number:

1 zero point five

2 thirteen point six

3 forty point eight

4 thirteen point six four

5 zero point one two

6 twenty point three five

7 sixty-three point two nine

---

8 Which number is in the tenths place of 31.72?

9 Which number is in the hundredths place of 24.35?

Copy the number line below.

0   0.5   1

Draw an arrow pointing to:

10 0.1

11 0.9

Which number is in the hundredths place of:

1 0.14?

2 361.52?

Copy the number line below.

0   0.5   1
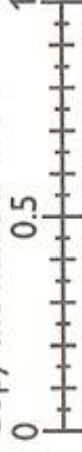
Draw an arrow pointing to:

3 0.8

4 0.65

Write, in digits, the numbers being described below:

5 3 tenths

6 8 ones and 1 tenth

7 9 ones, 6 tenths and 4 hundredths

8 2 ones, 1 tenth and 1 hundredth

9 3 ones and 9 hundredths

Does 'tenths' or 'hundredths' complete each statement below?

12 8 [ ] = 0.8

13 7 [ ] = 0.07

14 5 ones and 4 [ ] = 5.4

15 1 one and 3 [ ] = 1.3

16 6 tens and 8 [ ] = 60.8

17 1 ten and 9 [ ] = 10.09

What is the value of each digit in:

10 50.4

11 26.97

12 Copy and complete the number line, using the numbers in the box.

[0.8   1.8   1.18   0.18]

0 ———— 2
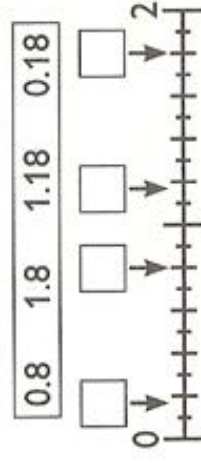
English - Monday

We have a new spelling rule for you! This week we're going to focus on spelling words ending in the 'g' sound spelled 'gue' and the 'k' sound spelt 'que'.

Spelling Challenge

I know how to spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt 'que'.

1. vague
2. tongue
3. rogue
4. league
5. dialogue
6. cheque
7. unique
8. mosque
9. antique
10. plaque

Key to spelling

Many English words and spellings originate from France.

Words ending with a **g** sound (as in **g**ap) are sometimes spelt with a **–gue** ending.

fati**gue**

Words ending with a **k** sound (as in **k**id) are sometimes spelt with a **–que** ending.

mos**que**

1. Using the sounds described above, underline the words that might have a French origin.

ring	tongue	technique	synagogue
kick	colleague	hog	boutique

2. Write a definition for each of the words below.

   Use a dictionary to help you.

   a) league

   _____

   b) antique

   _____

   c) unique

   _____

3. Choose **–gue** or **–que** to complete each word.

Use a dictionary to check your spelling.

bouti_____   opa_____

collea_____   intri_____

mos_____   ton_____

techni_____   lea_____

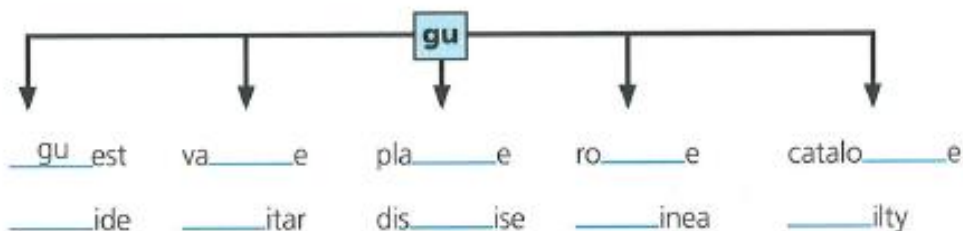fati_____   uni_____

va_____   anti_____

4. Both **–gue** and **–que** can be added to **pla–** to make the words **plague** or **plaque**. Write down the meaning of each of these words.

   a) plague

   _____

   _____

   b) plaque

   _____

   _____

English - Tuesday

1. Make some words using **gu**. The first one has been done for you.

gu

___gu___est   va_____e   pla_____e   ro_____e   catalo_____e

_____ide   _____itar   dis_____ise   _____inea   _____ilty

2. Write the meaning of the words below.
   Use a dictionary to help you.

   a) vague

   _____

   b) rogue

   _____

   c) catalogue

   _____

   d) disguise

   _____

3. Use the following words correctly in sentences of your own.

   a) league

   _____

   b) tongue

   _____

   c) intrigue

   _____

   d) dialogue

   _____

4. Underline the words that do not follow the **gu** rule.

gift	**vague**	**gear**	**get**
plague	**gelding**	**guest**	**give**
giggle	**catalogue**	**rogue**	**girl**
guilty	**girder**	**league**	**geyser**
geese	**guitar**	**giddy**	**tongue**

English - Wednesday

Words Ending in the /g/ Sound Spelt 'gue' and the /k/ Sound Spelt 'que'

o	k	i	f	k	t	c	q	u	e	c	m	v
k	l	a	a	x	y	o	d	x	f	j	x	a
d	a	n	t	i	q	u	e	n	g	u	e	g
z	s	a	i	z	x	n	g	p	m	x	l	u
h	i	u	g	i	l	i	j	r	o	g	u	e
q	a	k	u	m	b	q	c	h	s	w	l	u
u	b	l	e	a	g	u	e	o	q	e	x	m
e	k	s	h	r	g	e	v	f	u	c	q	j
t	o	t	i	f	z	g	c	h	e	q	u	e
p	l	a	g	u	e	j	j	c	p	s	g	y
v	q	m	m	a	d	z	q	u	e	a	e	i
w	u	h	q	t	e	c	h	n	i	q	u	e
h	e	k	u	j	y	e	d	x	l	n	h	q

league

plague

rogue

vague

fatigue

unique

antique

mosque

cheque

technique

Writing a newspaper report

Task 1

Give brief explanations of the following elements of newspaper reports. What do they consist of and what are they for?

1. Headline
2. Sub-heading
3. Image
4. Caption
5. Opening paragraph
6. Columns

English - Thursday

Task 2

Try to think of headlines to make readers want to read these stories:

1. High exam results at your school.
2. A huge storm over your town.
3. A footballer's shorts fall down during an important game.

Try to use a range of techniques- such as alliteration, puns, full and half-rhyme.

Task 3

Indicate

What? Who? When? Where?

Over £10,000 of computer equipment was stolen from Byte Size computer store in Kilby last night. The owner, Mr Eric Jones …

Two pupils from Fair Oaks Primary School in Nottingham were presented with awards for bravery on Friday.

Passengers at Greenwich Station were left bewildered yesterday morning when the 8.05 train to London sailed straight through the station as part of a time-saving experiment.

Passage	What?	Who?	When?	Where?
A				
B				
C				

English - Friday

Features	✓ / ✗
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
The reporter's name	
An introductory paragraph containing the 5 Ws (what, where, when, who, why)	
Information about the main events presented in chronological order	
Pictures with captions	
Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	

Newspaper Writing Word Mat

described	describing	because	carefully
commented	official	once	particularly
complained	opportunity	when	considerably
confirmed	surprised	after	alternatively
promised	concern	while	securely
relieved	worried	before	actually
replied	recently	however	equally
responded	instead	until	unfortunately
told	source	meanwhile	totally
reported	insider	nevertheless	
stated	identified	as	
	damaged	since	
	witness		

yesterday	finally
following	ahead of
afterwards	in front of
later on	alongside
in the future	
before	
once	

Newspaper Article Template

PDW and Science

Food Chain Links

Lion – antelope - grass

Cheetah – antelope - grass

Wild Dog – antelope - grass

Snake – mouse - plants

Spider – insects - plants

Cougar – rabbit - plants

Shark – fish - seaweed

Killer Whale – fish - seaweed

Polar Bear – fish - seaweed

Seal – fish - seaweed

Piranha – insects - plants

Crocodile – rabbit - plants

Turtle – fish - plants

Tiger – elk - grass

Alligator – fish - plants

Eagle – mouse - plants

Bear – fish – plants

Wolf – rabbit - plants

Hawk – mouse - plants

Food Chain Artwork

1. Pick a predator
2. Research to find an animal the predator eats (consumer)
3. Research what the consumer eats (producer / plant)

1. Cheetah (predator)
2. Antelope (consumer)
3. Grass (producer / plant)

Science Collage

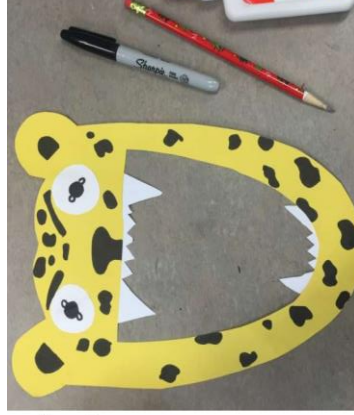Cut out the predator head

Find a colored paper for your consumer

Trace the mouth of your predator on the consumer paper

Using white paper, cut out eyes and teeth for your consumer.

If needed, add extras with crayons and/or markers

Pick a colored paper for your predator
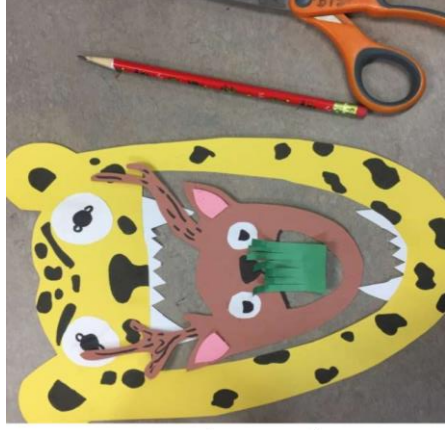
Draw your predator as BIG as possible

Make sure the mouth is wide and open!

Glue the teeth and eyes to your predator head.

Add extras with crayons or markers if needed.

Cut out your consumer
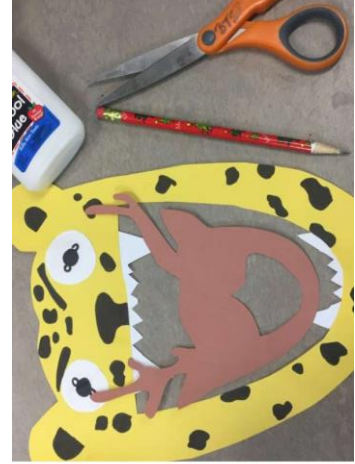
Using white paper, cut the teeth and eyes for your predator

Draw your consumer so it fits inside your predator's mouth

Find a colored paper for your background.

Glue down your predator
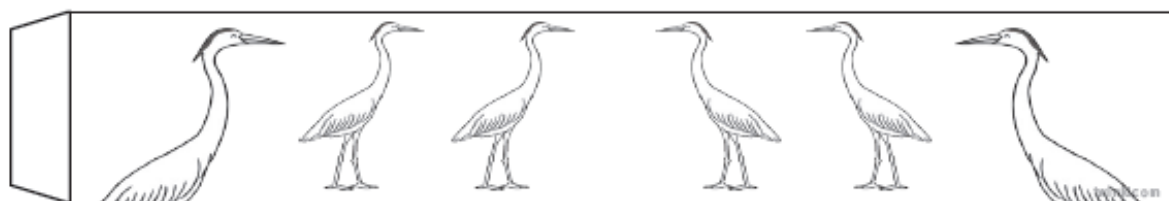
Glue down your consumer

Glue down your plant

Cut out your plant.

Practice putting together your predator, consumer, and producer.

Glue down your predator

Glue down your consumer

Glue down your plant

You finished your food chain collage!

Pick a colored paper for your producer (plant)

Draw your plant

Make sure your plant will fit in the consumer's mouth!
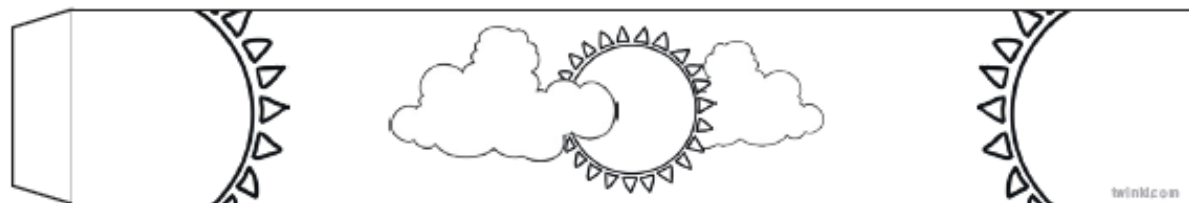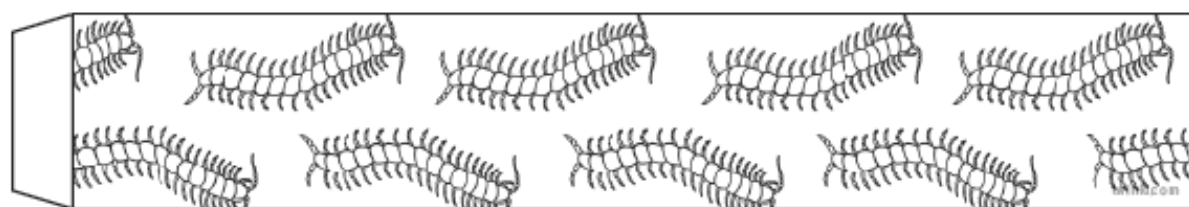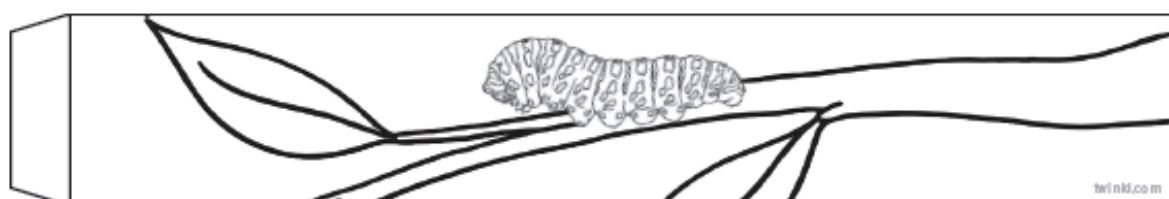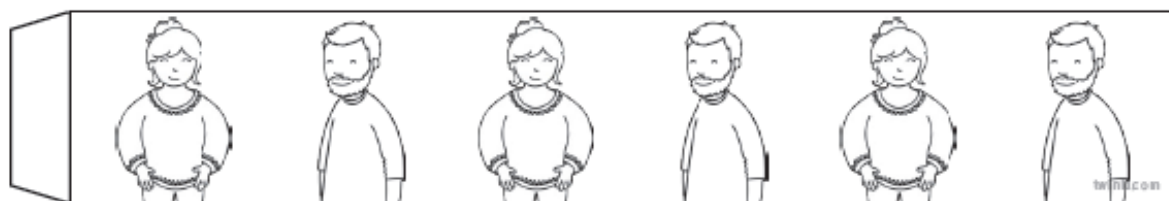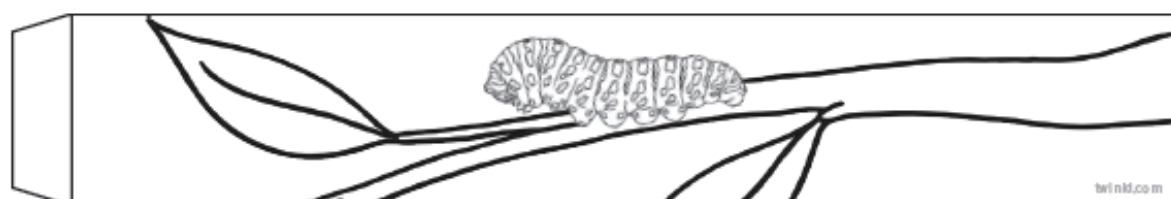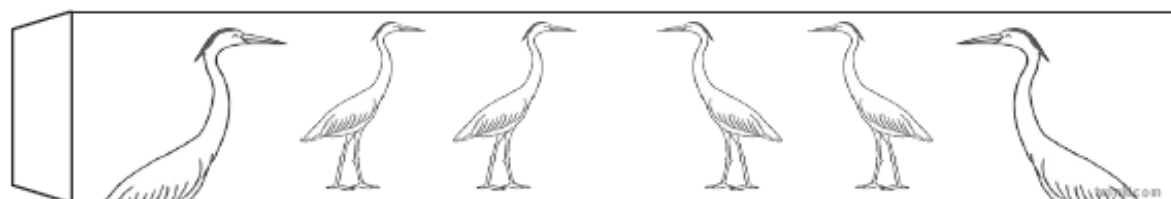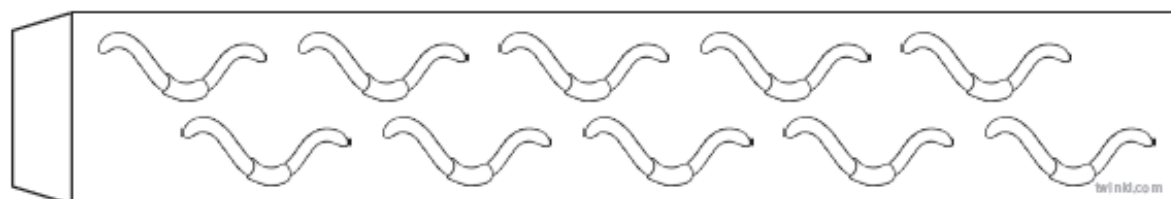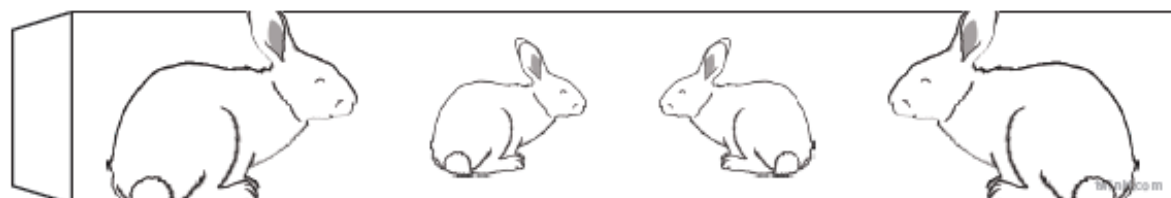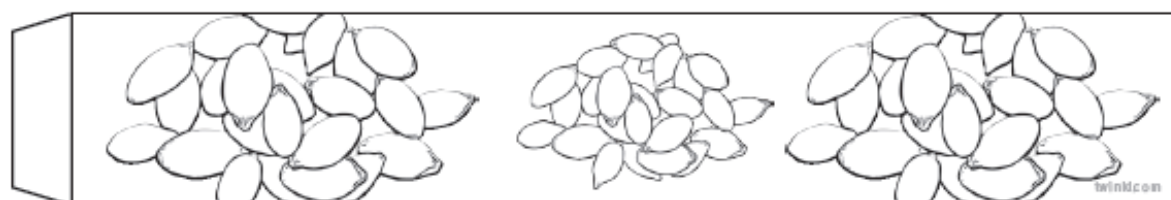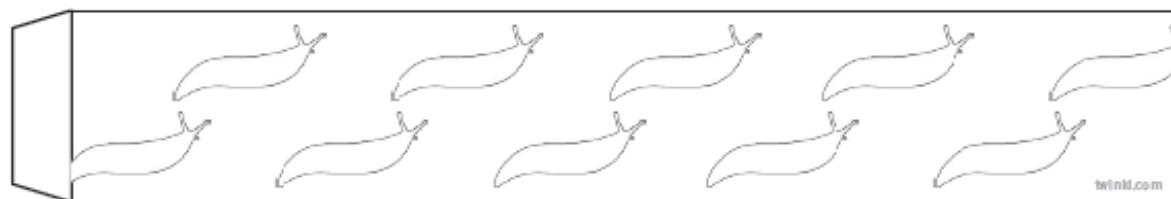
PDW – Road Safety Week

Read each of the statements. Do you think they are fair, not fair or are you undecided. For each one give a reason for your choice.

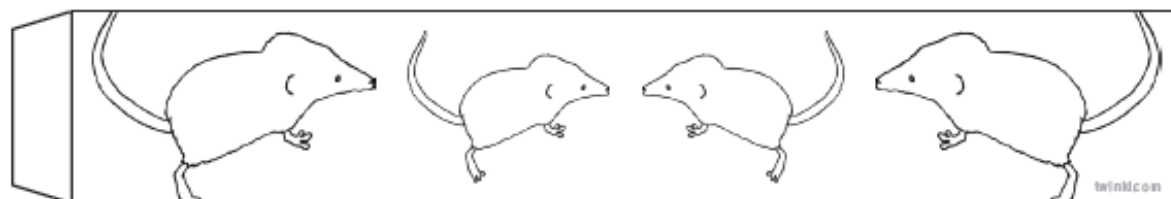|	
Children should not cross the road by themselves	**Drivers should not use a hands-free phone when driving**
Children should walk to school with an adult	**Walking and cycling should be made easier and safer in communities**
Cars should not drive faster than 20mph in areas where people live	**If more people walked and cycled instead of driving, it would reduce road casualties and pollution**
Children should cross a road only where there is a pedestrian crossing	**Parents should not drop their children off outside school**
Children should not have a mobile phone in their hands when walking to school	**Parents should not be allowed to use their cars for taking children to school**

1. Pictogram chart

The chart shown below shows the number of days pupils were driven to school in a month.

One car on the chart represents one return journey to and from school. Half a car means the pupil made a single journey either to or from school.
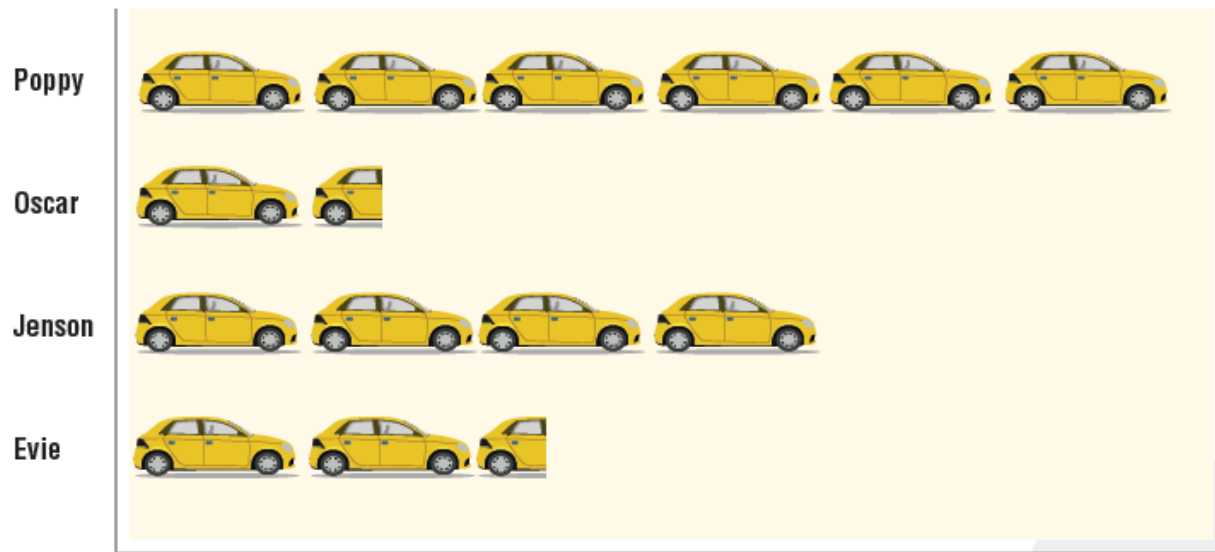
Key:

 = one return journey to school

 = one single journey to or from school only

Answer the following questions:

a. Which child was driven to school the most?

----

b. How many return journeys did Evie make by car?

----

c. How many more times did Poppy travel to school by car than Oscar?

----

d. How many return journeys did the children make by car in total?

----

2. Bar chart

The bar chart shows how the children in class 4W travelled to school during Road Safety Week.

Mode of travel

Number of pupils
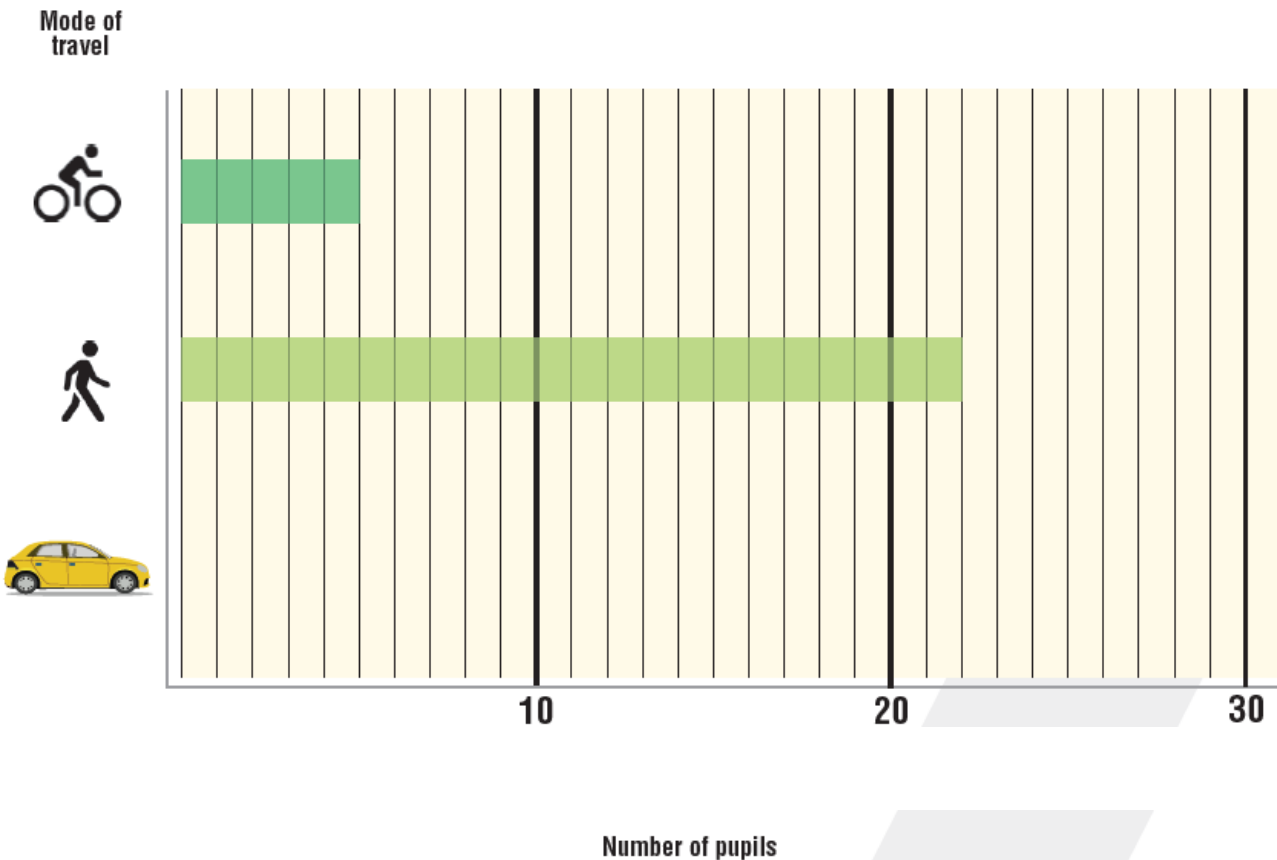
Answer the following questions:

a. How many children walked to school?

....

b. How many more children walked to school than cycled?

....

c. If 30 children were in the class, how many were driven to school? Draw and colour a column on the bar graph to show your answer

Write, paint, draw, or design road safety posters (A4/A3 size) about the importance of driving 20mph or slower in places where people live, work and play.

Road Safety Wordsearch

Find the following words related to Road Safety Week in the letter grid

brake
crossing
danger
driving
pedestrian
safety
slow
speed
think
vehicles
wheels
driver

```
z c i d a n b p y r w b w h
w r d t q c z r e o q r y o h
i q r k p e r v a n z d z y o
y t e f a s i o a k r t i n r
s p e e d r v f s i e l z n e
k l f v d q a s v s r e k u g
v s e e w y w i q y i r c u n
z w o e o q n r i x t n c v a
x t s w h g w s t f t i g e d
i k l e w f l t o g k s h i c
e d p e q x w v h l i k s i c
k p e d e s t r i a n l s c t
n s f f t q x v n t o e p l a
q h h g l c i z k w y o t e t
w f p v t i y u f g q n x s x
```

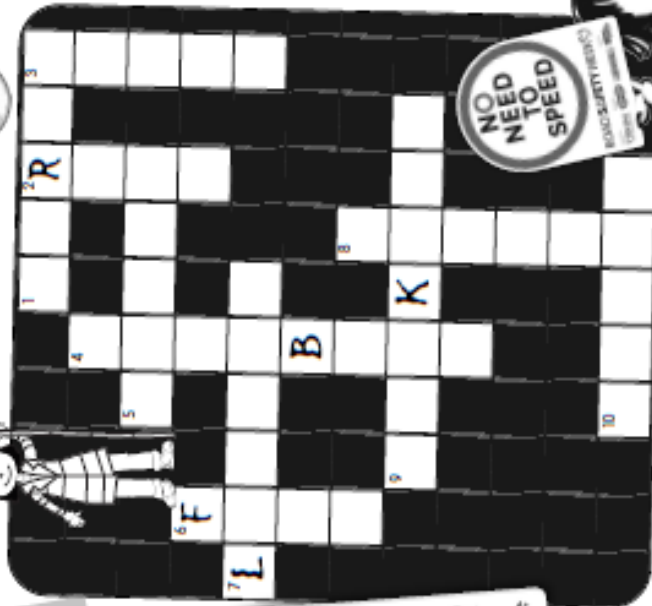# Road Safety Crossword

ACROSS

1. These are part of your bike. You might need to pump them up before you set off
5. A stripy animal and a safe place to cross the road
7. Don't forget to turn these on if you're out cycling when it's dark
9. This is a fun and healthy way to travel to school
10. It is not safe to drive when you are talking on the _____

DOWN

2. Drivers must always keep their eyes on this
3. The theme of Road Safety Week is NO NEED TO _____
4. You must always listen this before the car starts moving
6. A driver caught speeding might have to pay one of these as a punishment
8. Before crossing the road you should always Stop, Look and _____

Circle the 8 things that help slow down traffic and keep you safe on your way home from school.

NO NEED TO SPEED

ROAD SAFETY WEEK

ROAD SAFETY WEEK
16–22 November 2020

www.roadsafetyweek.org.uk

Brake
the road safety charity

Specsavers

DHL

NO NEED TO SPEED

Quickfire Q

Velocity is another word for speed. How do you think the dinosaur velociraptor got its name?

Tongue Twisters

Try and say the following as fast as you can. Start slowly and speed up. Aim for 5 times in a row without laughing!

Red Lorry Yellow Lorry
Red Lorry Yellow Lorry
Red Lorry Yellow Lorry

Gridlocked

Rearrange the letters below to make a new word using the clues to help you. Write your answer in the grid and you will discover a new word in the shaded column.

CLUE: The answer is the part of a car that helps you slow down

B R E A M _ _ _ _ _ (Traffic light colour)

Y R O R L _ _ _ _ _ (Another name for a truck)

W K A A E _ _ _ _ _ (The opposite of asleep)

S I B E K _ _ _ _ _ (A short way of saying bicycles)

E S D E P _ _ _ _ _ (Road Safety Week motto: 'NO NEED TO _ _ _ _ _')

Slow and steady wins the race

Colour the picture and copy the poem in your best handwriting.

Rushing and racing everywhere
Makes other people tear their hair.
Don't speed along and chase for space,
'Cos slow and steady wins the race.

FINISH

STOP

Anti-Bullying Week 2020

Every year, schools across Britain support Anti-Bullying Week, an event which started in 2004. The aim of the week is to raise awareness about bullying, the effect it has on people and to highlight ways of preventing it from happening. This year's event is from Monday 16th to Friday 20th November 2020.

In 2020, the theme is 'United Against Bullying', which reminds us of the importance of working together to have a positive impact on the world and help to reduce instances of bullying. Together, we must look, listen and work together to notice bullying. Then we must tell a responsible adult whom we trust.
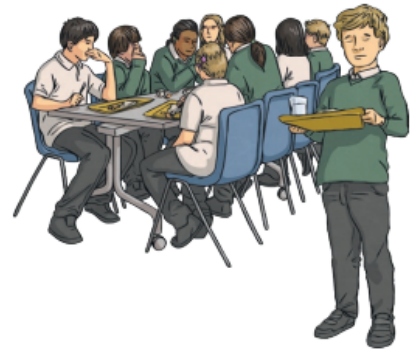
What Is Bullying?

Everyone has times when they fall out with friends or family, times when they say something they don't mean or times when they don't play nicely. Usually, these occasions are unusual or a 'one-off'. Even though this behaviour can be hurtful, unkind and upsetting to others, if it is not intentional and not repeated then it is not bullying.

Bullying is repetitive, deliberately hurtful behaviour that involves a power imbalance. This means that the person who is bullying thinks they have more power than the person being bullied (the victim). For example, they may believe they are stronger, faster or more intelligent than their victim. Bullying is the behaviour that makes the victim's life difficult and miserable. It is also possible that the bullies themselves are unhappy. It is surprisingly common for a person bullying to have been bullied themselves.

Types of Bullying

In order to challenge bullying, it is important to understand the main types, so that we may be vigilant.

Bullying which involves intentionally hurting (such as pushing, pinching, hitting or kicking someone) is called **physical bullying**. Often, there are marks or bruises that can be seen. Deliberately taking or breaking someone's possessions can also be called physical bullying.

Verbal bullying, although it doesn't leave any physical marks, can affect us mentally for a long time. Furthermore, the fact it doesn't leave visible injuries means that it is harder for others to identify. It involves hurtful comments, such

as calling people names, teasing them or making threats. Name-calling is one of the most common ways that people are bullied.

Bullying by excluding someone from a game or a conversation, telling others to leave them out, or talking behind someone's back (in real life or by sending messages about them) is known as **social bullying**. It can also include doing something that embarrasses someone in front of their friends or family, such as taking photos without someone's permission. In addition to the above types, there is also **cyber-bullying** which involves the use of the internet media to engage in verbal or social bullying. Cyber-bullying is particularly worrying because the person bullying cannot see the harm that it is causing the victim.
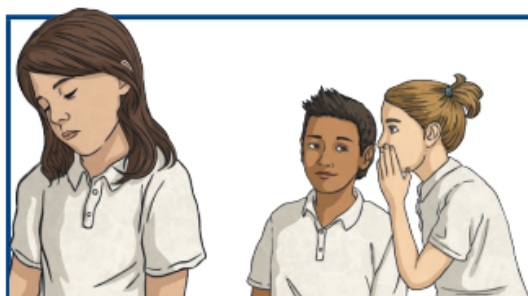
Did You Know...?
According to a study of 13,000 pupils aged 7-15, the result showed that:

- $\frac{1}{4}$ of children said that they were bullied a lot or always.

What Effects Does Bullying Have?

Bullying can happen to anyone, anywhere and at any time of their life. Bullying can make someone's life very difficult. It may not only have an effect on the victim's physical health, but on their mental health, too. If someone is being bullied at school, their behaviour may change. For example, they may play truant and make excuses to not attend school. At school, they may appear quiet and withdrawn. Being bullied makes people feel miserable, upset and scared. Furthermore, it can make concentrating on schoolwork very difficult. Research has also shown that being bullied has a long-term impact, for many years into the future.

Getting Help

It is crucial not to keep bullying to yourself. If you are being bullied, or you know someone else is being bullied, you must tell an adult whom you trust. This could be someone at home or at school or through a website such as Childline. You should never be told to ignore it or to change who you are. Bullying is never acceptable. However, you must never try to solve it alone. Somebody can always help.

PDW – Anti-Bullying Week
Questions

1. What is this year's Anti-Bullying Week theme? Tick one.

   ○ 'Raise Awareness of Bullying'
   ○ 'United Against Bullying'
   ○ 'Tell a Responsible Adult'
   ○ 'We All Have to Make a Change'

2. In which year was the first Anti-Bullying Week held?

   _____

3. Draw lines to match the types of bullying to the examples.

Irina tells her friends to never let Ava play with them.	Physical bullying
Amir sends regular text messages teasing Freddie.	Verbal bullying
Sam snatches Hanna's toy every time she plays with it.	Social bullying
Luke warns Josh that he is going to find him after school.	Cyber-bullying

4. What is one of the most common ways to verbally bully?

   _____

5. What is especially concerning about cyber-bullying?

   _____

   _____

   _____

6. Find and copy a phrase which means 'to stay away from school without an explanation'.

   _____

7. In what way can bullying affect a child's learning and work at school?

_____

_____

_____

8. Explain the differences between **saying something unkind to a friend** and **bullying.**
   Support your answer with evidence from the text.

_____

_____

_____

_____

9. Nisha is worried that she is being socially bullied by a group of children at school.
   Someone tells her to 'just ignore them'. Do you think this advice is helpful? Support your
   answer with evidence from the text.

_____

_____

_____

CREATIVE WRITING

Learners could create a short poem based on what they could do to stand united
against bullying. Each child could write 4 lines (you could add rhyming as a
challenge) and then they could be joined together to create a class poem! You
could also create anti-bullying Haiku poems or acrostic poems using **UNITED** or
ANTI-BULLYING as the starting point.

UNITED AGAINST BULLYING

What part will you play?